

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Our provision for Physical Education, School Sport and Physical Activity (PESSPA) has been strengthened by the continued employment of two Community Sport and Health Officers. Two of which has joined our pastoral team full time.</p> <p>Playtime boxes were purchased to allow children access to their own resources at playtime, encouraging them to be more physically active.</p> <p>We have continued to employ a P.E. teacher across the Multi-Academy Trust (MAT) that has worked with our newly appointed P.E. lead at the school to improve the quality of teaching and learning within P.E. The P.E. teacher has also been working upon developing the provision and quality of PESSPA, with an emphasis upon additional opportunities for pupils to be physically active.</p> <p>Joggers for use within P.E. have been added to our uniform for this year.</p> <p>Staff uniform was purchased for all teachers, teaching assistants and other staff for use within P.E.</p> <p>The MAT P.E. teacher and school P.E. teacher has supported the planning and teaching in Reception and Year 4 with plans to extend this work to others teachers throughout the school.</p>	<p>Create Development will be furthering the development of our staff's teaching of PE through the delivery of bespoke CPD (Focusing upon gymnastics and dance).</p> <p>Look at how staff can be supported further to ensure high-quality teaching and learning within P.E.</p> <p>Review physical activity and school sport provision and agree what steps should be taken to improve provision.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £809
+ Total amount for this academic year 2020/2021 £20,100
= Total to be spent by 31st July 2021 £20,909

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	Data unable to be collated due to Covid-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

P.E. teacher	£15,441
P.E. uniform	£3125.54
PE joggers for children	£2521.79
Staff uniform	£749.4
Real P.E. subscription	£495
Playtime equipment	£471.05
P.E. equipment	£344.89
Total Carried Forward	£809
Total Received	£20,100
Total Spent	£23,148.67

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 6.3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Social media and our school website have been used to engage children at home with activities that support their physical literacy, with an additional emphasis on fitness, health and wellbeing.	PE teacher to source appropriate resources and liaise with SLT to provide content for pupils.	1.2%	Children have been encouraged to engage with these resources from home. Photos and videos linked to home learning have been linked to themes and created on a weekly basis to support their health, wellbeing and physical literacy. Children have shared their home learning with the school which has been celebrated on social media.	Resources could be kept as part of the website for pupils and parents to access. Consider how these resources could be linked with our curriculum offer.
Increase opportunities for children to play and enjoy being physically active during the school day.	Purchase additional equipment for whole school to use within bubbles at playtimes, lunchtimes and during golden time. Organise equipment purchased into bubble boxes for classes to keep.	2.3%	Less incidents of behaviour at playtime, lunchtimes and throughout the school day (tracked via CPOMS). Children are less sedentary and are using the equipment to play in different ways.	Equipment purchased can be carried forward to subsequent years. Additional equipment can be purchased to further increase the opportunities for pupils to be physically active. Activity cards could be provided to support higher levels of physical activity.

				<p>Look at reviewing playtimes regularly, observing and discussing playtimes with children and staff to assess if levels of activity, confidence and enthusiasm to play and be more physically activity have increased.</p> <p>Consider how specific members of staff can be used to enhance provision at play and lunch time.</p>
<p>Increase the levels of physical activity and opportunities for learning within PE.</p>	<p>Purchase additional equipment for PE.</p> <p>Distribute resources equally between bubble boxes for use within lessons.</p> <p>Timetable the use of equipment purposefully for bubbles within school.</p>	1.6%	<p>Children are less sedentary within P.E. lessons.</p> <p>More equipment has meant children receive more time on task, helping them make progress.</p>	<p>Equipment purchased can be carried forward to subsequent years.</p> <p>Additional equipment can be purchased to further increase the opportunities for learning within P.E.</p> <p>Audit equipment and review the equipment available within lessons.</p>
<p>To introduce the concept of personal best challenges to boost enjoyment and uptake of physical activity.</p>	<p>The PE teacher has worked with the community sport health apprentices to create and then pilot a series of personal best challenges.</p>	1.2%	<p>Due to Covid-19, the piloting of these challenges was impacted and will be subject to a review when possible.</p>	<p>Evaluate the effectiveness of these challenges and how they can best embedded within the school day for maximal effect.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30.7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage children to respect and take responsibility for own P.E. kit through supplying staff with a P.E. uniform to model the values expected of children.	Multi-Academy Trust (MAT) P.E. lead and school PE lead to liaise with staff regarding the purchasing of school P.E. uniform.	3.6%	Fewer issues with children having inappropriate or missing P.E. kit.	Staff and pupil P.E. uniform may be kept for subsequent years and used during events or competitions. Look at ways to encourage and reward pupils for demonstrating physically literate behaviours or values
Ensure all children are adequately dressed for indoor and outdoor P.E. through,with the aim of raising the status, importance and accessibility of PE, sport and physical activity for all children throughout the school.	Continue to subsidise the cost of P.E. kit for parents (Parents purchase uniform at a 50% discount). MAT P.E. lead to liaise with senior leadership team (SLT) and office staff to purchase and distribute joggers from main supplier.	15.1% 12%	Pupils are dressed appropriately for P.E. and participate consistently in lessons.	such as commitment, teamwork, determination, respect and honesty when engaging with PESSPA provision. Finalise a clear system to identify and tackle the issue of inappropriate or missing PE kit for pupils, helping to ensure accessibility to PE for all pupils.

				Look at how to organise a swap shop to help families purchase P.E. kit at a cheaper rate.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				72.4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to ensure a broad and balanced curriculum is delivered.	<p>Renew the purchasing of Real PE.</p> <p>The MAT P.E. lead worked with the school P.E. lead to provide bespoke guidance every half-term for staff regarding the teaching and learning of different areas of</p>	2.3%	Pupils have developed their knowledge, skills and understanding across a greater breadth of activity areas.	Ensure the quality of teaching contains to grow by having procedures to support staff to deliver high-quality P.E. lessons. Consider a purposeful system that could be designed and
To improve the range of outcomes for pupils by supporting staff to use the PE planning more effectively, helping to ensure higher quality teaching and learning.	<p>the National Curriculum for Physical Education. Specific learning objectives were provided for each lesson. Some planning support was also provided for teachers to plan learning within P.E. during the lockdown</p> <p>Information was collated from observations, staff, and pupils. A review of P.E. was then produced and discussed with the MAT P.E. lead, school PE lead senior leadership team, and community sport health apprentices.</p> <p>Guidance to staff was also provided that reflects the latest national covid-19 guidance and</p>	70.1%	Comments from staff and pupils identified strengths, barriers and areas for improvements. These provided clear actions to help ensure staff were supported to deliver high quality teaching and learning for all pupils.	<p>implemented to track the progress and attainment of children.</p> <p>A learning walk and deep dive into PE was planned but cancelled due to Covid-19. This will be carried out at an appropriate time.</p> <p>Create a topic map that is designed to ensure the curriculum is sequenced appropriately and progressive for all.</p> <p>Develop further guidance, resources, and documentation to support</p>

	individual school risk-assessment.			<p>teachers to deliver high-quality P.E. lessons.</p> <p>Produce in- house CPD to further develop and consolidate teachers' delivery of PE. Focus CPD on areas of the curriculum that staff have received less input on. Consider the organising of external training facilitators to support staff in their delivery of specific areas. For example, Real Gym or Dance.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1.3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with new and different activities to access from home.	Advertise new virtual clubs hosted by the Youth Sport Trust.	1.3%	Children have been encouraged to share their participation with the school.	Consider how these clubs could be used within schools and to supplement current physical activity or sport provision.

Signed off by	
Head Teacher:	Earl Richards
Date:	19/07/2021
Subject Leader:	Daniel Williamson
Date:	19/07/2021