

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

2022/23

Commissioned by the
Department for Education

Created by



Additions by:



It is important that the grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (sect 194) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT). To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. We start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend their funding, including any under-spend from 2019/2020 and 2020/21, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2023** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-reflection of how you are using the funding to secure maximum, sustainable impact.



PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

Funding Available for 2022/23

Budget Summary for 2022/23

2019/20 Underspend (Figure carried forward) -	£0
2020/21 Underspend (Figure carried forward) -	£0
2021/22 Underspend (Figure carried forward) -	£0
2022/23 Premium	£0

**Total Funding
for 2022/23**

£18,460



Budget summary as of 1/7/23

Total funds allocated - £18,460

Total spend identified in plan (green figures) - £18,460

Balance (underspend) £0

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	Yes	Yes	Yes

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	Yes	Yes	Yes

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA
			x

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. A broad and balanced curriculum provided for children to gain a good understanding of PE knowledge. 2. Developed OAA provision to all of Key stage 2 with Staff CPD through external coaches. Implemented fundamental skills of OAA into Key stage 1 developing teamwork and problem solving sessions. 3. Wide range of extended range of opportunities outside the PE curriculum - more after-school clubs led by Teaching staff and external coaches. 4. Opportunities for engagement in competitive sports for ALL children – Inter school competitions across both key stages and friendly sports fixtures against partner GAT schools. More sporting competitions and opportunities entered and attended for children with SEND only. 5. PE Gifted and Talented children have been allocated an hour a week PE session (on a termly rotation) to develop their skills further with external PE coach expertise. 6. Pupil voice carried out to capture strengths and improvements that could be made. Suggestions made by the children and implemented in the PE journey. 7. Expertise of HLTA were used to deliver high quality physical education. 8. 	<ol style="list-style-type: none"> 1. Continue to use specialist sports coaches to build upon CPD already undertaken and ensure consistency for new staff. Utilise all coaches to deliver lunch time and afterschool clubs on a rota system to ensure equal coverage across both key stages. 2. Continue to extend the range of opportunities offered within the PE curriculum to include a broader range of activities, helping more children develop wider interests and awareness of opportunities in sport and games 3. Provide more opportunities for inter-school competitions against self and other to develop a range of personal and social skills allowing opportunities for children to compare their performances with previous ones, to demonstrate improvement and desire to achieve their personal best. 4. Further develop the assessment system for PE in order to support planning and the tracking and monitoring of progress and attainment across the subject 5. Ensure all children have the opportunity to engage in a minimum 30 minutes a day of vigorous physical activity. 6. Continue to develop links with PSHE and the introduction of skills builder programme, developing team work, staying positive and problem solving embedded whole school aims and underpinning our respect value. 7. Continue to incorporate activities to promote development of Handwriting following the Teach Handwriting scheme, integrating core strength and dexterity training into warmups, for example 8. Establish an age-appropriate Physical Vocabulary to support teacher's planning – for example, describing body awareness, movement, methods, actions, and

techniques – and ensure use of identified vocabulary is high priority in all lessons.

Swimming and Water Safety

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	54%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	28%
<p>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?</p>	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund (Including any Underspend): £18,460		Date Updated: 1.7.23	
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:
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities All year groups allocated 2 hours of PE per week. Children come into school wearing PE kit reduces amount of time lost for changing.	1. Develop our 30 minutes a day provision with a key focus on the benefits of healthy physical activity on mental health and well being. <ul style="list-style-type: none">Participate in whole school activities supporting health and wellbeing – Incorporate the outdoor environment.Continue to provide cross curricular links to develop personal and social skills.Encourage Teachers to utilise resource at key pinch points throughout the day. Move off and think/Bursts of physical activity reinvigorate pupils and prepare them to re-engage with learning across the curriculumContinue to use the 30 minutes a day tracker. Track and monitor this. Target non engagement users.Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities to help meet 30 Minutes a Day requirements.Continue to use super movers, 5 a day, cosmic yoga, daily mile.		N/A Part of GAT package of support	Evidence Outdoor learning and classroom programmes in place and children engaging on a regular basis. 30 minutes a day training taken place 30 Minutes a Day audit complete and baseline established All teachers issued logins- to ensure maximised use. Club / Activity registers Observation through learning walks Observations of active bursts and 30 minutes a day – regular use of 5 a day program. Pupil voice showed children like this physical release time. Registers of club lists shows uptake of clubs have been more popular as the year has progressed. Broad and balanced curriculum to develop all aspects within the National curriculum. Support from Stuart Allison has ensured a curriculum map is produced to be broad and	Ensure 2023-24 plans continue to support and drive forward the achievement of whole-school priorities maintaining safe practice is continued. Continue to access GAT support package – Use of Stuart Allinson CPD

	<p>2. Continue to engage JB Specialist Sports 'Coaches' to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional lunch time and after school clubs. 	£15,600	<p>balanced in order to meet the national requirements of the national curriculum but also to meet the needs of Seathorne children.</p>	<p>Promote physical activity through whole school house point rewards. Continue to promote intrac house competitions within units of learning.</p>
	<p>3. Targeting non-engagement</p> <ul style="list-style-type: none"> Encourage teachers to monitor non-participants and identify ways to include them sooner. Pupil voice to identify reasons for non-participation. Offer some extra opportunities 	N/A	<p>Key initiatives throughout the year celebrated – Whole school wake and shake for national fitness day.</p> <p>Whole school cross curricular links formed with PSHE – Health and wellbeing, mental health, healthy eating.</p>	<p>Identify and target non engagers. Identify and target pupil premium.</p>
	<p>4. Develop children's understanding of the importance of physical activity</p> <ul style="list-style-type: none"> Learning assistant with cover responsibilities will deliver healthy lifestyles program forming the cross curricular links. 	N/A	<p>Key stage 2 Cross curricular links with Maths and English through OAA.</p> <p>EYFS and Year 1 continued to develop links with OAA - forest school sessions – Providing great physical activity for ALL children.</p>	<p>Continue to form cross curricular links to develop range of personal and social skills.</p>
	<p>5. Make lunch times more active</p> <ul style="list-style-type: none"> Continue to train up midday supervisors and include time-tabled classes taking part in outdoor dance sessions on the playground Re-organise and provide equipment for outside store at the start of the year (separate lunch time and outdoor PE equipment). 	Part of JB external coaches – See cost above	<p>Interschool competitions incorporating an inclusive mix of ALL pupils, - Pupil premium children, SEND children.</p>	<p>Develop links with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect</p>
	<p>6. Provide opportunity for participation in swimming sessions</p> <ul style="list-style-type: none"> Year 4 and 5 children to commence swimming sessions New focus on water safety. Perform safe self rescue in different water based situations. 	Part of JB external coaches – See cost above	<p>Impact / Outcomes for Children: Increased awareness of the wide range of different types of healthy activity Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Additional sport opportunities available Increased number of children participating in school sports clubs. Young leaders develop self-confidence, leadership and team-building skills</p> <p>Teachers from Rec – Y6 developing CPD with weekly JB coaches.</p> <p>Nursery delivering own PE lessons with guidance from PE lead. PE planned on a day where sessions are full ensuring a high level of</p>	<p>Continuing to utilise JB coaches and upskilling mid day supervisor staff. Continue to introduce playtime games to promote BRITISH values.</p> <p>Continue to provide swimming provision. Initially started at Upper Key stage 2.</p>

			pupil engagement. From staff voice it is clear nursery staff have a secure knowledge of the importance of fundamental movement skills in children to develop progress in other areas of the curriculum.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				% NA – see KP1 +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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	1. Strategic Approach with focus on well-being <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programs and the importance of well-being Learning assistant with cover responsibilities will deliver healthy lifestyles program 	See links with KP1 + KP3 Additional links with current Academy Improvement plan	(See evidence and impact as highlighted in section 1 above) Evidence <ul style="list-style-type: none"> PE Competition Map Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE COVID Safe Competition opportunities developed Increased Inter-House competition opportunities PE Units of Work developed to include competitive opportunities – end of units children play against other children in their year group in mini competitions – to develop further using house system Wellbeing week to take part in 2021 Sense of health and wellbeing improved In-school training taken place – Super Me Active Playground Programme Discussions with staff and children Pupil feedback Learning walks/observations Photographs 	Promote Physical education with a display board in school highlighting the skills being learnt in PE each term by each year group and celebrating competitions. Continue to promote CHAT mantra slogan for Peso children see what PE fits into their school journey. Emphasise the importance of pupil and staff well being and implement physical mindfulness activities in all classes building on the skills taught from super me sessions.
	2. Further develop whole school well being <ul style="list-style-type: none"> Host a well-being and health week to encourage staff and pupils to develop positive life-style choices Healthy eating linked to above Each Year Group to plan their program Encourage children to become happy and resilient learners. 	N/A		Continue to encourage children to feel confident in themselves, understand their own emotions and become happy and resilient learners – linking to whole school values.
	3. Support whole school development of enriching children's vocabulary	N/A	Whole school initiative – Wake and shake for National fitness day.	Continue to develop healthy eating and the awareness of the importance of this for the children.

	<ul style="list-style-type: none"> Invest in a whiteboard for the hall so learning objectives and key vocabulary can be displayed Develop and Share a comprehensive vocabulary map with teachers, for all age groups Teacher to share the learning objective and success criteria at the start of each lesson, so children can refer to it during learning and use the subject-specific vocabulary appropriately <p>4. Support whole school development of English and handwriting (Teach handwriting scheme)</p> <ul style="list-style-type: none"> Include learning activities that promote core strength and good posture Include learning activities that develop children's balance and fine motor skills Include learning activities that ask children to observe what they are doing and visualise what a good one looks like to support cognitive skills Include learning activities that promote speaking and listening skills to support our CHAT PE slogan. <p>5. Promote after school clubs</p> <ul style="list-style-type: none"> Ensure clubs are tracked and reviewed. Target non engagement year groups. 	<p>N/A</p> <p>Part of JB external coaches – see cost above</p>	<p>Healthy eating assembly – parents also invited for this.</p> <p>Inclusivity for all - Entered and took part in SEND panathlon events, solely for children with SEND developing personal, social and emotional achievements.</p> <p>Stuart Allinson undertook a PE quality assurance day highlighting key strengths and next steps.</p> <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Pedagogy in classroom developed to engage children in healthy, active learning Greater understanding of role competition can play in development of whole child Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children</u>. Increased pupil:</p> <ul style="list-style-type: none"> Improved engagement in classroom and PE lessons Enhanced behaviour across lessons Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Increased children's confidence Awareness of the importance of physical activity and health Experience sense of well-being and the feeling of achieving their best Experience of gaining awards and certificates and the feelings of achievement Increased engagement in teamwork and exercise Improved concentration in lessons Increased sense of belonging and engagement in whole school life Children having more opportunities to think, 	<p>Develop links with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect</p> <p>Continue to embed cross curricular links with handwriting and English prioritising vocabulary and displaying this within a PE lesson and on the whole school PE display board.</p> <p>Continue to enter into events such as SEND panathalons.</p>
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			discuss, evaluate and plan whilst they are moving • Development of the whole- child (personal and social skills)	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13 %
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	1. Support staff CPD needs • Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19 • Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework • Informal discussions with staff, building upon the audit last year • Key focus on any new staff • PE Learning Walks to help identify needs • PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff • Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20).	N/A	Evidence • Discussions with staff • Learning walk information • Updates from PE Lead Impact / Outcomes for staff: • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Identification of strengths and areas of staff need with regards to training • More effective subject leadership • Subsequent CPD bespoke to meet identified needs Impact / Outcomes for children: • Children following all latest COVID19 – PESSPA Safe-Practice • Children engaged in more effective, enhanced provision from upskilled staff	Continue to utilise GAT package of support and use of networking opportunities allowing good practice to be shared. Liaise with new staff in school and support them on our PE journey. PE lead to identify staff CPD needs and plan and develop accordingly. Review current schemes of

	<ul style="list-style-type: none"> GAT Membership Support Package <p>Purchase membership of GAT PE and Sports Programme. Support to include: Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> Developing high quality practice and provision in relation to your PE Curriculum Journey (Intent, Implementation and Impact) Resources to evidence the quality of PE Intent, implementation and Impact 30 minutes a day – monitoring and developing your provision PE Deep Dive and information on Ofsted Inspection - Updates and guidance on any changes to latest national and Trust requirements with regards to COVID-19 PESSPA Safe-Practice. This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy The PE and Sport Premium – website compliancy, Plans and the Conditions of the Grant funding PE and Sport Premium - RAG Review and identification of key actions - Ofsted and DfE requirements in relation to PE and School Sport Premium Sharing of best practice to support pupil well-being Resources and strategies to develop pedagogy within PE - Safe-guarding / Health and Safety Updates <p>•</p> <p>10.11.22 – Deep dive focus.</p> <ul style="list-style-type: none"> Review, assessment and development of individual Action Plans and PE curriculum development plans Checking and ensuring you are planning to meet the Conditions of the PE and Sport Premium Grant Paired learning walks <p>22.11.22- QA day</p> <ul style="list-style-type: none"> Ofsted deep dive style review and develop of PE within school. Practice and provision I relation to the PE curriculum. Evidence of the quality of our PE curriculum journey focussed on the 3I's. Identify key strengths and next steps in relation to further development. 	£2500	<ul style="list-style-type: none"> Increased PESSPA opportunities provided by staff <p>All staff access weekly JB external coaches CPD</p> <p>Teachers have been using PE maps tracker to assess children in Terms 2, 4, and 6. Become confident within this.</p> <p>Evidence</p> <ul style="list-style-type: none"> Membership purchased Central Development Days attended Discussions with staff and children Costed, 2018/19 PE and Sport Premium Plan in place using new national template All DfE/Ofsted On-line reporting requirements for PE & Sport Premium complete Templates on website and web-compliant <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Enhanced subject leadership Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template Clearer understanding of the updated National Outcome Indicators A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children Clearer understanding of 30 Minute a Day requirements Active Playground Co-ordinator upskilled Teachers – increased confidence, knowledge and understanding to deliver more effective PE lessons Greater understanding of simple, practical activities to support the development of children's well-being Supports PE Lead and the school with the achievement of PE & Sport Premium Outcome Indicator 2 <p>Impact / Outcomes for children:</p>	<p>work.</p> <p>Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE</p> <p>Purchase new resources to support staff in their delivery of good quality lessons.</p> <p>Continue for teachers to assess children using the pe maps framework.</p>
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	<ul style="list-style-type: none"> • Continue support from JB coaches • Engage external coaches to work alongside teachers to offer CPD opportunities and develop practice. Furthermore, new activities are to be introduced to the children with the continued up-skilling of the teachers. • Develop the provision of JB to include the coach leads lesson 1 and 2, team-teach 3 and 4, teacher leads 5 and 6. • JB planning to be available on drop box. • Adopt a 2-2-2 model for staff being supported by JB • Purchase equipment / resources to support Professional Development • Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) • Purchase a whiteboard for the hall to display key learning objective, success criteria and vocabulary • Purchase stickers for sports day to promote individual success. • Staff CPD Voice 	<p>See cost above</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Greater pupil progress and attainment in PE against national, age-related expectations • Enhanced quality of learning • Improved challenge and engagement across all pupils • Development of self-esteem • A better understanding of their own emotions and behaviours • Children know how to use simple movements to help them relax and focus their minds • Helps children to find the superhero power inside themselves, to have the confidence and resilience to tackle different situations <p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Learning walks • Discussions with staff/staff Voice • Discussions with children <p>Impact on staff:</p> <ul style="list-style-type: none"> • Improved confidence in planning and teaching good and outstanding OAA lessons • New Units of Work introduced for OAA to support the development of the new PE Curriculum Map <p>New PE equipment so all individuals needs are supported and can achieve their full potential.</p> <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Improved quality in teaching and 	
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	<ul style="list-style-type: none"> PE Lead to meet with any new member of staff to identify any CPD requirements they may have and then look to provide the appropriate support – assessment <p>2. COVID PESSPA System of Controls</p> <ul style="list-style-type: none"> Implement and share with all staff including external providers delivering PE the academy's operating procedures relating to COVID PE leads to monitor the implementation by staff of the shared operating procedures to ensure safe practice is being followed for all PESSPA activity 	N/A	<ul style="list-style-type: none"> learning in OAA Enhanced progress and attainment within this Area of Activity and across PE <p>HLTA requested CPD in Yoga – Course completed.</p> <p>Evidence</p> <ul style="list-style-type: none"> JB Program complete Learning walks Units of Work Discussions with staff <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons, JB provided Drop box link for all planning for less confident staff This will support enhanced planning and delivery of PE lessons based on targeted needs of our children Sustainability: new schemes of work in place and can be used year on year <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Effective use of the funding leading to enhanced PE provision Children engaged in enhanced, more effective PE lessons Greater pupil progress and attainment in PE against national, age-related expectations Enhanced quality of learning Improved challenge and engagement across all pupils <p>Evidence</p> <ul style="list-style-type: none"> Meeting taken place Bespoke training arranged <p>Impact staff / children</p> <ul style="list-style-type: none"> Staff have enhanced knowledge, understanding and practice in PE Children receive more effective teaching and learning in PE <p>Evidence</p>	
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			<ul style="list-style-type: none"> Resources shared with staff PE COVID learning walk documents Staff briefing notes <p>Impact staff / children</p> <ul style="list-style-type: none"> Staff increased understanding of procedures to be followed for all PESSPA activity in relation to COVID Enhanced safety for all activity Quality assurance and consistency of practice across all PESSPA activity 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%

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 : Red = Underspent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p>1. COVID19 - Safe-Practice: Physical Activity</p> <ul style="list-style-type: none"> Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided Within COVID19 safe-practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class Identify COVID safe-practice activity ideas from colleagues at GAT Network Group Re-book activities that had to be postponed this year due to 	N/A	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Resources purchased 	<p>Continue to incorporate a broad and balanced calendar of lunch time and after school clubs.</p> <p>Work with partner schools to develop a friendly fixtures competition calendar.</p> <p>Gather pupil voice to identify interests for the next academic year and barriers to participation.</p> <p>Continue to enter events that target non engagement, pupil premium and SEND.</p>

	<p>COVID19</p> <p>2. Pupil Voice</p> <ul style="list-style-type: none"> Identify from the children, activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>3. Engage JB Coaching to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities outside of curriculum time Provide a range of sports clubs to support enrichment and academic achievement (lunchtime and after school) <p>4. Active Lunch-Times</p> <ul style="list-style-type: none"> Continue to train up midday supervisors and include time-tabled classes taking part in outdoor dance sessions on the playground Re-organise and provide equipment for outside store at the start of the year (separate lunch time and outdoor PE equipment) <p>5. Afterschool clubs</p> <ul style="list-style-type: none"> Provide a range of afterschool clubs for children to attend. 	<p>N/A</p> <p>See costs above</p> <p>N/A</p> <p>Part of JB external coaches – see cost above</p>	<p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Class sets of equipment available to ensure a high quality to PE and a range of activities are available Equipment available to ensure children can access active lunch times. More children able to access equipment at lunch time and be involved in active lunches Provision of lunchtime play zones with equipment, and professional development of MDS. (Year 6 play leaders not possible until bubbles can mix) <p>More staff competent to deliver their own PE sessions (if required) and extra curricular clubs.</p>	<p>PE Lead to raise profile of PE and the wholeschool benefits – parent leaflets / staff meetings / newsletters</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in GAT Competitions</p> <ul style="list-style-type: none"> Currently, these will be non-contact in nature and will adhere to all national requirements Depending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennis If the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses <p>2. School to participate in JB Coaching competition framework.</p> <ul style="list-style-type: none"> Currently, these will be non-contact in nature and will adhere to all national requirements Depending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennis If the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses <p>3. Additional Competitive opportunities against self and others</p> <p>Within School</p> <p>PE Curriculum Inter-House Competition Programme</p> <ul style="list-style-type: none"> Produce PE Competition Map Develop competitive opportunities for children of all 	<p>N/A</p> <p>£360</p> <p>N/A</p>	<p>Evidence</p> <ul style="list-style-type: none"> Competition Program Summary Sheet PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>All JB competitions entered and attended allowing children to develop teamwork but also being given the opportunity to develop their own personal achievements.</p> <p>Leading to the following outcomes accessible <u>by all children</u>.</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Increase confidence Enjoyment of sport across the school Opportunities to participate in a wider 	<p>Continue to provide a range of lunch time and after school clubs for ALL year groups (JB clubs on a rota system to ensure equal coverage across both key stages)</p> <p>Continue to enter into JB's interschool competitions. Enter into future SEND panathlons</p> <p>Develop more in house competition at the end of each unit of work – Points to go towards whole school house point system and rewards. Provide additional whole school sporting events to further promote physical education</p> <p>To develop an easy to use register system to identify the non engagement children in weekly PE lessons.</p> <p>Provide staff with developments in incorporating these into the lesson.</p> <p>Continue to raise awareness of PE in school through weekly SWAY newsletter, twitter and the PE page on the website</p>

	<p>abilities through this programme</p> <ul style="list-style-type: none"> • Extends competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • JB staff to provide a mini-competition in lesson 6 for 3 Units of Work for all classes (Terms, 2, 4 and 6) <p>4. Sports Days/ Week</p> <ul style="list-style-type: none"> • All national COVID19 guidelines must be followed and as such different, non-contact, activities may have to be included • This may include, for example, table-tennis, badminton, short-tennis, multi-skills circuit • Organise sports and promote the activities • Promote community links by sign-posting to local sports clubs and coaches • All children to work alongside coaches within curriculum time ensuring equality of access <p>5. Celebrate engagement and achievement,</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within class and assemblies for children who have Taken part Gained certificates Achieved star of the lesson. 	N/A	<p>variety of activities</p> <ul style="list-style-type: none"> • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best 	Continue to celebrate sporting successes in weekly assemblies.
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Signed off by	
Head Teacher:	Matthew Wood
Date:	June 23
Subject Leader:	Alison Marwood
Date:	July 23
Governor:	GAT representative – Jamie Kilner
Date:	