



It is important that your 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](#) (p41) 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

Please visit [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 recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding 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 **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

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.

Key achievements to date until December 2019	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Continuation of fitness initiative in Early Years and KS1.</li> <li>Sponsored run event</li> <li>Year 6 students given opportunity to participate in sports leaders course.</li> <li>Year 6 boys participated in mixed football tournament.</li> <li>Year 6 girls participated in girls football tournament.</li> <li>Multi sports delivery from GC coaching</li> </ul>	<ul style="list-style-type: none"> <li>To gain the Bronze School games award</li> <li>To target least active children for extra curricular support using GC coaching after school clubs when able</li> <li>To train sports leaders in KS2 to allow for leadership opportunities and provide support for bubble restrictions</li> <li>To use PE Premium funding to provide additional swimming where required to increase our school leaver swimming data</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	Limited swimming took place last year due to COVID 19 restrictions
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2020.</p>	Swimming unable to take place due to COVID 19 restrictions andswimming pool closure
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl,backstroke and breaststroke]?	Swimming unable to take place due to COVID 19 restrictions andswimming pool closure
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Swimming unable to take place due to COVID 19 restrictions andswimming pool closure
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimmingbut this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in thisway?	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: 2019/2020	Total fund allocated: £	Date Updated:		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All pupils to receive 2 hours of high quality physical education per week</li> <li>To place a focus on well-being and active learning following Lockdown</li> <li>Target Year 5/6 non swimmers for booster sessions</li> <li>Introduce fitness sessions as an initiative into KS2 following implementation in KS1 and EYFS</li> <li>Development of outdoor area in EYFS to develop physical literacy</li> </ul>	<ul style="list-style-type: none"> <li>All staff to incorporate 2 hours of PE into weekly timetable</li> <li>All staff to continue to use PE planning website as a main tool to teach high quality physical education.</li> <li>Use of indoor gymnastics equipment in the EYFS outdoor area</li> <li>Possible CPD opportunities for staff from GC coaching</li> <li>Physical literacy in early years training for 1x teaching staff and 2 x support staff</li> </ul>	PE planning subscription  Top up swimming lessons  GC coaching CPD costs  AL release time  Physical literacy in EYFS CPD	<ul style="list-style-type: none"> <li>All children physically active for at least 2 hours per week</li> <li>Daily mile for ALL classes</li> <li>Increase in swimming data to 85% meeting the national curriculum requirements</li> <li>PE lesson observations to ensure more active/ high quality</li> <li>Improvement in gross motor skills in EYFS.</li> </ul>	<ul style="list-style-type: none"> <li>To look at swimming provision as a priority- Laura Trott pool is still closed, look into other options and possibility of block bookings for year 5 and year 6 to make up for lost sessions due to Covid restrictions.</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To continue to compete despite COVID restrictions</li> <li>To develop sports leaders in KS2</li> <li>To celebrate the success of intra competition through the notice board and school app</li> </ul>	<ul style="list-style-type: none"> <li>To participate in A10 active virtual challenges and competitions</li> <li>To develop Longlands virtual challenges for children to compete against others in their classes</li> <li>To nominate sports leaders in Year 5 and 6 classes and attend sports leaders training run by A10 active.</li> <li>To participate in WDPSSA tournaments as they begin to put on events again.</li> </ul>	Sports leader bibs  A10 Active membership  WDPSSA membership	<ul style="list-style-type: none"> <li>Pupils are keen to take part in structured competition within the school day</li> <li>Pupils to transfer this to inter school competitions when COVID restrictions allow</li> </ul>	<ul style="list-style-type: none"> <li>Achieve Bronze Sports Mark award</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Opportunities to develop staff through introduction of CPD via GC coaching</li> <li>• To gain a greater understanding of the PE planning website and PE medium term plans to provide basis for lessons</li> <li>• PE leader to observe and support staff</li> <li>• PE leader to attend A10 active/ WDPSSA meetings and feedback relevant information to staff during inset training</li> </ul>	<ul style="list-style-type: none"> <li>• GC coaching to deliver high quality PE 1 hour a week to years 1-6</li> <li>• GC to deliver whole school CPD on outdoor games and provide the opportunity for staff to team teach sessions with him to increase confidence in their teaching.</li> <li>• AL to deliver CPD on gymnastics across whole school to ensure high quality lessons are developed.</li> <li>• AL to conduct subject leader audit to identify any areas of PE that staff feel less confident with- evaluate these and provide CPD and support as appropriate.</li> </ul>	GC coaching AL release time	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Pupil voice</li> <li>• Staff audit</li> </ul>	<ul style="list-style-type: none"> <li>• Development of assessment tool to monitor PE progress</li> <li>• CPD on assessment tool on the PE planning</li> </ul>

	<ul style="list-style-type: none"> <li>AL to observe at PE lessons twice a half term</li> </ul>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Opportunity to provide a broad range of physical activity and sport through use of medium term plans and PE planning toolkit</li> <li>Virtual challenge league for Years R-6</li> <li>Opportunity to host physical activity/ Sports workshops</li> <li>Fit4kids workshop years R-6</li> <li>Build links with local clubs</li> <li>Give the children the opportunity to showcase their skills in competitions and tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to a range of sports to encourage children to be more open minded when choosing extra-curricular activities</li> <li>Book venues for end of unit competitions such as local leisure centres to perform sports on full size pitches and courts.</li> </ul>	Fit4kids workshop £397+VAT  Cost of venues for courts/pitches end of unit	<ul style="list-style-type: none"> <li>Access to a variety of sports, evidenced on the app and PE notice board</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a wider range of after school clubs for children</li> </ul>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continued membership to A10 Active and WDPSSA</li> <li>All pupils to compete in intra schools competitions via A10 active</li> <li>Encourage intra school competitions within PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>To ensure all staff are aware of upcoming virtual competitions with time to practise/ record results within PE lessons</li> <li>work with GC coaching to deliver school competitions within PE lessons</li> </ul>	Release time	<ul style="list-style-type: none"> <li>100% of children involved in competitions</li> <li>Children to develop awareness of values linked to participation and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Develop sports leaders to deliver competitions within school</li> </ul>

Signed off by	
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Date:	Reviewed in July 2020
Subject Leader:	Bethany
Date:	12/07/20
Governor:	Chris Robinson
Date:	12/07/20

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