# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 **31st 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](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

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.

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| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
| Pupils from Y2, Y3, Y4 and Y5 receive 1 term of weekly swimming lessons. Some pupils in Y2, Y3 and Y4 who were non-swimmers are already able to swim 10- 25m. Children love participating in swimming lessons and some children have started having lessons outside of school. 2 TAs have now received training.  New sports introduced to the children: golf taster session (Y2-Y6), introduction to rugby and ultimate frisby (Y4 and Y5), boccia taster session (Y2-Y6) Y2 block of 4 lessons in boccia, street dance –block of 6 lessons per class (Y3-Y6) plus lunch clubs.  Balance bikes programme continued in Foundation stage by trained TA. This now forms part of regular practice. Additional bikes and resources bag purchased this year.  Scooter training was delivered in KS1 and children have specific scooter playtime each week.  Achieved Silver Sports Award for School Games. (Gold in many areas)  Heat map completed in Y2 and trialed more active lessons across the curriculum.  Each year Y6 pupils trained as play leaders and delivered activities in KS1 playtimes, clubs and sports day. They’ve developed leadership skills including, organisation of sports day, assisting at a weekly sports club and creating and leading games during KS1 playtimes.  Pupils Y1-Y6 competed in a range of competitions against other schools: athletics, basketball, handball, orienteering, cricket. Also virtual competitions and opportunities to compete against pupils within the school. KS2 took part in an intra-orienteering competition on the Ponderosa. This will now be an annual event.  Y2 won the Forge Partnership sports hall athletics competition.  Y4 made it through to the City Finals for basketball, finishing 4th.  Children have taken part in a running challenge to work to a progressive goal and improve fitness levels. Y5 also took part in running club.  Personal challenges trialed at sports Day.  Active travel promoted through ‘Active Travel Challenge’. Approximately 95% of children participated.  Annual Dance Show attended by parents producing high quality dance routines from F2 to Y6, devised and created by pupils.  Previous gymnastics teaching is now embedded in the curriculum and regularly demonstrated in class assemblies.  Daily fun club sessions for each class take place during lunch times.  All mealtime supervisors have been trained in leading playground activities and provide these for children on a daily basis. Playpod encourages creative and active play.  Pupil interviews show that PE is one of the children’s favourite lessons. They can identify clearly what they like about PE and where their strengths are. 2 hours of PE take place weekly across school.  Dance lessons provided professional development for KS2 teachers. Boccia and Handball professional development provided for Year 2 and Year 4 staff. Cricket coaching and professional development provided for Year 5 teaching staff. | Due to high mobility summary results can mask individual progress. Many children joining the school have little or no swimming experience. The vast majority of children don’t access swimming lessons outside of school. PE lead to work closely with the swimming service to ensure accurate reporting. PE lead to attend swimming lessons to monitor the quality of the service.  Provide further opportunities to try new activities. Some children attend local football clubs but don’t have access to a wider range of sports.  Extend the balanceability programme into KS1. Core strength and gross motor skills of many children are low on entry to foundation stage. By the end of KS2 there are usually several children who still can’t ride a bike. Purchase pedal bikes as a progression for Y1 pupils. Conduct pupil survey as to who can ride a bike/has a bike. Look into training for KS2 pupils.  To work towards gold standard in the future. Heat maps showing levels of activity throughout the week, are an area for development. Activate is being used for younger children but alternatives for Y4-Y6 are needed. Trial Go-Noodle, iMoves programme, Super Movers in KS2.  Y5/Y6 pupils to form sporting committee to be more involved in planning events and activities.  Intra school competitions take place in PE lessons, clubs and sports day, but need extending beyond this. Provide more intra school competitions. Further competitions across year groups area for future focus.  All children are taking part but some classes haven’t yet established the challenge aspect. Personal bests need to be passed up to next class. Sports leaders to set up personal challenges at playtimes.  Some aspects of Key indicator 3 did not take place and require further input this year. School to work with Premier League stars programme, allowing professional development for teachers in football. Skills survey to be carried out and support provided to NQTs. |

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| Meeting national curriculum requirements for swimming and water safety. | For Y6 2020 |
| 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 2020. | 66% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 69% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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? | Yes |

**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.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £17,270 | | | **Date Updated: July 2020** | | |  | |
| **Key indicator 1:** The engagement of all 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  Due to high levels of obesity in this area of Sheffield, this area is a priority for development. The school playground is very small and so school makes use of the sports hall at lunchtimes and also the local community green area when the weather permits. | | | | | | | Percentage of total allocation: | |
| 29.9%  (£5,170) | |
| **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: | |
| All pupils will be engaging in 30-60 minutes physical activity each day. Levels of obesity will start to decline and children will be active throughout lunchtimes as well as playtimes and other times of the day. | Children in Y6 trained as Play leaders to encourage active playtimes in KS1 and KS2 – training provided by Sports Partnership.  Carry out survey with KS1 children about favourite games with Play leaders. Play leaders to amend activities accordingly.  Introduce personal challenges to be run by sports leaders at playtime and purchase equipment, including electronic devices for recording.  Scrapstore Playpod resources replenished throughout the year. New meal-time supervisors trained internally, to play active, creative games with children.  Inventory of playground equipment for both main playground and EYFS playground carried out termly and resources purchased accordingly – Learning Mentor leading  PE subject leader to research alternatives to Activate for KS2, as a way to break up lessons and re-energise or calm pupils.  Continue to run Fun club at lunchtimes, providing additional PE activities for each class in KS2 to participate in 30 minute sessions – led by TA. Review activities provided, to ensure children are motivated.  Purchase further Bikeability resources for use in EYFS and KS1. Include pedal bikes for children who are ready.  All classes to complete a heatmap showing levels of activity throughout the week. Staff to try and increase activity in lessons and consider more outdoor learning.  Engage with the LA led Eat Smart Sheffield and work towards the Healthy Schools accreditation  PE subject leader to organise after school clubs and lunch clubs.  Continue to develop the Gardening Club and purchase additional resources | | | School Partnership membership.  £1,100  SPENT  £500  NOT SPENT  £2,000  SPENT  £570  SPENT  £800  NOT SPENT (include in next SP allocation)  £200 SPENT | | Y6 children have completed their training and worked on a rota during KS1 playtimes. They have been guided to use their own playtime, to plan their activities. They have been well organised in leading active games and encouraging the younger children to join in. They have asked the children which games they have enjoyed the most and adapted their plans to suit.  To be continued – electronic equipment not purchased.  Used daily by children from Y2-Y6  New equipment purchased throughout the year. Different class sets organised to prevent sharing of equipment during Covid 19. Children have been active during playtimes, using the equipment.  Set up a trial for imoves but staff preferred on line activities such as Go noodle, Kidzbop, Cosmic Kids yoga. Activate still enjoyed in Y3 and KS1 but nowusing a range of resources across school  Dodgeball has proved to be the most popular activity and children have been very motivated to attend the lunch club. They have been seen red faced and out of breath on their return to school.  Need to purchase the pedal bikes. F2 and Y1 have had regular lessons while the weather permitted. Lots of children talked about riding their bikes and getting new bikes during lockdown.  Only Y3 completed heat map. More outdoor learning done due to Covid-19.  Completed – training for Learning Mentor; Y6 pupils taught to make healthy lunches; students reviewed menu with pupils – adapted to reflect children’s likes more.  Afterschool clubs for Y2/3 athletics and multi-sports. Lacrosse club for Y5. Basketball club for Y4. Football club for Y3-Y6. Dodgeball at lunchtime. Lacrosse skills increased significantly from none to adept – positive feedback on progress form lacrosse teachers  Plants, seeds, soil and storage purchased. Children have enjoyed the club and reported planting seeds and growing fruit and vegetables at home. Parents have reported that children have been eating things they have grown themselves that they wouldn’t previously try. Over-subscription to club | Play leaders trained annually as part of Y6 development.  Continue to set up planning time for play leaders. Target children who aren’t joining in.  Due to Covid-19 this facilitation will need to be carried out by staff for the foreseeable future in order to maintain bubbles.  To be a focus next year, as children try to get fit with less interaction.  Part of everyday play now – Due to Covid-19 timetable with 72 hour gap required form September – one class per week.  More to be purchased next year as full class groups return to school.  Purchase Activate 13 to extend Years 5 and 6. Build into timetable explicitly for KS2 to support ease of monitoring.  Start to use the Ponderosa at lunchtimes again, once available.  Purchase more bikes including pedal bikes.  HLTR to train other KS1 and EYFS staff in delivering the programme.  To be completed at the start of term with a view to planning more outdoor lessons across the curriculum. Physical activity post Covid-19 is a whole school priority and will be requested as part of timetable from all classes.  Plates and dishes instead of trays to be introduced at lunchtime.  Regular pupil voice input regarding menu.  Continue and increase heatlhy food – making meals across KS2, involving all KS2 classes.  Continue with current clubs and try to set up more, maintaining bubbles. (Number of clubs curtailed by Covid-19)  Purchase new tools and cagoules. Continue gardening club – now part of regular school life. | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  The concepts of Learning Muscles and having a growth mindset are embedded in our school’s culture. As part of this, we always encourage children to do their best and improve as much as possible from their own particular starting point. This mindset links to every subject and is easily demonstrable via sport. The large majority of children join us with little or no experience of swimming. We strongly believe that every child should be able to swim and prioritise the development of this sport. | | | | | | | Percentage of total allocation: | |
| 31.8%  (£5,500) | |
| **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 raise achievement in swimming by the end of KS2.  By swimming regularly over a series of years, pupils will develop good swimming skills. They will develop confidence and will feel encouraged to participate in out of school swimming activities.  The amount of children being able to swim unaided for a sustained distance will continue to increase year on year.  By investing in sending a trained swimming teacher from school (one of the class teachers), the quality of instruction will increase and meet the needs of the children.  To provide children with appropriate resources to support high quality learning.  To showcase and celebrate PE and Sport across school throughout the year.  To continue neuromotor readiness for learning programme in F2 and Y1. Children with dyslexic tendencies will be supported in helping strengthen core and accelerate physical coordination, which in turn, will help improve levels of reading. | Purchase additional blocks for swimming, enabling all children from Y2- Y5 to participate in swimming lessons.  Swim trained staff from school to attend swimming lessons with all classes.  PE lead to work closely with school swimming service to improve quality of lessons and progress of swimmers.  PE subject leader carry out regular audits of equipment and replenishing stock termly.  PE subject leader to organise celebratory events, e.g. Dance show, orienteering festival  Class teachers to continue to include elements of PE in class assemblies that are shared with the rest of the school, alongside sharing of learning of other subjects, e.g. maths and literacy.  Regular updates to be put on the website and school notice board.  Form sports committee and arrange meetings.  Appoint pupils to take on roles such as reporters/photographers at competitions.  Neuro-motor group is now being run as an intervention. Screen all F2 children and previous Y1 participants and identify those children with additional needs. Re-screening needed for participants.  Led by SENCO. | | | £4050  SPENT  £500  SPENT  £400  NOT SPENT  £250  NOT SPENT  £300  SPENT | | Increased water confidence. Only a few new starters are afraid of the water. The percentage of children able to swim 25m has doubled since last year. These are the first group to have benefitted from lessons from Y2-Y5.  Children with lower confidence have benefitted from having a teacher in the pool with a familiar face. All children benefitted from stroke correction and advice.  Swimming service agreed to send water safety links to school rather than taking up water time with safety talks. They have also used picture cards and done more demonstrations, which has made understanding easier for EAL and SEND children.  Cancelled due to Covid-19.  Seen in class assemblies. Children were proud to show off their PE skills to parents and children.  Need more regular updates.  Disbanded due to Covid-19 school closure.  Staff released to attend training but group disbanded during year and training cancelled. Screening took place, identifying children for additional support – not completed. | Continue to allocate groups across Y2-Y5 blocks each year, rather than one longer block for one year only.  Swimming teacher will be used for classes within bubble but not beyond this for the foreseeable future.  Water safety lessons will be held in school prior to swimming lessons, thereby increasing the amount of time available in the water.  Purchase of a Bluetooth speaker for use in Sports Hall to facilitate dance lesson next year.  Now part of regular school life, included in termly assemblies. Further promotion of healthy lifestyles can take place when class assemblies are up and running again.  Are for focus in the future. Photographs are taken but not always shared on notice board after sporting events.  Area for further development when bubbles have been disbanded, or else take place as part of PSHE class sessions.  Consider events within bubbles for next year or virtual celebrations.  EYFS writing vertically regularly to strengthen shoulder muscles. School would consider taking part in future research into links with dyslexia and movement. | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport  (This is an area that staff have benefitted from previously by having a series of gymnastics lessons, dance lessons and also orienteering lessons taught with them observing and learning. There has also been whole staff PDM training for these areas using previous Sports Premium funding. Therefore, it is not a priority for development.) | | | | | | | | Percentage of total allocation: |
| 12.7%  (£2,200) |
| **Intent** | | **Implementation** | | | **Impact** | | |  |
| Your school focus should be clear | | Make sure your actions to | Funding | | Evidence of impact: what do | | | Sustainability and suggested |
| what you want the pupils to know | | achieve are linked to your | allocated: | | pupils now know and what | | | next steps: |
| and be able to do and about | | intentions: |  | | can they now do? What has | | |  |
| what they need to learn and to | |  |  | | changed?: | | |  |
| consolidate through practice: | |  |  | |  | | |  |
| To continue to improve the quality of swimming lessons at the end of KS2  Continue to develop the role of the PE subject leader to include informal observations of PE to support newer staff in order to maintain or raise the quality of PE taught to KS1 and KS2 pupils  Improve the quality of balance and bike riding skills across EYFS and KS1. This will help improve concentration and link to focused learning in class. It will also support development of core strength and stamina of children. | | Further TAs to attend swimming training if available, to enable supporting of nervous children in the water.  Work closely with the swimming service to make changes to teaching and recording of data, to suit our specific needs.  Carry out survey of staff’s PE development needs in the autumn term to identify future needs of staff. Get support from the Sports Partnership where necessary.  Create a progression of PE skills, based on Chris Quigley/Val Sabin for each year group and publish on website.  PE subject leader /Sports partnership to demonstrate or team teach PE with staff new to year groups in identified areas.  Support NQTs in teaching of PE, including after school sessions.  PE subject leader to informally observe colleagues in identified area of PE (several classes over two days).  SLT provide support for PE subject leader to monitor and develop assessment materials for PE. Develop use of PE reflection books.  HLTA to work with groups of F1,F2 and Y1 children regularly using balance bikes and accompanying activity suggestions.  HLTA to train new EYFS staff and Y1 TA in how to use balance bikes effectively and the principles behind using them.  Continue scooter skills training for Y1/Y2  Continue Bikeability lessons in Y5 and Y6.  Continue to organise for bike health checks so more children have safe bikes to use.  New members of staff to complete bike training and low ropes at Thornbridge outdoors, including supply cover cost.  Participate in Primary Stars, delivered by SUFC. Teachers from Y1-Y6 to receive 1 term of modelled teaching. | -  £400 release time for supply cover – PARTIALLY SPENT  £400 release  Time - SPENT  £400 release time to cover class while observing  PARTIALLY SPENT  £1000 NOT SPENT | | TAs/teachers have continued to support swimming by going into the water to support confidence. Movement of children from non-swimmers to swimmers increasing each year from swimming data from Zest swimming staff.  Data has been recorded in year groups rather than blocks this time.  Identification of areas for support identified.  Support in gymnastics was requested but not taken place due to Covid-19.  Will be in place for September (on staff shared server).  To be continued – limited impact due to school closure due to Covid-19.  Support given to NQT in Y2 with planning and teaching in athletics.  To be continued.  Support in writing Action plan given to PE subject leader.  Reflection books in place.  Deep dive into PE due for summer term – did not take place due to school closure.  Children have become more confident and improved balance during lessons. Some ready to move to pedal bikes.  To be continued.  To be continued. Support from LA groups did not take place due to school closure.  To be continued – as above  Bike checks well attended.  Not completed due to Covid 19.  Children have improved their skills and enjoyment in football. Girls, particularly, have improved confidence and can be seen joining in more at playtimes. There have also been requests from classes for more training. | | | This is now part of regular practice in school.  Due to GDPR concerns, individual data for each child needs to be collected by class teachers for Zest swimming staff. This will help make data more accurate with regard to filtering children who have attended swimming lessons over the course of primary school.  Provide support for staff via training and/or from experts coming in to teach specific areas of the curriculum. Teachers attend sessions and participate to develop own skills.  Staff will plan using progression of skills to ensure that skills taught progress throughout school.  Gymnastics block with Kyle to be rearranged when safe.  Continue to develop this aspect when movement across bubbles is deemed safe.  Continue during next academic year, as possible in a safe manner – role of PE reflection books increased due to aim of not crossing bubbles. Support will be provided to SL by SLT.  5 more balance bikes with pedals will be purchased and used during next academic year.  Younger year groups will be taught to use balance bikes during next academic year – this has been taking place but requires monitoring to ensure that impact is as great as possible.  School will participate in any biking/scootering schemes available – unsure at the moment if these will be on offer.  As above.  Postpone to next academic year if training and residentials available.  Training was not finished due to school closure and is not available free next academic year. School will use Sports Premium grant to enable all children to participate in training and clubs. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  Although very active, many of our children do not play a wide range of sports outside school. Football is a favourite, with a number of children attending a local club run by Zest (a community organisation based in the heart of the local area). Therefore, we offer opportunities for children to try other sports that they might be able to then continue outside of school in the future. | | | | | | | | Percentage of total allocation: |
| 18.0%  (£3,100) |
| **Intent** | | **Implementation** | | | **Impact** | | |  |
| Your school focus should be clear | | Make sure your actions to | Funding | | Evidence of impact: what do | | | Sustainability and suggested |
| what you want the pupils to know | | achieve are linked to your | allocated: | | pupils now know and what | | | next steps: |
| and be able to do and about | | intentions: |  | | can they now do? What has | | |  |
| what they need to learn and to | |  |  | | changed?: | | |  |
| consolidate through practice: | |  |  | |  | | |  |
| Children across KS1 and KS2 will have opportunities to try a new sport/s that they might not access outside school.  Children will feel proud of their achievements and may decide to pursue these sports or activities outside of school.  Children will have the opportunity to participate in unusual activities that they are unable to experience within school. They will have opportunities to challenge themselves and develop new skills and self-confidence | | PE subject leader research and identify potential sports for each class to try, e.g. climbing, lacrosse  PE subject leader allocate sporting opportunities for children to access new sports throughout the course of the school year.(Taster sessions)  Pupil surveys in each class taken by sports committee members to establish interests of children.Set up clubs where possible. eg Y2/3 dance classes.  Subsidise the Y5/Y6 trip to Thornbridge Outdoor Activity centre so that children can participate in bike riding, low and high ropes, orienteering and other outdoor activities.  Provide additional training for school staff accompanying children, if necessary. Bikes and low ropes training.  Subsidise Y2/Y3 trip to Whirlow farm so that children can participate in pony riding.and walks in the country. | £200 (for actions below as well) SPENT  £2,000  PARTIALLY SPENT  £700  NOT SPENT  £200 PARTIALLY SPENT - deposit | | Link set up with the University Lacrosse team and after school club set up for Y5, who have really enjoyed it.  Limited due to school closure.  Y5’s had indicated an interest in Lacrosse on pupil surveys.  To be continued next year.  Both residentials were cancelled due to Covid 19.  See above. | | | The university are keen to continue next year – this will enable children to build on skills developed this academic year.  School will continue to provide additional sporting experiences and clubs – following restrictions of maintaining bubbles.  School will participate in residentials again when they are deemed to be safe.  Look to set up day trips for next year within safety guidelines. |

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| **Key indicator 5:** Increased participation in competitive sport  The Sports Partnership is closely connected with this key indicator as many events are organised between schools via this central link. We already participate in a range of competitions throughout the year and so further development of this is not a priority at the moment. We want to maintain the amount of competitions we participate in and possibly extend the range further in the future. We do not always win competitions but other schools and coaches regularly comment on what a fantastic attitude we have towards competitions and what great sports our children are; needless to say, we are immensely proud of this and want this attitude to continue. We want to provide more opportunities for personal challenges where children compete against their own personal best. | | | | Percentage of total allocation: |
| 7.5%  (£1,300) |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To increase the opportunities all children in KS1 and KS2 have to participate in sporting events and competitions. | PE subject leader to attend Sports Partnership training and conferences. Long term plan in PE organized to reflect Sports Partnership competition programme.  PE subject leader to organise subsequent events and for teams to participate in a range of competitions. (stemming from the Sports Partnership – see KI 1 for funding information).  Each class has the opportunity to attend at least one sporting competition during the year – more if possible.  Classes to take part in at least one virtual competition.  Enter a B team in at least one competition.  Build the number of intra competitions between different classes.  Introduce more personal challenges.  Ensure all classes are recording data for running challenge.  Participation correlated by PE subject leader and shared on website. | £600  SPENT  £700 (minibus or coach hire)  SPENT  - (release time already accounted for above)  - (release time already accounted for above) | Conference attended in September and networking meeting in February. Long term plan updated.  All classes, except Y3 have taken part in an inter school competition.  Y6 athletics  Y5/6 girls football  Y5 basketball  Y4 basketball  Y2 athletics  Y1 mini Olympics  Y3 have taken part in a virtual mini Olympics competition.  A ‘B’ team was entered in the Y5/6 girls football competition.  To be continued – limitations due to Covid-19  To be continued – as above  Not completed this year due to the Ponderosa being closed off.  The school has very limited space and so uses the Ponderosa at the end of the road. Due to adverse incidents during a music festival in the summer, the Ponderosa was rendered out of use for the majority of the year and was due to be regressed and developed. The grass has now re-grown and, since Covid-19, the area has been re-opened for use again. | There will need to be more virtual competitions and intra school competitions next year with Covid-19/Bubble restrictions.  These have become part of everyday school life. They will continue, dependant on Covid-19 restrictions.  As above  As above  Running challenges for each class and daily games on the Ponderosa will recommence for September 2020.  Recording of this is an area for development for the PS subject leader. |

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| Signed off by | |
| Head Teacher: | Elizabeth Gray |
| Date: | 29.07.20 |
| Subject Leader: | Corinne )’Neill |
| Date: | 28.07.20 |
| Governor: | Curriculum Committee |
| Date: | to be discussed at the next Zoom governors’ meeting, Autumn 20 |