**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £ |
| Total amount allocated for 2020/21 | £16330 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £5235 |
| Total amount allocated for 2021/22 | £16100 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £21335 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  **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** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.  Please see note above | 85% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | 85% |
| **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/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:** 2020/21 | **Total fund allocated:** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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: |
| 20% |
| **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: |
| Offering after school clubs to all promoting a range of sports to all.  Purchasing equipment to ensure all children can be engaged at breaktime and lunchtime.  Ensuring all Year 6 children leave being able to swim | Serious4Sport clubs 2x week for all.  Range of playtime equipment.  Rental of local pool, lifeguard and swim teacher. | £4175 | All children have 30-60 minutes of active play outside of PE lessons. Children are all active during their break or lunchtimes. There is very little sitting around.  85% of Year 6 leave being able to swim competently. | Continue/increase out of school sport.  Train staff to deliver swimming. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 10% |
| **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: |
| Setting up of active leaders for break and lunch time delivery of activities to include all.  Walk to school initiative brought in with school walking bus set up 3x week from a local meeting point.  Bikeability training for Year 5/6 to increase use of bikes to travel to school.  More use of technology as a way of self/peer assessment | Active leaders course for all KS2.  WOW walk to school challenge subscription  Bikeability teachers to come into school.  Purchase of Amazon tablets to use as a tool of PE delivery and assessment. | £2205 | Active leaders timetable set up for whole of summer term offering a variety of sports and to all children.  More active ways of travelling to school.  Children are able to use tablets to record themselves completing activities and reflect on themselves and peers. | Continue to offer active leaders training to Y5/6 not ¾.  Continue WOW work and offer more incentives or easier ways to gain badges.  Train staff to deliver cycle training. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 34% |
| **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: |  |  |  |  |
| Staff CPD with Serious4Sport as part of lessons. Team teaching.  Additional CPD on leading PE and using PE as a tool for wellbeing | Weekly lessons taught by Sport coach and Teachers/TAs receive CPD during the lessons as well as children. Teachers/Tas then to deliver lessons with coach as supervisor.  PE lead to attend training on leading PE, OFSTED deep dives and using PE as a wellbeing tool | £7175 | Teachers and TAs more confident in leading PE lessons and covering all aspects of curriculum across multiple needs.  PE lead up to date on new initiatives and able to update all staff to ensure PE is being delivered to a high quality. | Continue development of staff with CPD in lessons alongside sports coaches.  Look into further opportunities for staff CPD.  Complete a PE audit to find gaps in staff training. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 7% |
| **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 explore wider areas of play and different sport venues  New sports: tchoukball, lacrosse, golf  Joining with cluster schools to hold inter school competitions across a range of sports and ages.  Trips to sporting events.  Workshops to demonstrate different activities. | Rented use of indoor hall and local recreation ground to provide different sport areas away from school playground.  Purchase of equipment.  Local school TA employed as organiser for events. Rental of local secondary school and local sporting venues.  LTA subscription to gain Wimbledon tickets.  Circus skills workshop. | £1535 | Children have been able to use different size of space and therefore to control their skills within specific space.  New sports have increased participation in after school clubs as well as interest/enthusiasm for PE lessons.  Workshops have led to children recognising how being active doesn't always have to be a ‘sport’ | Continue rental of local spaces to encourage children to use skills in variety of ways.  Research and introduce a new sport this year to increase participation and enthusiasm for PE further.  Subscriptions and tickets to be purchased for others sports-focus on women’s sports following Euro 22 legacy. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 4% |
| **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: |  |  |  |  |
| Inter school competitions held and transport needed  Intra school competitions held on local recreation ground | Transport hired for transporting children to inter school competitions.  Rental of recreation ground. | £800 | Due to Covid, not able to participate in many inter school competitions.  Inter school competition held at end of each term. | Increase inter school competition attendance and use to gain School Games Mark.  Use more recognition in inter school competitions to recognise progress and improvement as well as enthusiasm and effort. |