b

**2019/20**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

* develop or add to the PE and sport activities that your school already offers
* 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.

Under the [Ofsted Schools Inspection Framework](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), inspectors will assess how effectively leaders use

the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk/government/publications/governance-handbook) hold them to account

for this.

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.

We recommend regularly updating the table and

publishing it on your website as evidence

of your ongoing review into how you are using the money

to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/Template-Exemplification.pdf).

**COVID19: Conditions of Grant (2019/20) – DfE Update (July 6th 2020)**

The current PE & Sport Premium Conditions of Grant have been updated to include an **in-year variation regarding the funding.** Due to COVID-19 any underspend can be carried forward into the next academic year (2020 to 2021) as long as specific criteria are met as follows:

* *Schools should set out any amount being carried forward in their published on-line report and give brief reasons for this under-spend.*
* *Any under-spend needs to be* ***spent in full by 31 March 2021*** *and schools should factor this into spending plans for their 2020 to 2021 PE and sport premium allocation.*

Please, now see our Budget Summary below which identifies the Underspend due to COVID19 that we will carry forward. Some brief reasons for this underspend are then also identified. This is then followed by our reviewed and updated 2019/20 Action Plan that provides additional reasons for this under-spend in relation to specific actions that we have been unable to complete this year due to COVID19.

**Budget Summary as of 16/7/20**

**Figure to carry forward £** 8484.29.

**Percentage to carry forward - 48%**

**Total Funding Allocated - £18,060**

**Underspend**

**Total Funds Spent - £9,575.71**

**Impact of COVID19: Brief Reasons for our Underspend**

* Academy closed for many months for the vast majority of children and many staff
* Significant number of staff having to work remotely for periods of time
* External Providers not allowed on-site (negative impact on CPD / physical activity opportunities and competition for children)
* No access for CPD providers resulting in reduced spend on training and support
* Social distancing measures / no physical contact between children / competitive opportunities ceased leading to reduced spend on travel and supply cover
* Less opportunity to purchase equipment and resources

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

|  |  |
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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| 1. Staff’s knowledge and understanding of Physical Education has developed across a number of areas with in PE. 2. Outdoor learning environment has been significantly enhanced to incorporate a range of activities including basketball, football and multi-use of trim trail and playground markings. 3. Profile of PE has been enhanced throughout the academy with positive responses from both staff and student voice. | 1. Professional Development for staff to ensure highest quality outcomes for our children including Midday Supervisors 2. Introduce and develop the new assessment system for PE 3. Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school |

Please note that whilst we have achieved much of our planned programme below, certain aspects of the plan have understandably had to be postponed due to COVID19. Where appropriate these will now be carried over to next year. This includes the further development of high quality Physical Education, the range of healthy physical activity opportunities available for our children, competition, swimming & water-safety, well-being, staff professional development, the enhancement of PESSPA resources and equipment and initiatives to support whole-school improvement. Our 2020/21 Plan will be developed in line with appropriate national COVID19 guidance and requirements and any Trust and Academy Policy.

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 92%  2 could not use do it on their fronts but could on their backs |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 100% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 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? | No |
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**PE, School Sport & Physical Activity (PESSPA): COVID19 - Safe Practice**

**In reviewing the current plan below and developing the plan for next year we will ensure that we follow all national and local COVID19 guidance in relation to each of the PE & Sport Premium Outcome Indicators**

This will include the following:

* Consulting all appropriate DfE, Youth Sport Trust and the Association for PE (afPE) published information to support children and colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.
* Ensuring that future actions support any whole school requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20), in particular to pupil well-being
* Ensuring future actions support Physical Activity requirements / recommendations for children and staff contained in the Department for Education Guidance for full opening: schools (2/7/20).
* Ensuring future actions support the implementation and delivery of the new, whole-school Relationships and health education (RHE) 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.
* Ensuring that we follow all latest national guidance in relation to our plans for next year, with a particular focus on engaging external providers to work alongside children and staff in a range of roles including CPD, activity provision, competition and leadership training.
* Supporting staff who will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework
* Working with Allison Consultancy who have developed COVID19 Safe-Practice in PESSPA training to support PE Leads and staff across the academy.
* Ensuring that any competitive opportunities we provide, in line with current national guidelines, will be non-contact in nature.



**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 students today and for the future.

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| **Academic Year:** 2019/20 | **Total fund allocated:** £18,060 | **Date Updated:** 20/07/20 | |  | |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: | |
| 1. **Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities**  * Increased awareness of the wide range of different types of healthy activity available. * Increased engagement in exercise. * Children are ready to learn at the start of the school day. * Children are calmed so that they are ready to learn after lunch | 30 minutes a day. Use a variety of different activities, go noddle, MOT, Super Movers, Maths of the day, Practical English, active science.  All classes to engage in active ‘5 a day’ programme every morning.  All classes to engage in ‘5 a day’ Zen type activities after lunch. Investigate ways to make more age related for year 4+5 | Part of the GAT Membership in Section 3  MOTD-£900 per year. | **Evidence**   * Electronic 30 minutes a day audit completed by all staff * 30 minutes a Day activity timetabled in for every class * All programmes in place and children engaging on a regular basis * Extended Extra-Curricular Sport and Physical Activity Programme * Participation Registers * PE, School Sport and Physical Activity (PESSPA) noticeboard updated * Pupil voice * Staff voice * Lunchtime Incident slips   **Impact / Outcomes for Children:**   * 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 * Sense of health and well-being improved * Increased number of children participating in school clubs * Increased number of children enjoying taking part in school clubs   + Children are accessing structured, active games during lunchtimes.   + Children are confident in discussing a healthy lifestyle and take responsibility for theirs. * Children are ready to learn at the start of the school day.   + Children are calmed so that they are ready to learn after lunch. | * The academy will ensure that all national COVID19 guidance and local policy is followed with regards to engaging any external providers to work alongside staff and children with regards to activity provision   ***COVID19: Safe Practice***  **Healthy Activity:** DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.  We will ensure that we follow all latest national guidance in relation to our plans for next year.  Allison Consultancy have also developed related training and information to support PE Leads and staff across the academy.   * Identify strategies and programmes to further develop 30 minutes a day across the academy in line with the national School Sport and Activity Action Plan * Re-audit 30 Minutes a Day provision using e-Tracker from Allison Consultancy * Engage Maths of the Day again for next year * Further develop our sports programme to include the activities unable to deliver this year due to COVID19 * Look at introducing some less traditional activities * Identify staffing to support delivery of Activity Programmes including engaging any external providers * Identify any new programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also supports the national COVID19 guidance.. * Re-stock Playground equipment to support engagement for children in their ‘Bubbles’ at lunch-times * Use pupil voice to target areas of non-participation | |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: | |
| 1. **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**      Increased awareness of the importance of PE for health and how it can help with develop self-esteem and learning in other areas | 1. **MOT Training**  * Move Off &Think Training for staff – link to personal development and positive impact on behaviour (See CPD with Allison Consultancy below in Section 3)   Provide a range of sports clubs to support enrichment and academic achievement.  Continue leadership opportunities for 10 children by becoming sports ambassadors and leading activities at lunch time.  Achievement assemblies.  Showcase sporting achievements board of Sporting Events and Activities, accessible to parents. | (Part of the GAT Membership in Section 3)  Internal budget | **See Evidence and Impact Statements in Sections 1 and 3 but these would include**:   * Increased understanding of the benefits of exercise for health * Sense of health and well-being improved * Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children * 30 Minute strategies in place and enhanced engagement in lessons * Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour   **Evidence:**   * Clubs list * Participation registers * Academic achievement data cross-referenced with sports club attendance * Leadership training taken place * Ambassadors leading some activities at lunch-time   **Impact / Outcomes for Children:**   * Increased sport clubs / physical activity enrichment opportunities * Enhanced academic achievement * Children upskilled and using new Leadership and communication skills * Increased confidence / self-esteem * Increased feelings of achievement and recognition * Increased sense of belonging and engagement in whole school life * Supports the development of many transferable skills including teamwork, working together, leadership, planning and evaluating etc * Improvement in sense of health and wellbeing   **Evidence:**   * Assemblies taken place * Certificates presented * Records of children’s achievements * Sporting Achievements Board in place and regularly updated   **Impact / Outcomes for Children:**   * All children who participate in a sports activity for school receive a certificate in the celebration assemblies. * Enhanced self-esteem, pride and sense of belonging * Children inspired to aim high and achieve * This has helped to encourage others to take part and highlight to parents all the different activities children have taken part in. | ***COVID19: Safe Practice***  **Whole-School / Well-Being**: Ensure future actions support any whole school requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20), in particular to pupil well-being  Ensure future actions support the implementation and delivery of the new, whole-school Relationships and health education (RHE) 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.   * Ensure 2020-21 plans continue to support and drive forward the achievement of whole-school priorities * Re-book / cascade the MOT training for staff who have not had this opportunity * Build upon all the good work achieved through the Achievement Assemblies * Develop links with and support whole-school priorities e.g. healthy eating and children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating * Look to develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills * This would involve developing leadership and competitive ***non-contact*** opportunities for children of all abilities * Develop links to and support PHSE programme around health | |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | % of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: |
| 1. **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** | **Staff CPD Programme**   1. **GAT Membership Support Package**   Purchase membership of GAT PE and Sports Programme. Support to include:  **Allison Consultancy to plan and deliver Professional Learning Sessions and provided resources for PESSPA**  **3 x Central GAT PE Lead Network Development Days**  Support to include:   * Ofsted Inspection (2019) – including Deep Dives in PE * PE and Sport Premium preparation for inspection: RAG Review and identification of key actions * The new Ofsted and DfE requirements in relation to PE and School Sport Premium * Review of website and updating of information required to meet Conditions of the Grant funding * Quality Assurance of Planning and delivery for PE * Safe-guarding * Health and Safety Updates * Sharing of best practice * PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff   **2 x In-school, bespoke days of support**  **Day 1: One-to-One support for the PE Lead**  **Support to include:**   * PE and Sport Premium * New Conditions of the Grant * Developing 2019/20 PE and Sport Premium Action Plan   **Day 2: Whole-Staff MOT Training**  **Support to include:**   * PE and Sport Premium * Annual review and write up of the 2019/20 PE and Sport Premium Action Plan * **Due to academy closures as a result of COVID19, the two days will now involve remote support for the PE Lead in relation to PE & Sport & Premium Plans.**  1. **Sports Coaches Programme of Support**  * Coach to teach PE lessons alongside teachers to offer CPD opportunities * Coaches to deliver After-School Sports and Physical Activity Clubs.   **Professional Resources**  Purchase and implement the following resources from Allison Consultancy:   * 1 x Primary PE MAPs Assessment Pack * 1 x Primary PE Staff Handbook  1. **Targeted support for Staff**   · Based on Staff CPD Audit engage providers to deliver Dance and Gymnastics training | **£2400**    Part of the GAT Membership in Section 3  Parents pay for their child. | **Evidence**   * In-school training days from Allison Consultancy taken place * Central Development Days attended * Costed, 2019/20 PE and Sport Premium Plan in place using new national template * All new DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete * Templates on website and web-compliant * Quality Assurance of planning, teaching and learning and assessment * Lesson Observations / PE Learning walks * Discussions with / audit of staff and children * Questionnaire handed out to staff asking for feedback on their knowledge and confidence in teaching all areas of PE   **Impact / Outcomes for staff:**   * Enhanced subject leadership * Increased understanding of PE Deep Dives * Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template * Clearer understanding of the updated Conditions of the Grant * 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 * Confidence and quality of teaching and learning enhanced * Staff delivering more differentiated PE lessons * Clearer understanding of 30 Minute a Day requirements * Sustainability: new resources in place and can be used year on year   **Impact / Outcomes for children:**   * 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 receive a broad and balanced offer 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 * Increased pupil progress in PE * Enhanced quality of learning * Improved challenge and engagement across all pupils   **Evidence**   * Whole-staff training taken place * QA – Lesson observations * Staff / pupil voice   **Impact on staff:**   * Improved confidence in teaching good and outstanding PE lessons * Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity * More effective planning skills including clearer differentiation within lessons   **Leading to the following Impact / Outcomes for children:**   * Children involved in more regular, healthy, sustained, vigorous physical activity in PE * Improved quality in teaching and learning in PE for all children * Increased pupil progress in PE * Pupils developing enhanced Fundamental movement skills * Improved challenge and engagement for all pupils * Reduced behavioural problems   **Evidence**   * Coaches employed * Lesson Obs / PE Learning walks * Staff / Pupil voice * New Units of Work * Lesson Plans   **Impact on Staff:**   * Improved confidence in planning and teaching good and outstanding lessons across range of activity areas * A greater understanding of what good and outstanding lessons look like in these activity areas * New Units of Work introduced to support staff planning and delivery   **Outcomes for Children:**   * Improved quality in teaching and learning in PE for children of all ability   **Evidence**   * Resources purchased and implemented * Assessment tool accessible to all staff within school. * All classes using New PE MAPs * Enhanced pupil progress and attainment data for PE in place * Quality Assurance of planning, teaching and learning and assessment * Lesson Observations / PE Learning walks / Discussions with staff   **Impact / Outcomes for staff:**   * Increased confidence in making and recording assessments in PE * This will support enhanced planning and delivery of PE lessons based on targeted needs of our children * Sustainability: new resource in place and can be used year on year * School can track and monitor children’s progress and attainment against national age-related expectations and target intervention and support for staff and children where required * Improved assessment and monitoring * Assessments in PE (including swimming) are clear and accurate, with input from teacher and coach * PE Lead upskilled and ready to support implementation of PE assessment system   **Leading to the following impact / outcomes for children:**   * Enhanced pupil understanding of and learning across all four areas of National Curriculum PE * Children develop each aspect of PE, not just the ‘Physical’ * Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need * Greater pupil progress and attainment in PE against national, age-related expectations * Increased pupil progress in PE * Enhanced quality of learning * Improved challenge and engagement across all pupils   **Evidence**   * Staff voice questionnaire * Providers engaged and training provided * Lesson Obs / PE Learning walks * Pupil voice * New Units of Work * Lesson Plans   **Impact on Staff:**   * Improved confidence in planning and teaching good and outstanding lessons * across range of activity areas * A greater understanding of what good and outstanding lessons look like in Dance and Gymnastics * New Dance and Gymnastics Units of Work introduced to support staff planning and delivery   **Outcomes for Children:**   * Improved quality in teaching and learning in Dance and Gymnastics for children of all ability | ***COVID19: Safe Practice***  **CPD - School staff / External Providers**: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.  We will ensure that we follow all latest national guidance in relation to our plans for next year, with a particular focus on engaging external providers for CPD.    Allison Consultancy have also developed related COVID19 Safe-Practice in PESSPA training to support PE Leads and staff across the academy.  Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework  Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20).  Reference should also be made to additional, related DfE and Sport England Guidance.   * PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff * The academy will ensure that all national COVID19 guidance and local policy is followed with regards to engaging external providers to work alongside staff and children with regards to CPD provision * Continue with GAT Membership which includes high quality CPD opportunities * Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19. These meeting maybe done remotely moving forward but will still be attended and allow good practise to be shared. * CPD with PE specific consultancy will be rebooked to upskill and develop the confidence of TA’s & MDS. * Ensure that CPD that has taken place this year is cascaded to any new staff next year * Ensure that as many staff across the academy are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave * Staff to complete audit to identify further CPD needs * Engage CPD providers to meet identified needs * Further develop CPD programme to include support for up-skilling staff through PE Adviser and Sports Coaches * PE Lead to monitor impact of the CPD – Observations / Pupil and Staff Voice. * 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) * Work with staff on assessment so new resource is fully implemented across the academy |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: |
| 1. **Increase the range of health, physical activity opportunities outside of the curriculum in order to engage more children.** | 1. **Refresh and update PE equipment. PE coordinator to carry out equipment and curriculum audit before purchasing.** 2. **Produce a curriculum map to ensure exposure to a range of activities across the phases.** 3. **Classes have a sporting experience once a term over and above two lessons of quality PE. The experiences must where possible link into the theme taught.** 4. Engage Premier Sports Coaches to extend physical activity opportunities 5. Provide additional healthy, physical activity opportunities outside of curriculum time 6. Provide a range of sports clubs to support enrichment and academic achievement (lunchtime and after school)   Coaches to different sporting events | £1957.04  CO  (Part of the GDFT offer)  £1,200  £445.20 Spent  £1000  £425 spent | **Evidence**   * New equipment purchased * Sports Clubs / Physical Activity Timetable updated and extended * New equipment used in PE lessons * Coaches engaged * Partcipation registers   **Impact / Outcomes for staff:**   * Improved understanding and confidence in using equipment to enhance quality of teaching and learning * Improved understanding of health benefits of being active   **Impact / outcomes for children:**   * Equipment used to encourage increased engagement in sustained, vigorous, physical activity * A broader range of activities to participate in * Equipment more exciting and engaging for children * More children are participating in a variety of different activities in their lunch time and PE lessons.     **Evidence**   * All programs in place and children engaging on a regular basis   + New equipment purchased and used   + Widened range of healthy activity opportunities   + Extended Extra-Curricular Sport and Physical Activity Programme   + Participation Registers   + Increased number of children participating in school sports clubs     **Impact / Outcomes for Children:**   * + - 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 wellbeing     - 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.     - Children have opportunities to experience different activities that they would usually get the opportunity to do. Children were engaged and excited. | ***COVID19: Safe Practice***  **Extra-Curricular Provision**: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.  We will ensure that we follow all latest national guidance in relation to our plans for next year.  Allison Consultancy have also developed related training to support PE Leads and staff across the academy.   * Identify and develop healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided * Following COVID19 guidance look to get as many clubs outdoors as possible * 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 * Complete student voice to identify interests and barriers to participation in activities * Target children not engaging * Strategically link new opportunities to the 30 minute a day programme * Engage additional expertise / staffing to extend opportunities – this includes the termly additional sporting experience per class * Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website * Identify COVID safe-practice activity ideas from colleagues at GAT Network Group. * Purchase sports equipment to support new activities and promote health and support learning in other subjects. * Where COVID19 allows – fund transport to sporting events |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: |
| 1. **Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate**   Signed up to School Sports Partnership.  District sports Competitions | **Participate in an increased range of competitive**  **Opportunities against self and others**   * Give opportunities for all children to participate in out of school competitions. * Competitions specifically for SEND children.   + Access to GAT competitions   + Access to any local festivals. * Supply cover for staff to attend both the above * Transport and supply costs.   3. Purchase SSP Membership which provides access to sporting events and competitions and some CPD for staff | £500  £197  £500 | **Evidence**   * New Sports and physical activity competitive opportunities in place * Participation Registers * Year 3 Children have been to a badminton festival. * KS2 children have been to a cross country tournament. * 2 children have been selected for a district competition. * Year 5 children have gained experience at a basketball festival. * Young leaders attended a conference and gained knowledge on how to run lunch time activities.   **Leading to the following outcomes accessible *by all children*.**  **Increased pupil:**   * 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 * Confidence * Opportunities to participate in a wider variety of activities * 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. | ***COVID19: Safe Practice***  **Competition**: DfE, Youth Sport Trust and the national Association for PE (afPE), have published information to support colleagues in schools with regards to COVID19 and PE, Sport and Physical Activity.  Any competitive opportunities we provide, in line with current national guidelines, will be non-contact in nature.  We will ensure that we follow all latest national guidance in relation to our plans for next year.  Allison Consultancy have also developed a related resource to support PE Leads and staff across the academy.   * Engage in Partnership programmes again next year – these may be ‘virtual competitions’ * Build upon this years’ programme * Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all. * Ensure COVD19 safe-practice guidance is followed. |
| **Additional Outcomes and benefits of the funding** | | | | Percentage of total allocation | |
| School focus with clarity on intended **impact on pupils**:  **Intent** | Actions to achieve:  **Implementation** | Funding  ***SPENT:*** | Evidence and impact:  **Impact** | Sustainability and suggested next steps: |
| 1. **Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children** | 1. **The Academy Website**  * Update the Sports section on our website to share our Vision, achievements, participation, events and photographs * Ensure website information is current and updated regularly * Share information regularly with all stakeholders | (Internal Budget) | * Audit of website complete * All DfE requirements met * Awareness raised with children, staff, Trust, parents and carers * Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding * Develops a sense of achievement across the academy | * Continue to keep the website updated. * Ensure all requirements continue to be met |