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**2020/21**



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 2021** 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 2021.



**Our 2020/21 Action Plan within the context of COVID19: Funding**

**DfE: Conditions of Grant (2019/20) - Underspend**

The 2019/20 Conditions of Grant were updated to include an **in-year variation regarding the funding.** Due to COVID-19, DfE sanctioned the carrying forward of any underspend into this academic year. It needs to be ***spent in full by 31 March 2021***and should be factored into spending plans for the 2020/21 PE and Sport premium allocation.

Please, now see our Budget Summary below which identifies our Underspend, our 2020/21 Premium and our Total Funding Available. This is then followed by our 2020/21 Action Plan and related COVID19 Safe-Practice measures.

**Budget Summary for 2020/21**

**Total Funding Available - 27,991**

**Underspend (Figure carried forward) - £9,281**

**2020/21 Premium - 18,710**

**COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice**

**With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators. With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.**

**Specifically, we will have:**

* Consulted 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.
* Ensured 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
* Ensured 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).
* Ensured 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.
* Ensured that we follow all latest national COVID19 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.
* Worked with staff who need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework
* Worked with Allison Consultancy who provide COVID19 Safe-Practice in PESSPA training to support PE Leads and staff across the academy.
* Ensured that any competitive opportunities we provide, in line with current national guidelines, will be non-contact in nature.

**Implementation: PE Lead Self-Review – Tracking COVID19 Safe Practice and your Action Plan Progress**

**To support you to track and monitor the safe delivery or Implementation of your plans (with particular reference to COVID19), and to meet the deadline for spending any Underspend carried over from last year please ‘tick’ as appropriate the boxes below. Please also identify in ‘Red’ in the ‘Funding Column’ in your Action Plan below where you are using your Underspend.**

1. **COVID19: PESSPA Safe Practice**

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| --- | --- | --- | --- |
| **Is COVID19: PESSPA Safe Practice being followed by staff and children across your school / academy?** | **End of Term 1** | **End of Term 3** | **End of Term 5** |
| **Yes** |  |  |

1. **Action Plan**

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

1. **Budget: Underspend**

|  |  |  |
| --- | --- | --- |
| **Has your identified Underspend from last year been spent by *31st March 2021?*** | **Yes** | **No** |
| **Yes** |  |

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 July 2020: | Areas for further improvement and baseline evidence of need: |
| **(Please note that whilst we achieved key aspects of our planned programme for 2019/20, many aspects had to be postponed due to COVID19. Where appropriate these will now be carried over to this year.)**   1. CPD that took place has increased staff knowledge and skills in delivering PE 2. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of new PE Lead 3. Remote support from Allison Consultancy has helped the returning PE Lead with regards to COVID19: PESSPA Safe-Practice and the new PE & Sport Premium requirements, updates, review of 2019/20 Plans and development of 2020/21 Plans 4. Additional physical activity opportunities for our children | 1. Ensure that all children and staff (including external providers), involved in any PESSPA related activity are aware of and follow all appropriate national, Trust and local COVID19 guidance and policy 2. Support staff to provide opportunities to enhance the well-being of our children through exciting, fun, healthy physical activity particularly after ‘Lock-Down’ and the limited, or non-access to the academy 3. Develop the 30 minutes a day programme to ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school 4. Identify COVID19 – safe competitive physical activity opportunities for all of our children including support from GAT and external providers 5. Introduce and develop the new assessment system for PE |

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



**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:** 2020/21 | **Total fund (Including Underspend):** £27,991 | **Date Updated: 3/02/21** | |  |
| **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  ***COVID19: PESSPA Safe Practice***  **Physical Activity:** In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of physical activity, and the safe use of sports equipment and resources. | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:  (Red = Underspend) | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| 1. **Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities** | **We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding engaging external providers to work alongside staff and children with regards to activity provision.**   1. **A Focus on Outdoor Opportunities**  * We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance.  1. **Engage ‘Coaches’ to extend physical activity opportunities**  * Engage coaches to further develop healthy, physical activity opportunities ensuring the adoption of COVID19 – Safe-Practice * Provide additional healthy, physical activity opportunities outside of curriculum time * See detail in Section 3 below  1. **30 Minutes a Day**  * Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target in the School Sport Activity Action Plan * Track and monitor 30 Minutes a Day activity and extend opportunities across academy * Use 30 Minutes a Day Tracking Tool to evidence progress – make sure the eTracker is complete and up to date * Target and support any children not achieving 30 Minutes * Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class  1. **‘Go Noodle’**  * Further develop the Introductory Level across the Academy and track engagement  1. **Maths of the Day**  * Further develop Maths of the Day across the Academy  1. **‘5 a Day’ Scheme**  * Further develop the Programme across the Academy and track engagement * Scheme involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format. * All classes to engage in ‘5 a day’ Zen type activities after lunch. Investigate ways to make more age related for year 4+5  1. **Targeting non-engagement**  * Review participation registers to identify non-participants * Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times with children working in their own spaces * Offer some extra opportunities (Coaches could provide some of these)  1. **Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes**  * Look at introducing COVID Safe ‘Bubbles’ at lunchtimes for different groups of children * Continue to use and re-stock the playground equipment to support engagement for children in their ‘Bubbles’ at lunch-times * Purchase range of inclusive equipment | (See costs in Section 3 below)  (See costs in Section 3 below)  No charge  £650  (Through GAT package of support - see Section 3 below)  **£6,000** | **Evidence**   * External providers engaged * 30 Minute a Day eTracker audit complete * 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 surveys * Staff voice * Equipment purchased   **Impact / Outcomes for Children:**   * Increased awareness of the wide range of different types of healthy activity available * Increased opportunities for healthy activity available, particularly outside * Increased engagement in exercise * Increased understanding of the benefits of exercise for health * Improvement in sense of health and well-being * Increased participation by children who normally don’t engage with sporting / physical activity opportunities * Increased number of children participating in school clubs   + Children are accessing structured, healthy physical activity at lunchtimes.   + Children engaging in healthy, physical activity within other curriculum subjects e.g. Science   + Fitness levels for all, but with a particular focus on the less active children, will increase.   + The 30 minutes a day will mean children get a ‘change in cognitive activity and their focus and concentration will increase during lesson times.   **See Evidence, Outcome and Impact statements above**  **See Evidence, Outcome and Impact statements above** | Continue to introduce a variety of different sports from outside companies once allowed. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  ***COVID19: PESSPA Safe Practice***  **Whole-School / Well-Being**: In addition to following the Safe Practice (identified above), we will specifically focus on the development of physical competence and personal skills to support the social, emotional and mental wellbeing of our children on returning to school after ’lockdown’. | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:  (Red = Underspend) | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| 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** | 1. **Strategic Approach with focus on well-being**  * PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. * Develop links with and support whole-school priorities e.g. healthy eating and children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating  1. **COVID Safe- Competition**  * Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills * This would involve developing competitive ***non-contact*** opportunities for children of all abilities to support the development of the whole child * Develop internal competitive opportunities to enhance the PE curriculum offer * See Section 5 below  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)  1. **Sports Clubs**  * Provide a range of sports clubs to support enrichment and academic achievement.  1. **Leadership Training**  * Continue leadership opportunities for 10 children by becoming sports ambassadors and leading activities at lunch time.  1. **Celebrate Achievement**  * Achievement assemblies. * Showcase sporting achievements board of Sporting Events and Activities, accessible to parents. | (Part of the GAT Membership in Section 3) | **Evidence**   * Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE * Staff will have a greater understanding of simple, practical activities to support the development of children’s well-being * COVID Safe Competition opportunities developed * All CPD taken place * Ideas from the training embedded in PE lessons as observed by PE lead. * Observation of the children using the transferrable skills out of PE time. * Competition programme * Participation Registers * Pupil and staff Voice * Clubs list * Ambassadors leading some activities at lunch-time * Leadership training taken place * Academic achievement data cross-referenced with sports club attendance   **Impact - Increased pupil:**   * Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem * Development of leadership and team-building skills. * Wellbeing, acknowledgement of own emotions and behaviours. * Engagement in PE lessons and enhanced development of personal and social skills and behaviour * 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 and enjoyment of sport and games across the school * 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 the feeling of achieving their best * Experience of gaining awards and certificates and the feelings of achievement * Sense of belonging   Ability to transfer skills to support learning across the school  **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. | Interhouse competitions each term between classes. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport  ***COVID19: PESSPA Safe Practice***  **CPD – Academy Staff / External Providers:** In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of CPD. | | | | Percentage of total allocation: |
|  |
| **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: | (Red = Underspend) | can they now do? What has changed?: |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| 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. **Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19**  * Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework * Informal discussions with staff, building upon the audit last year * Key focus on any new staff * PE Learning Walks to help identify needs * PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff * Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/20).  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 provide resources for PESSPA**  **3 x Central GAT PE Co-ordinator Network Development Days**  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.  Support to include:   * Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice * This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy * Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 * Sharing of best practice to support pupil well-being * PE and Sport Premium preparation for inspection: RAG Review and identification of key actions * Ofsted and DfE requirements in relation to PE and School Sport Premium * 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 * Access to Sport Plan (12000 lesson plans)   **2 x In-school, bespoke days of support**  **Day 1: (MOT Training – Date TBC)**  **Day 2: (Date and focus TBC)**   1. **Engage Sports Coaching Company**   **to work alongside and provide the following in-school support for staff**   * Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA Safe-Practice * On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) * Working alongside teachers with the children to plan and deliver high quality Fundamental Movement Skills Programme * Coaches to deliver After-School Sports and Physical Activity Clubs  1. **Purchase equipment / resources to support Professional Development**  * Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)  1. **Targeted support for Staff**      * + Based on Staff CPD Audit engage providers to deliver appropriate training | **£2,400**  **Cost TBC**  **£6,000**  **Cost TBC** | **Evidence**   * Discussions with staff * Learning walk information * Updates from PE Lead   **Impact / Outcomes for staff:**   * Staff aware of and following latest COVID19 – PESSPA Safe-Practice * Identification of strengths and areas of staff need with regards to training * More effective subject leadership * Subsequent CPD bespoke to meet identified needs   **Impact / Outcomes for children:**   * Children following all latest COVID19 – PESSPA Safe-Practice * Children engaged in more effective, enhanced provision from upskilled staff * Increased PESSPA opportunities provided by staff   **Evidence**   * Membership purchased * Central Development Days attended * In-school training days from Allison Consultancy taken place * Deadline for PE & Sport Premium Underspend met * Staff aware of and following latest COVID19 – PESSPA Safe-Practice * Discussions with staff and children * Costed, 2020/21 PE and Sport Premium Plan in place using new national template * All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete * Templates on website and web-compliant * PE Learning Walk sheets * MOT Training taken place   **Impact / Outcomes for staff:**   * Staff aware of and following latest COVID19 – PESSPA Safe-Practice * Enhanced subject leadership * Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template * Clearer understanding of the updated National Outcome Indicators * A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children * Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons * Staff upskilled to deliver enhanced provision in PE lessons including strategies to keep the children moving and thinking   **Impact / Outcomes for children:**   * Children following all latest COVID19 – PESSPA Safe-Practice * 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 engaged in enhanced, more effective PE lessons * Enhanced quality of learning with children moving for longer in lessons * Improved challenge and engagement across all pupils   **Evidence**   * Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements * On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) * Training arranged * Lesson Plans * Lesson Observation * Learning walks * Discussions with staff * Equipment / resources purchased   **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   **Impact / Outcomes for children :**   * Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons * Improved quality in teaching, learning and assessment in PE for all children * Increased pupil progress in PE * Improved challenge and engagement for 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 PE * New Units of Work introduced to support staff planning and delivery   **Outcomes for Children:**   * Improved quality in teaching and learning in range of PE Activity Areas | Continue with GAT package next year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  ***COVID19: PESSPA Safe Practice***  **Extra-Curricular Provision:** In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to engaging external providers to work alongside staff and children for the provision of healthy, extra-curricular physical activity opportunities, and the safe use of sports equipment and resources. | | | | Percentage of total allocation: |
|  |
| **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: | (Red = Underspend) | can they now do? What has changed?: |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| 1. **Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.** | 1. **COVID19: Safe-Practice - Physical Activity**  * Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements * Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements * Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided * Within COVID19 safe-practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class * Identify COVID safe-practice activity ideas from colleagues at GAT Network Group * Re-book activities that had to be postponed this year due to COVID19  1. **Pupil Voice**  * Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation * Target children not engaging  1. **Engage Premier Sports to extend physical activity opportunities including clubs**  * Academy to ensure that any external staff are fully upto date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice * On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) * Provide additional healthy, physical activity opportunities outside of curriculum time * Coaches to provide an increased range of activities on the playground at lunch-times * Coaches will have a particular focus on engaging children who do not normally take part * Coaches to use classroom spaces if wet to get children involved in activities to engage children in physical activity  1. **Purchase equipment to increase number and range of healthy, sustainable activity opportunities for all children** 2. **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.**   Orienteering course set up around the school | **Cost TBC**  **£1,200**  **£1520** | **Evidence**   * All Physical Activities taking place meet all COVID19 – Safe-Practice requirements * Children engaging on a regular basis * 30 Minutes a Day activity timetabled in for every class * New equipment purchased and used * Widened range of healthy activity opportunities * Extended Extra-Curricular Sport and Physical Activity Programme * Active Playground Programme in place * Participation Registers * Increased number of children participating in school clubs * PE, School Sport and Physical Activity (PESSPA) noticeboard updated * Pupil and Staff voice * Resources purchased   **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 well-being * Increased participation by children who normally don’t engage with sporting / physical activity opportunities * Increased number of children enjoying taking part in school clubs   + Children are accessing structured, active games during lunchtimes * Class sets of equipment available to ensure a high quality to PE and a range of activities are available. * Equipment available to ensure children are able to access active lunchtimes.   **Evidence**   * New equipment purchased * Sports Clubs / Physical Activity Timetable updated and extended * New equipment used in PE lessons * Coaches engaged * Participation 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   * Course set up around the school. * All equipment needed purchased. * New equipment used in PE lessons * OAA put on Long term plan   Impact/Outcomes for staff:   * Training will be provided for staff * Improved understanding and confidence in using equipment to enhance quality of teaching and learning.   Impact/ outcomes for children:   * Equipment more exciting and engaging for children. * A broad range of activities to participate in. * Children to learn map skills effectively. | Continue with different experiences for the children. Have people come in and offer different sporting experiences. |
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| **Key indicator 5:** Increased participation in competitive sport  ***COVID19: PESSPA Safe Practice***  **Competition:** In addition to following the Safe Practice (identified above), we will specifically ensure that we will follow all national COVID19 guidance, Trust and local policy with regards to competitive opportunities for our children. As such we will currently plan for them to be non-contact in nature. | | | | Percentage of total allocation: |
|  |
| **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: | (Red = Underspend) | can they now do? What has changed?: |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| 1. **Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate** | **Due to COVID19 there has been a significant impact on the opportunity for children to engage in competitive sports activity not only within school but between schools. Whilst following all national COVID19 guidance we will look at the possibility of accessing inter-academy events but will focus primarily for this year on providing inclusive internal competitive opportunities for all children.**   1. **Participate in GAT and local Competitions**  * Currently, these will be non-contact in nature and will adhere to all national requirements * Depending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennis * If the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be ‘virtual’ in nature and will be determined as the year progresses  1. **Inclusive competitive PE Curriculum Sports Competition Programme**  * Currently, under COVID19 guidance, these will be non-contact in nature * Give all children more opportunities over the school year to experience competitive opportunities * PE Lead to review curricular programme and identify competitive opportunities * Currently these will be non-contact in nature * Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all * Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year * Competitions must involve ALL children * Develop new templates for scoring etc  1. **Purchase SSP Membership which provides access to sporting events and competitions and some CPD for staff** | **£500 transport**  **£500** | **Evidence**   * Competition Programme Summary Sheet * PE Units of Work developed to include competitive opportunities * New Sports and physical activity competitive opportunities in place * Participation Registers * Resources to plan and deliver programme   **Impact / Outcomes for staff:**   * Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons   **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 * Enjoyment of sport across the school * 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     **See Evidence, Outcome and Impact statements above** | Continue with GAT package and taking children to compete against other schools. |

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| **Additional Outcomes and benefits of the funding** | | | | Percentage of total allocation: |
|  |
| **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: | (Red = Underspend) | can they now do? What has changed?: |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| 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 key stakeholders | Internal Budget | **Evidence and Impact**   * 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 |  |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | C. Allcorn |
| Date: | 3/2/20 |
| Governor: |  |
| Date: |  |