

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2021/22

Commissioned by



Department
for Education

Created by



Additions by:



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by**

31st July 2022.



Supported by:



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. To see an example of how to complete the table please click [HERE](#).

Funding Available for 2021/22

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and also to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2021/22

Total amount of any unspent funding at 31st July, 2021, to be carried forward	-	£6,627.47
2021/22 Premium	-	£17,670

Total Funding for 2021/22* **£24,297.47**

*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)

COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: 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	Yes	Yes

2. 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	Yes	Yes

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA

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, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above.</p>	<p>0%</p> <p>*All swimming postponed over the last two years.</p> <p>Booster sessions were booked at Weston Favell Academy in June and July. Due to staff absences and pool closures, only 2 out of 9 booked sessions took place.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>0%</p> <p>*All swimming postponed over the last two years.</p> <p>Booster sessions were booked at Weston Favell Academy in June and July. Due to staff absences and pool closures, only 2 out of 9 booked sessions took place.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</p> <p>*All swimming postponed over the last two years.</p> <p>Booster sessions were booked at Weston Favell Academy in June and July. Due to staff absences and pool</p>

	closures, only 2 out of 9 booked sessions took place.
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?	0% *All swimming postponed over the last two years. Booster sessions were booked at Weston Favell Academy in June and July. Due to staff absences and pool closures, only 2 out of 9 booked sessions took place.

	<ul style="list-style-type: none"> • Provide after school provision in a wider diverse range of activities for the whole primary age range. • Premier sports coaches to also extend competitive opportunities and support underachieving children as well as extending some physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities • Promote physical activity for pupils in KS1 who are underachieving, and for pupils in KS2 who are disengaged • From Autumn 1 <p>3. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Use Allison Consultancy e-tracker to establish a baseline of provision, and monitor and evidence progress in relation to 30 Minutes a Day activity achieved across the academy • PE Lead to train staff to use the eTracker • Pre-populate class templates to support staff • Repeat audit in Terms 3 and 5 to evidence progress • Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target contained in the national School Sport Activity Action Plan • 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 • Embed use of '5 a day' across the school • Promote the use of '5 a day' during wet play, PE warm ups • Look at Go Noodle for staff to use with the children and the Golden Mile • Look at providing structured physical activity opportunities at lunchtimes <p>4. Targeting non-engagement</p> <ul style="list-style-type: none"> • Review participation registers to identify non-participants • Use pupil voice and new assessment format 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) 	<p>Part of the £2400 GAT support package (see section 3)</p> <p>Part of premier education - £4,095 above</p>	<p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • All classes regularly use '5 a day' in class to promote healthy, physical activity. Children are able to discuss ways this supports a healthier lifestyle • 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 • 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 • Children are accessing structured, active games during lunchtimes. <p>See Evidence, Outcome and Impact statements above</p>	<p>from April to introduce activity every morning for Early Work and just after lunch.</p> <p>Summer Term Evaluation</p> <p>During the Summer Term, we introduced the Daily Mile. This has been a real positive, with children and staff commenting on the impact it has had not only to children's physical fitness, but also their concentration in class. We will therefore continue next year. We also completed Walk-to-School week and general engagement in exercise is improving. There has been a significant increase in children exercising throughout the week using the 30-mins a day tracker.</p> <p>Lots of children have had access to extra coaching opportunities during school hours, especially SEND and PP children. The next step for us as an Academy is to create more opportunities for competition, both internally and externally.</p> <p>Overall, children are much more active during the day, having an impact on fitness</p>
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	<p>5. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> • Purchase class set of pedometers • Use pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle. • Develop an inter-class competition based on number of steps achieved. • Continue to use and re-stock the playground equipment to support engagement for children at lunchtimes • Purchase range of inclusive equipment including circus skills, archery and tri-golf equipment <p>6. Play leaders to provide additional physical activity opportunities</p> <ul style="list-style-type: none"> • Timetable play leaders and give them ownership of activities to be run at play times • Play leaders to work alongside premier sport coach at lunch times to encourage children to participate in a wider range of sports • Play leaders to support in the development of inter school competitions 	<p>Part of premier education-£4,095 above</p>	<p>See Evidence, Outcome and Impact statements above</p>	<p>levels and general concentration in class.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			%	
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
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	<p>1. Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> 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 became compulsory from September 2020, and which schools were 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 Ensure PE and Sport Premium Plans are embedded within and inform the Whole-School SIP Link this years' actions and outcomes to whole-school priorities including Walk to School Week and Teach Active. <p>2. Develop the profile of PE through whole school displays which celebrate the curriculum, children's achievements and links to other curriculum areas</p> <ul style="list-style-type: none"> Display boards to promote the range of; sports taught in school, clubs on offer, competitions entered Displays to showcase links with other areas of the curriculum Celebrations shared in the school's newsletter, on the website and social media 	<p>Part of the £2400 GAT support package (see section 3)</p> <p>Walk to school week- £145</p> <p>Town Partnership £220</p>	<p>Evidence</p> <ul style="list-style-type: none"> 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. 30 minutes a Day timetabled for every class Competition programme Participation Registers Pupil and staff Voice Participated in walk to school week. Teach Active resources purchased <p>Impact - Increased pupil:</p> <ul style="list-style-type: none"> Learning in other areas of the curriculum Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. Wellbeing, acknowledgement of own emotions and behaviours. Engagement in PE lessons and enhanced development of personal and social skills and behaviour Engagement in lessons as a result of 30 minute a day activities Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to 	<p>Autumn Term Evaluation</p> <p>The next step is to make P.E. more high profile. The plan is to revisit the 'Intent' statement of the P.E. curriculum so that it is on display and the children in the school are all aware of it.</p> <p>Spring Term Evaluation</p> <p>Walk to School Week is going ahead. Display board has been created – showcases play leaders, competitions, new equipment, etc. Pupil voice has been collated when looking at developing curriculum and what after-school clubs people want.</p> <p>Summer Term Evaluation</p> <p>The introduction of the Daily Mile has allowed us to link RHE and P.E. more readily, talking about the benefits of a healthy body and mind. With regards to purchasing</p>

	<p>3. Purchase some further curriculum equipment to support the wider range of sporting opportunities in line with the new scheme of work</p> <ul style="list-style-type: none"> • Pedometers – enough for a whole class (one per child) • Develop Inter-Class Pedometer Challenge • Each Class to have Pedometers for a week – keep record of total steps Class take over the week • Divide by number of children in the Class to get Class Average • Purchase Heart-Rate Monitors – supports learning in Science and Health / Exercise areas of learning • Purchase stop-watches – children see how many Star – Jumps they can do in 30 seconds etc - running on sport for a minutes • Many of these things can be done in the classroom or on playground in an 'Active Break' from classroom activity <p>4. Provide additional 'Top-Up' swimming sessions for Year 6 pupils to increase children achieving national curriculum requirements</p> <ul style="list-style-type: none"> • Additional sessions to enhance progress and attainment in relation to the national targets. • In line with new national guidance, due to lack of access to swimming because of COVID, the focus is now on Self-Safe Rescue and Water-safety • Pupils who are identified as not achieving the NC requirements particularly in relation to safe-self rescue and personal survival are able to access top up sessions at the conclusion of Year 6. • Book booster swimming sessions including transport. • Summer Term 2 (6 x Sessions) <p>5. Extend the competition opportunities for all children so more children engaged in and experience competition against self and others</p> <p>(See Section 5 below for further actions, evidence and impact / outcomes statements but includes the development of a range of personal and social skills)</p>	<p>£3,746.31</p> <p>£948</p> <p>£220</p> <p>Town Partnership</p> <p>£324 spent on travel to events.</p>	<p>work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <ul style="list-style-type: none"> • 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 • Pupils are able to identify different ways PE is promoted in school. • Parents are increasingly being engaged through use of social media. <p>Evidence</p> <ul style="list-style-type: none"> • Increase in Top-Up Swimming sessions • Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> • More children achieving national Swimming and Water-Safety targets particularly safe-self rescue • School performance against national targets improved <p>See Evidence and impact statements in Section 5 below</p>	<p>equipment, pedometers were bought, however the interest seemed to die out. We decided to do competitions within our classes. Going forward, I think this should be a Year 5/6 initiative because the younger children struggled to concentrate with the pedometers on their wrist.</p> <p>Year 6 have had their top-up swimming sessions, and we even managed to book a total of 9 sessions rather than 6. However, the teacher was poorly on 5 occasions and twice the pool was closed, meaning only 2 sessions have been accessed. This has resulted in low achievement in swimming ability in Year 6. I have adapted the curriculum for next year, whilst we have also changed swimming pools, to ensure that more children have access to swimming and a greater number of children will leave Green Oaks being able to swim 25m.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
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	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework [NA] 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 from Department for Education. 		<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> 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 <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children following all latest COVID19 – PESSPA Safe-Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff 	<p>Autumn Term Evaluation</p> <p>N/A</p> <p>All booked in for Spring and Summer Term.</p> <p>Spring Term Evaluation</p> <p>Table Tennis CPD undertaken. Assessment, Dance and Leadership training to take place in Summer Term.</p> <p>Summer Term Evaluation</p> <p>All CPD requested from staff in 2020/21 has been completed. Staff have already filled out staff voice to identify areas of need for</p>

	<p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Includes input from national providers, networking opportunities and sharing of resources. Due to COVID these meetings may be done remotely moving forward but will still be attended and allow good practice to be shared.</p> <p>Support to include:</p> <ul style="list-style-type: none"> • 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 • Ofsted Inspection (2019) – including Deep Dives in PE • 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 	<p>£2,400 GAT package of support.</p> <p>£160 CPD cover for AC</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • In-school training days from Allison Consultancy taken place • Martin Smith delivered support session • Martin Smith engaged for additional days • Deadline for PE & Sport Premium Underspend met • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Discussions with staff and children • Costed, 2021/22 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 • All classes using New PE MAPs • Enhanced pupil progress and attainment data for PE in place • Discussions with / audit of staff and children • 30 Minutes a Day Tracker data • Equipment / resources purchased <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and 	<p>the next academic year, whilst as P.E. lead, I have also identified areas of need.</p> <p>A new assessment system is up and running and teachers are now using this to show progress and attainment in P.E. This was delivered by Stuart Allison using CPD.</p> <p>As well as CPD booked as a result of staff requests, Leadership Training was also conducted by Stuart Allison, thinking about how children access the P.E. curriculum in different ways</p> <p>The next step for us is to use baseline data we have for this year to see where there is progress for next year.</p>
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	<ul style="list-style-type: none"> • 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) <p>2 x In-school, bespoke days of support</p> <p>Day 1: (29/9/21) Strategic Support for the new PE Lead</p> <p>Support to include:</p> <ul style="list-style-type: none"> • PE and Sport Premium – Developing 2021/22 Action Plan • GAT PE Website Audit – Key Actions • 30 Minutes a day Tracker • Remote write up <p>Day 2: (9/2/22) Whole-Staff Twilight Training and One-to-One Support for new PE Lead</p> <p>Support to include:</p> <ul style="list-style-type: none"> • 2 x Paired PE Learning Walks • Whole-Staff training – Assessment in PE <p>3. Engage Martin Smith to work alongside and provide the following in-school support for staff across the whole academy</p> <ul style="list-style-type: none"> • 1 x Day as part of GAT Membership • Provide support for orienteering / OAA • Martin Smith to work with PE Lead and provide staff 	<p>Action Plan Template</p> <ul style="list-style-type: none"> • 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 • PE Lead familiar with 30 Minutes-a Day requirements and clear on how to implement and use eTracker • PE Lead familiar with PE Learning Walk resource and greater understanding of quality of PE being planned and delivered across the academy • PE Lead supported to identify key strengths in the planning and delivery of PE across the school and key areas for improvement • PE lead has greater knowledge and understanding and enhanced capacity to support staff across the school • Staff across the school supported to self-review and develop own practice • Staff across the school planning and delivering higher quality PE lessons • A consistency in approach by all staff • Improved confidence in teaching good and outstanding PE lessons • 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: Assessment 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 and tracking of assessments in PE • PE Lead upskilled and ready to support implementation of PE assessment system • Staff upskilled to develop OAA activities with their children <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children 	
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	<p>twilight</p> <ul style="list-style-type: none"> Additional support throughout academic year – providing 1 x day OAA CPD for staff in each year group <p>4. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> 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) <p>5. Staff Voice</p> <ul style="list-style-type: none"> Staff to complete audit to identify further CPD needs PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Staff re-visit their CPD audit of strength and needs Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school <p>6. Dance</p>	<p>£3,746.31 Equipment spend</p> <p>£500</p>	<ul style="list-style-type: none"> Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons Enhanced quality of teaching, learning and assessment for children in PE Improved challenge and engagement for all pupils 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 Extended OAA activity opportunities <p>Evidence</p> <ul style="list-style-type: none"> Staff audit complete Specialist support provided to meet identified need <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p>	
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	<ul style="list-style-type: none"> Look at providing additional CPD for staff in Dance and Yoga This could include modelled lessons with children and staff twilight session Identify and engage providers 		<ul style="list-style-type: none"> CPD taken place <p>Impact on staff</p> <ul style="list-style-type: none"> Enhanced ability and increased confidence to plan and deliver high quality lessons within Dance and Yoga <p>Outcomes for Children</p> <ul style="list-style-type: none"> Enhanced teaching and learning opportunities within these activity areas Enhanced progress and attainment within these areas 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p>1. COVID19: Safe-Practice - Physical Activity</p> <ul style="list-style-type: none"> 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 <p>2. Pupil Voice</p>		<p>Evidence</p> <ul style="list-style-type: none"> 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 Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice Additional staffing engaged Activity Workshops delivered Photographs of workshops Twitter, website, newsletter, display <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available 	<p>Spring Term Evaluation</p> <p>Although Play Leaders have been introduced, those attending after school clubs provided by Premier Sports has diminished. This is something that will be address in Summer Term. Premier Sports have been made aware of what sports children would like to attend, whilst additional opportunities for sports will be analysed in Summer Term.</p> <p>Summer Term Evaluation</p>

	identify non-engagement		academy including specific data on which children are engaging and, importantly, which aren't	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in an increased range of competitive opportunities</p> <ul style="list-style-type: none"> Enter an increased number of GAT and Town Partnership Competitions 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 Provide competition training sessions at school Engage HLTA and Premier Sports coach to take the children to competitions Develop inter-school competitions using Play leaders and School councillors to promote and run Pay for transport to support children in being able to attend <p>2. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> 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 	<p>GAT competitions as part of GAT Membership</p> <p>£220 to access Town Partnership competitions</p> <p>£220 to access Town Partnership competitions</p>	<p>Evidence</p> <ul style="list-style-type: none"> 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 Photographs of competitions Twitter, website, newsletter, display Pupil voice <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes accessible by all children.</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> 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 	<p>Spring Term Evaluation</p> <p>Children continue to have opportunities to compete at 'School Games' across Northampton.</p> <p>In Summer Term, there will be a couple of inter-house competitions, Sports Day and more opportunities to experience different sports.</p> <p>Summer Term Evaluation</p> <p>Although we have competed in 7 School Games events this year, as I stated earlier, only 39% of children had the opportunity to compete for the school in competitions. I would like this to be above 50% next year to build the competitiveness within our pupils. I have also adapted the Intent statement to reflect this.</p> <p>I would also like to</p>

	<ul style="list-style-type: none"> • Develop new templates for scoring etc 		<ul style="list-style-type: none"> • 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 	<p>introduce House competitions each half term, so that children develop their team work and competitive skills.</p> <p>A real positive is that 2 of the 7 competitions were strictly aimed at SEND pupils.</p>
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Budget Summary as of 15/07/22

Total Funds Allocated

- £24,297.47

Total Spend Identified in Plan ('Yellow' figures) - £13,027.33

Balance (Underspend) - £11,270.14

Signed off by	
Head Teacher:	<i>W. Gordon</i>
Date:	19.07.22
Subject Leader:	<i>A. Coughlin</i>
Date:	5.10.21 / 31.03.22 / 07.07.22
Governor:	
Date:	