



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](https://www.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.**

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 2022. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported



by:

Total amount allocated for 2021/22	£19,500.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19515

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	38%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	38%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<u>Yes/No</u>

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Percentage of total allocation:			
	%			
	Implementation			
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Support pupils physical and mental well-being during the pandemic and once the pandemic phases out.	Work with sports providers to ensure that every child receives opportunities to exercise regularly and use lesson created on their online portal. Provide regular face to face lessons with children in school during giving them regular exercise. To provide time in lessons to talk about mental health as whole and to individuals.	£1,200.00	For all children to have access to the online learning. For online learning to be adapted and updated where needed. For children to be encouraged to use the online learning pre, post and during school.	Work with sports providers to target children that may have been less active during pandemic. Staff training around how to engage with children around mental health and the effects of the pandemic. Staff to work with professionals and CPD around being able to see children with low confidence, lack of self esteem, lack of social skills and raise this.

To increase the opportunities for all children to be more active at play and lunch times by providing a range of games and competitions led by an external provider. For external provider to increase the opportunities for children to become sports leaders and to encourage more children to be active at lunch times. Improve play/lunch time equipment to improve variety of games. Flash-dances, student lead games and new equipment to provide all of this.	External provider delivered lunch time games and competitions. They also developed, assisted and improved the sports leaders knowledge and skills. Due to children being in bubbles and with staggered lunchtimes, we increased staff through our sports provider to provide additional sports coaches for lunchtime provision. Coaches delivered both equipment and non-equipment based games to allow children opportunities to 'play' and be active.	£7,815.00	Sports Leaders Programme (SLP), building confidence and learning how to encourage active participation. The sports leaders are then proactively encouraging other peers to be active/play games and are also able and confident to lead non-equipment based games. Dance to be integrated into lunchtimes with children socially engaging with other year groups.	Pupil survey to have a say on lunch time activities and games. Verbal or online survey to see what clubs/activities children want to see and do at their school.
To ensure all children are aware of the importance of a healthy lifestyle including diet and regular exercise to develop children's mental health and wellbeing. Providing health and wellbeing sessions that are integrated into the PE Curriculum. To have health awareness and mental wellbeing a key part of all lessons as well as on the curriculum.	Fitness challenge weeks every half term where the pupils will be set different challenges throughout the week based on healthier lunches and physical activity. Addition of creating and embedding online learning onto the Testlands website to encourage all children to be active even when impacted by pandemic and to try different fitness challenges as well as other PEPASS activities and lessons.	£2,000.00	Fitness challenge weeks to be completed during PE lessons and staff to plan to have a 'health awareness' section of each lesson. Staff to have health awareness training to deliver health awareness for a full term in PE lessons.	Resources to be saved, reused and amended if necessary to include relevant information/research. Planning to be an live document to allow additions and adjustments after training and experience in lessons.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:			
	%			
<b>Intent</b>	<b>Implementation</b>			

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To start to deliver PEPASS to a more full curriculum. To plan and deliver a full PE Curriculum. To deliver lunch and afterschool clubs with a full capacity and curriculum. All staff to go on training for individual clubs/lunchtime activities such as gym/dance/cricket etc.	To deliver a full curriculum of PE/Dance including lunchtime games/afterschool clubs.	£0.00		Work with sports providers to target children that may have been less active during pandemic and target specific children to become more active during lunchtimes and after school clubs as well as giving them challenges to do from home. Get all children working in social environments at lunchtime working with other staff, different year groups and external providers.
Run personal best days to promote competition within school. All children regardless of age or ability have access to at least 5 competitions throughout the year. Run Fitness challenge weeks every half term where the pupils will be set different challenges throughout the week based on healthier lunches and physical activity. These are to be part of PE lessons to reduce bubble splitting. Addition of creating and embedding online learning onto the Testlands website to encourage all children to be active even when impacted by pandemic and to try different fitness challenges as well as other PEPASS activities and lessons. To use some online learning in PE lessons to encourage	Where possible these should run in line with PE curriculum. Attend tournaments available for school games and competitions that run alongside the curriculum. Competitions are achievable during PE between classes/year groups/key stages.	£3,500.00	Children have continued to access competition in year groups rather than bubbles as well as whole school events, this has increased physical activity opportunities and allowed for continued, friendly competition to take place. Children have been able to learn and deliver on setting up their own competitions (UKS2) and delivering on these. SPL programme has allowed children to learn skills to enhance ability for running competitions.	The school will continue to build regular competition into our sporting calendar and look to increase back to pre-pandemic times.

children to use this and see how accessible this is outside of school.				
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
As seen in KI1 and has also impacted KI2 and KI3.Support pupils physical and mental well-being during the pandemic. External staff to have training on building confidence and self esteem of children through physical activity.	External providers to deliver on school focus by working with SLT on specific areas they want to see change in. To discuss areas of need and apply actions to those areas in order to benefit the lifestyles and knowledge of healthy living and mindsets across all year groups.	£	All children have access to attend online classes each week. All children received regular exercise and continued to be active post pandemic.
Ensure all PE staff have relevant CPD and support to ensure high quality provision is delivered.	Provide half termly training for PE staff to support with delivery of PE curriculum.	£2000.00	Staff development has improved with all staff showing deeper subject knowledge when teaching PE.

Provide opportunities for Class Teachers to meet with/work with Sports Coaches to contribute to tracking document (observations from Planned Physical Activity)	Provide half termly training for class teachers and to support with delivery of PE curriculum.		Staff development has improved with all staff showing deeper subject knowledge when teaching PE.
Ensure that all staff feel confident leading Physical Activity and that children continue to build on their knowledge and skills in other areas of the curriculum	Weekly handover and dialogue between Class Teacher and Sports Coaches so that teachers are aware of the skills focus, allowing them to continue to develop skills in Planned Physical Activity and other areas of the curriculum		Passing information from Testlands coaches to class teachers has allowed them to set tasks within class room lessons based on the skills that are being taught within physical education.




**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Additional achievements: As seen in KI2 and has also impacted KI4 and KI5. Deliver competitions and personal best days to promote competition within school. All children regardless of age or ability have access to at least 5 competitions/PBD's throughout the year.	Increase opportunities to access physical activity through competition throughout the school academic year.	£300.00	Children have continued to access competition (in bubbles) which has increased physical activity opportunities and allowed for continued, friendly competition to take place. This to be lead during PE lessons if bubbles are still imposed. ASC to have competition focus for all ages.



As seen in KI3 and has also impacted KI4.Ensure all PE staff have relevant CPD and support to ensure high quality provision is delivered.	Provide half termly training for PE staff to support with delivery of PE curriculum.	£200.00	Staff development has improved with all staff showing deeper subject knowledge when teaching PE. With a focus on training being provided for lead members of staff.
Invest in high quality resources to add to existing PE/lunch time equipment and to use this high quality equipment to help increase engagement of physical activity in children.	Provide a PE audit to the Headteacher and dispose of any broken or unsafe equipment. Invest in new equipment to enhance provision of both PE, lunch and extracurricular clubs.	£2,800.00	The pandemic still played a role in the productivity and structure of lunchtimes. Sharing equipment was reduced but towards the end of the year equipment was used a lot more frequently and freely.
Increase opportunities to access physical activity during school holidays.	Encouraging children to participate in activities/lessons published on sports providers online platform. By working with sports providers to ensure children are able to access school holiday provision regularly throughout the year, offering free or subsidised places to vulnerable children and low income families.	£3,200.00	Children that may not have otherwise had the opportunity to attend courses have been offered some free provision during selected holidays.
<b>Key indicator 5: Increased participation in competitive sport</b>			
<b>Intent</b>	<b>Implementation</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:

As seen in KI2 and has also impacted KI4 and KI5. Personal best days to promote competition within school. All children regardless of age or ability have access to at least 3 (reduced because of pandemic) competitions throughout the year. For there to be a focus on competition at lunchtimes and ASC's. Learning how to deal with winning/losing and building confidence in young people to accept defeat and win with compassion.	Highlight which house competitions will be run. Where possible these should run in line with PE curriculum.	£	Children have continued to access competition (in bubbles) which has increased physical activity opportunities and allowed for continued, friendly competition to take place.
Continue to develop school sport links and also our school's presence in the city.	Participate in virtual/school games events. Each year group to take part in at least 2 events each and send them off to our school games organiser.		School were awarded a number of awards for achievement during the year.

Signed off by	
Head Teacher:	
Date:	31 July 2022
Subject Leader:	
Date:	22 July 2022
Governor:	
Date:	31 July 2022