

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.**

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

DfE: Conditions of Grant - Underspend

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	-	£15,922.14
2021/22 Premium	-	£20,700

Total Funding for 2021/22* **£36,622.14**

*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			

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			

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 2021.</p> <p>Please see note above.</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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.



Academic Year: 2021/22		Total fund (Including any Underspend): £36,622.14		Date Updated: 15/12/21	
Key indicator 1: The engagement of <u>all</u> 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:
					%
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?:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities		<p>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.</p> <p>1. A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> 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 Purchase OAA activities to help support this. Engage Martin Smith from GAT to provide a day of support in this area (See Indicators 2 and 3 below) <p>2. Engage in more physical activity opportunities</p> <ul style="list-style-type: none"> Provide lunchtime and after school activities (COVID dependent) YDP to provide activities for KS1 and KS2 Include additional, new activities for children including more non-traditional activities. Continue to involve the new sports captains from each year group to promote lunch time games and other 		Part of equip costs below	<p>Evidence</p> <ul style="list-style-type: none"> External providers engaged including YDP and Martin Smith All training taken place COVID19 safe-practice being followed by staff and children Increased outdoor opportunities being prioritised All programmes in place and children engaging on a regular basis 30 Minutes a day data 30 minutes a Day activity for every class timetabled Staff have mapped evidence of 30 minutes a day provision and identify additional resources and strategies to further develop active lessons and participation Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers PE, School Sport and Physical

	<p>sports in the school.</p> <ul style="list-style-type: none"> • Purchase more fitness bands for each class.. <p>3. YDP After-School Clubs – extending physical activity opportunities</p> <ul style="list-style-type: none"> • Provide additional healthy, physical activity opportunities outside of curriculum time • Engage YDP coaches to further develop healthy, physical activity opportunities ensuring the adoption of COVID19 – Safe-Practice • Fund 3 x YDP after school clubs to make them accessible to all each half term, 2 half term YDP £30 per session for 6 weeks (£30 x 6 weeks x 3 clubs x 2 half terms = £1080) <p>4. RE-audit and further develop 30 Minutes a Day provision across the academy.</p> <ul style="list-style-type: none"> • 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 resource from Allison Consultancy to re-audit and identify existing practice for every class and the academy as a whole. • Target and support any classes 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 <p>5. 'Go Noodle'</p> <ul style="list-style-type: none"> • Further develop the Introductory Level across the Academy and track engagement <p>6. '5 a Day' Scheme</p> <ul style="list-style-type: none"> • Develop the Programme across the Academy and track engagement using % sent across. • Scheme involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format that can be used in short snippets throughout the day. 	<p>£3060</p> <p>Part of £2400 GDFT package</p> <p>Part of £2400 GDFT package</p>	<p>Activity (PESSPA) noticeboard updated</p> <ul style="list-style-type: none"> • Pupil and Staff voice surveys • Equipment purchased • Daily Mile taking place <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 • 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 physical activity opportunities • Increased number of children participating in, and enjoying, school clubs • Children are accessing structured, active games during lunchtimes. • Children are confident when discussing a healthy lifestyle and take responsibility for theirs. 	
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	<p>7. Targeting non-engagement</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants – use one note to carry out this. Re-visit Pupil Voice on Microsoft Forms to identify and target non-participation and barriers to non-participation. Look at the curriculum plan to change to choose sports that are more suitable for year groups Offer some extra opportunities <p>8. Active Burst (Daily Mile)</p> <ul style="list-style-type: none"> Involves classes doing laps of playground / field for certain amount of time This was started just before lockdown, so to continue with this to promote health and wellbeing. <p>9. Purchase equipment, resources and storage to support Healthy Active Engagement during playtimes and lunch times</p> <ul style="list-style-type: none"> Purchase class set of pedometers Use pedometers throughout the academy from Reception to Year 6 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. Carry out pupil voice and see what equipment children would like to play with Purchase scooters for KS1 children Purchase range of inclusive equipment including circus skills, archery and tri-golf equipment 	<p>£1,000</p>	<p>See Evidence and Impact Statements above</p> <p>Already spent £902 on balls and scooters for the playground.</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?:
<p>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> <p>10. A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> Engage Martin Smith from GAT to provide a day of support in Orienteering / OAA Link this support to learning in other curriculum areas including Geography 	<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 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 <p>2. Ensure PE and sports premium plans are embedded throughout the school using the progression of skills.</p> <ul style="list-style-type: none"> These are available for all teachers on the server and parents on the academy website <p>3. Work with Allison Consultancy to review and develop 2020-21 Action plans to support this</p> <ul style="list-style-type: none"> Part of the GDFT package to have 2 days with Allison Consultancy as CPD <p>4. Create a Well-Being Week</p> <ul style="list-style-type: none"> Host a well-being and health week to encourage staff and pupils to develop positive life-style choices (7th – 13th Feb) Listen to podcasts- motivational 	<p>Part of £2400 GDFT package</p> <p>£200</p>	<p>Evidence and Impact</p> <p>Also see statements in Section 5 below, but these would include:</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 Day of support taken place on the review and development of the plans. Well-Being Week taken place Sense of health and well-being improved Competition opportunities developed Pupil Voice data Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Key Strategic Actions identified that will have the greatest, most sustainable outcomes 30 Minute strategies in place and enhanced engagement in lessons Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour

	<ul style="list-style-type: none"> • Healthy eating • Mental well-being • Exercise and health <p>5. Extend the competition opportunities for all children so more children engaged in and experience competition against self and others</p> <ul style="list-style-type: none"> • (See Section 5 below for further actions, evidence and impact / outcomes statements but includes the development of a range of personal and social skills and the engagement of Sports Captains to help identify the activities) <p>6. The use of 5aday subscription within the classroom</p> <ul style="list-style-type: none"> • All staff to regularly use the 5 a day subscription in their classes. Allow pupils choice to engage them further. <p>7. After school clubs</p> <ul style="list-style-type: none"> • Make sure that Sports Clubs timetables are reviewed, updated and distributed at the beginning of each term to parents and pupils <p>8. Academy Website</p> <ul style="list-style-type: none"> • Update the website with curriculum map and share academy achievements in PE and Sport through Twitter. 	<p>Part of the £2400 GDFT package</p>	<ul style="list-style-type: none"> • Increased understanding of the benefits of exercise for health <p>See Evidence and impact statements in Section 5 below</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:
<p>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> <p>9. Additional leadership and team building opportunities.</p> <ul style="list-style-type: none"> Staff meeting will allow opportunities for staff to experience the programmes in the eyes of the pupils. They will also experience team building opportunities. Looking at completing this in the Summer term. Will be assessed nearer the time to see if COVID safe. <p>PE Lead to deliver this in Autumn 2</p>	<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"> Re-visit staff voice to identify CPD needs PE Learning Walks to help identify both individual needs and any patterns of need across the academy 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 current Physical Activity requirements / recommendations from the Department for Education Guidance. 		<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>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 (Via Teams due to COVID)</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 • 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) <p>2 x In-school / Remote, bespoke days of support</p> <p>1 x Day : (30/9/21) – Bespoke Training for P.E Lead</p> <ul style="list-style-type: none"> • GAT Website Audit – Key Actions • Develop 2021/22 PE and Sport Premium Plan including remote write-up • Paired PE Learning Walks focussing on external providers 	<p>£2,400</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Bespoke remote and 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, 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 • Gymnastics training taken place • PE Lead sharing 'One-Note' support with staff <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 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 • Staff more confident and upskilled to deliver high quality Gymnastics lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice 	
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	<p>1 x Day: (12/1/22) – Gymnastics</p> <p>Support to include:</p> <ul style="list-style-type: none"> Modelled sessions with children and staff Staff Twilight Training <p>3. Allison Consultancy</p> <p>Purchase one additional day of support from Allison Consultancy</p> <p>(8/7/22) Virtual Day of One-to-One support for the PE Co-ordinator and subsequent write up. Support to include:</p> <ul style="list-style-type: none"> Teams Meeting PE and Sport Premium – Reviewing and developing 2021/22 Action Plan Remote write up of Plan <p>4. YDP to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> Use specialist Sports Coaches to carry out team teaching of a sequence of lessons alongside Newark Hill Academy teachers during PE sessions. 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 Working alongside teachers with the children to plan and deliver high quality lessons On-going monitoring of practice by PE Lead including paired PE Learning Walks with Senior Education Adviser) 	<p>£500</p> <p>£16560</p>	<ul style="list-style-type: none"> 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 experience a wider range of exciting, less traditional activities both within and beyond the curriculum Children receive a broad and balanced offer within and beyond the curriculum Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes Children engaged in enhanced, more effective PE lessons 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 Enhanced provision within Gymnastics <p>Evidence</p> <ul style="list-style-type: none"> YDP Coaches engaged 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 Paired PE Learning walks Discussions with staff Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons This will support enhanced planning and 	
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	<ul style="list-style-type: none"> Coaches in 5 days a week for Autumn 1 (Year 4 have 3 classes) <ul style="list-style-type: none"> ✓ Monday: Year 6 ✓ Tuesday: Year 3 ✓ Wednesday: Years 1 and 4 ✓ Thursday: Years 2 and 5 ✓ Friday: EYFS Each year group to receive 1 half term of PE support from the coach-coach will switch class next half term. Any CPD learning will be shared on the one note. <p>5. Additional CPD for PE lead</p> <ul style="list-style-type: none"> Level 5 PE Specialism Award to take place in January 2022 <p>6. PE Lead providing support for staff through 'One Note'</p> <p>7. 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>£1,125</p> <p>£1000</p>	<p>delivery of PE lessons based on targeted needs of our children</p> <ul style="list-style-type: none"> Sustainability: new schemes of work in place and can be used year on year 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 <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> 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 Pupils developing enhanced Fundamental movement skills Improved challenge and engagement for all pupils <p>See Evidence and Impact above</p> <p>See Evidence and Impact above</p>	
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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> <ul style="list-style-type: none"> Due to COVID this will be re-visited in the Summer Term Use Microsoft Forms to complete pupil voice to identify interests and barriers to participation Complete pupil voice Sports captains to organise this Identify and target children not engaging with interventions to meet their needs 		<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements External providers engaged OAA day taken place for all children Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – includes equipment for Lunch-times and for Outdoor PE 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 voice survey completed Resources purchased Sports Captains in place <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 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 	

	<p>3. Engage with children to provide additional opportunities using equipment</p> <ul style="list-style-type: none"> • Sports Captains to work with YDP and support delivery of play time activities. • To use the 'play bags' to get more children involved in additional sports at lunch times. • Use watches that were purchased to show how many steps children are doing a day-cleaning after use. – Purchase any new ones that need replacing <p>4. Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> • This includes Youth Development Programme (YDP) • NH 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) • Coaches to use classroom spaces if wet and adapt lessons to get children involved in activities to engage children in physical activity • Look at curriculum map to ensure that a variety of sport is given to the children <p>5. Outdoor & Adventurous Activity (OAA) Programme including Water Sports Activities</p> <ul style="list-style-type: none"> • Inclusive programme to involve every child in the academy • Day Programme of off-site exciting practical leadership and Team building opportunities at local OAA centre • All costs will be covered including transport • Ensure all safe-guarding / risk-assessment procedures are complete and adhered to <p>6. Purchase sports equipment to support new activity opportunities including active playgrounds and the lunchtime programme</p>	<p>£5550</p> <p>Included in YDP costs above</p> <p>£3127.14</p> <p>Costs included in</p>	<ul style="list-style-type: none"> • Increased number of children enjoying taking part in school clubs • Children are accessing structured, active games during lunchtimes • Equipment available to ensure children are able to access active lunchtimes. • More children able to access equipment at lunch time and be involved in active lunches • Children experience leadership and team building opportunities and develop new skills. • All children have the opportunity to participate – costs are not a barrier <p>See Evidence, Outcome and Impact statements above</p> <p>See Evidence, Outcome and Impact statements above</p>	
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	<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>7. Provide additional ‘Top-Up’ swimming sessions for Year 6 pupils to increase children achieving national curriculum requirements</p> <ul style="list-style-type: none"> • Identify new swimming provider • 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. 	KI 1	<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>Swimming pools have been closed due to staff and COVID, so children have not been able to swim yet. Summer term will be used as catch up for normal swimming lessons and not top up as they wouldn't have had their standard swimming lessons.</p>	
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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 GAT Competitions</p> <ul style="list-style-type: none"> Organise and take part in an increased range of competitive opportunities such as; Sports Days, GDFT Inter-Academy Athletics, COPA competitions,. External events are dependent on COVID19 situation and will be reviewed nearer to the time. Will assess each term due to COVID Enter all events Regional Dance Festivals 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 <p>2. Youth Dreams Project (YDP)</p> <ul style="list-style-type: none"> Enter the Youth Dreams Project Football competitions in July (Years 4/5/6) <p>3. Travel Costs</p> <ul style="list-style-type: none"> Use Sports Premium funding so that all travel to/from sports competitions is provided ensuring equal opportunities for all pupils. Travel costs with the exception of the transport to/from swimming which the Academy pays for separately 	£1700	<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 Sports Captains in place Celebration Assemblies Medals / Certificates awarded <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 <u>accessible by all children.</u></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 Awareness of the importance of physical 	

	<p>4. 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 • Sports captains to identify what sports they may want to look into first • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all • Competitions must involve ALL children • Develop new templates for scoring etc. • Will look into virtual events with other schools in the area. • At the end of each term will do a competition between both classes with what ever skills they have been learning. E.g. football, cricket etc. • 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 <p>5. Sports Day / Week</p> <ul style="list-style-type: none"> • All national COVID19 guidelines must be followed • Purchase medals and certificates to recognise and celebrate pupil's achievement <p>6. Continue to develop the Sports Captains Programme</p> <ul style="list-style-type: none"> • Identify one person per class • Can help to identify children's interests and ideas for new activities and competitions across the academy • Can help to advertise the activities available <p>7. Celebrating Engagement and Achievement</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within class assemblies for children who have: <ul style="list-style-type: none"> ✓ taken part in competitions remotely ✓ -gained certificates ✓ -achieved star of the lesson in PE/club. 	<p>£300</p> <p>£100</p>	<p>activity and health</p> <ul style="list-style-type: none"> • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best <p>See Evidence and Impact statements above</p> <p>See Evidence and Impact statements above</p> <p>See Evidence and Impact statements above</p>	
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Budget Summary as of 1/10/21

Total Funds Allocated - **£TBC**

Total Spend Identified in Plan ('Yellow' figures) - **£TBC**

Balance (Underspend) - **£TBC**

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	