

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the <u>Quality of Education criteria</u> (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

Develop or add to the PESSPA activities that your school already offer

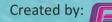
 Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit <u>gov.uk</u> 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.

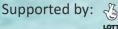
Schools are required to <u>publish details</u> of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31**st **July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Member of Schools Sports Partnership: children participate in sports & games festivals with other local schools. Children receive 2 hours of quality PE a week within the curriculum Wide range of different sports and clubs offered. Increased participation in competitive sport Mile a Day introduced into the school day	Playtime activities and equipment Inter school sport competition Mindfulness learning Outdoor learning Gaining YST award

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No













Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2019/20	Total fund allocated: £16,700	Date Updated: 25/07/2020		
Key indicator 1: The engagement of			fficer guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	east 30 minutes of physical activity a c	day in school		£12050 72.2%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Every child should be provided with a high quality, broad balanced PE curriculum to develop a healthy lifestyle and an engagement in physical activities for life	quality PE a week. A qualified external sports coach will aid with the teaching, alongside other sessions provided by qualified teachers.		All children are more actively engaged in sports sessions, during allocated time. There is a greater interest in the sports available, with more children interested in trying new activities.	Continue to use sports coaches to enhance the curriculum. Consider the variation of sports available due to our mixed age groups, may be use a two year programme to ensure wider coverage of a range of activities for sustained periods. Focus in September on building fitness up for children that have
	Playground and Hall maintenance & repair Introduce the daily mile at the start of the day for the whole school.	£700	Children are more focussed at the start of the day and fitness	not attended school since March 2020. Investigate introducing of Yoga for children into the curriculum. Continue the daily mile and look at ways to enhance













			has improved.	further, by introducing challenges within the mile eg personal bests, inter house competitions
Increase purposeful, physical activity at breaktimes.		£900	Increased playtime activity and focussed play, which has decreased opportunities for problems on the playground.	Introduce a Positive Play lunchtime club (can include identified pupils) supported by mini sports leaders.
Encourage more involvement in extracurricular clubs	Continue to offer a wide range of sports clubs. Increase sports clubs available after school. Use the sports coach from The Elms		Sports clubs have been popular and the variety has worked well.	Consider more free clubs where children can explore sports and develop skills. Rotate clubs for different age groups. Consider introducing more
	to support a lunchtime club	52400	Though hoo book o bigh lovel of	lunch time sporting clubs.
Increase participation in school swimming	Ensure all children in Year 3 and 4 participate in school swimming across the year.		There has been a high level of individual participation in swimming this year, with good progress made.	Identify children at the end of year 4 that are not reaching swimming requirements and consider continuing the programme for them.
Key indicator 2: The profile of PESSP/	Percentage of total allocation: %			
Intent	Implementation	70		
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 raise the profile of sport in school	Provide updates on sporting	There have been positive	Increase the focus on healthy
	activities in the school newsletters.	comments from parents about	lifestyles – link food, activity,
		being more aware of sporting	PSHE.
	Celebrate team and individual	events in school and knowing	
	achievements from school activities	what was happening in different	Celebrate a health and well-
	in assemblies and through the school newsletter.	year groups to then support the teams.	being week.
			Work towards YST Silver award
	Celebrate individuals' achievements	Children have supported their	
	from external events in assemblies	peers well in celebrating	Investigate the use of staff
	and on the school newsletters.	successes.	sport kits to raise the profile
			and professionalism of the
			school at sporting events.
			Introduced a sports display
			board in school.
			Develop the school governor
			link for sport.
			Explore interests of parents in
			developing a sporting area –
			produce a parent survey for
			clubs etc.













Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:		
CPD and training to increase knowledge, confidence & experience of staff to deliver high quality PE lessons	Attend SSP twilight sessions to enhance specific subject knowledge of staff.		Increased confidence of staff in areas of training, leading to higher impact of quality lessons.	Survey staff to gauge training needs for further support. Identify needs for support in planning high quality sessions. Review sports schemes available in school and highlight further areas for renewal and updates.		
Key indicator 4: Broader experience o	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:		













All children to access a range of sports, inter and intra school.	Join the SSP with DCHS.	£2900	Increased participation in events from all classes. Children and staff	Ensure membership of SSP next academic year, with
	Transport children to/from a range of festivals	£1235	valued and enjoyed both competitive and non-competitive elements of SSP events.	participation in different / more varied events.
	Ensure all classes access a			Update school curriculum
	minimum of 2 activities across the			plans to enhance the
	school year.			curriculum with further variety
				and equipment.
	Increase sports offered in			
	curriculum time with external			
	sports coach from The Elms			
	Sessions at the village stables to		Enhanced well-being programme	Build on physical activity from
	encourage new activity; getting	£675	and encouraged the less active	stable to develop low-impact
	involved with horse and stable		children to get involved in a varied	events for children needing
	care – links to PSHE plans		type of physical activity, which can	encouragement to get
			be built.	involved.













Key indicator 5: Increased participation	n in competitive sport			Percentage of	total allocation:
				£20	0.12%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability next steps:	and suggested
Introduce more intra-school sport competitions.	Inter house competitions for KS2 each half term to use the skills developed in a sport area.		Improved competitive behaviours amongst children of all ages. Development of teamwork and supporting team members across age ranges	Continue with the terms – on restrictions ea Link to fitness following retui Eg. Daily Mile tallied as hous	ice Covid se. activities rn to school timings to be
Ensure a greater involvement in inter- school sports competitions	within the SSP.	£20	Improved teamwork and competitive behaviours developed. Leadership skills developed where possible to take on captain roles. Links made with other schools to continue to hold friendly fixtures where possible.	possible, follow restrictions. Investigate pur kits for both no	uild links where wing covid











