



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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by: Supported by:

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £20,510 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £5,508 |
| Total amount allocated for 2021/22 | £20,508 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £25,508 |

**Swimming Data**

Please report on your Swimming Data below.

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| --- | --- |
| 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.  **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** |  |
| 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.  Please see note above | 66% |
| 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 | 56% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 53% |
| 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? | Yes/No but we have future plans to do so given low achievement levels |

**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:** 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: |
| 56% |
| **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: |
| Employ sports coaches to provide additional opportunities, enhance staff skills, provide additional lunchtime and after school clubs  Tigers Trust  Fit4Fun | To allow staff to confidently be able to deliver consistently high quality PE and Games lessons and maintain progression of skills across the curriculum and increase opportunities within and out of school day for sport participation | £4,500  £7,800 | Teachers feel more confident in planning and teaching progressive PE and Games lessons.  Children were able to participate in some lunch time clubs during the autumn term.  No after school activities were able until the summer term due to covid restrictions. | .Variety of sports and age groups covered for increased participation across the school.  Continuation of outside sports coaches to develop staff knowledge in a range of sports and activities.  Lunchtime and after school clubs to be reintroduced. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 7% |
| **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: |
| Provide opportunities for Y5/Y6 pupils to take on Sports Crew role.  imoves resource  Enable all pupils to participate in PE and games. | Train 16 Sports Crew leaders  Creates an active school by supporting staff to deliver active lessons from literacy to science.  Purchase spare PE kits for every class throughout the school.  HCAT tee-shirts and stickers | £200  £995  £204  £300  £40 | This was unable to take place due to covid restrictions.  Supports staff in sequencing both gymnastic and dance routines. Offers both planned and visual support. | In house training with SSP and PE Lead. This would then become a free activity.  Develops confidence within staff for a range of dance and gymnastic topics.  To continue to encourage all children to wear correct school PE kit. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 3% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| afPE membership to ensure access to specialist and expert support for all staff to keep up to date with key issues  additional time for events and to attend Humber conference | Increase awareness of the subject through journals.  Enables sports leader to access conferences etc and keep up to date | £113  £600 | Pupils benefit from confident and knowledgeable staff who are kept up to date with subject developments.  Not taken place due to covid restrictions | Membership will be renewed from the school budget.  To look at joining with SSP next year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 15% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Intra House Sports Week – every year group takes part in different activities throughout the week in the summer.  After School Clubs run all year round and are on offer for KS1 and KS2. They change every term based on a questionnaire completed by the children.  Dodgeball, netball, football, multi skills, boccia, kurling, judo, gymnastics  cricket. | Offers an opportunity for those children who normally disengage with PE or sports and may encourage them to become more active. Also gives the sporty children an opportunity to try their skills in a different area of sports they may not have tried before.  Increase participation by offering a  Variety of different activities. | FREE  Subsidy  Bench ball £1000  Fitmums £2000  High sch hall £300 | Not possible due to covid restrictions. Each year group to take part in year group/class activities.  After school clubs not run due to covid restrictions until the summer term (only Judo on a Friday) | Year group staff to organise.  After school clubs to resume if possible in September. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 18% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| More children to represent the school in competitive sports.  Transport Costs  Reward children with medals/trophies | HCAT Competitions  Tigers Trust Competitions  Tri Athlon Event  To travel to competitions  Travel to outdoor activity centre  Children feel proud and part of a team. | £1,000  £2,400  £150 | Not taken place due to covid restrictions | Possibility of MAT transport may reduce transport costs |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | L.Feeney |
| Date: |  |
| Governor: |  |
| Date: |  |