



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

2021/22

Commissioned by the
Department for Education

Created by



Additions by:



ALLISON
CONSULTANCY

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 [Quality of Education criteria](#) (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
- 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 their funding, including any under-spend from 2019/2020 and 2020/21, 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 **31st July 2022** 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.



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 funding from the 2020 to 2021 academic year, and also to any 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 start of the academic year 2021/22

2019/20 Underspend (Figure carried forward) -	£00.00
2020/21 Underspend (Figure carried forward) -	£00.00
2021/22 Premium	- £17,550

Total Funding for 2021/22	£17,550
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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

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

3. Budget: Underspend

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

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.

Please note: Although there has been considerable disruption in 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>(Please note that whilst we achieved key aspects of our planned programme for 2020/21, many aspects had to be postponed due to COVID19. Where appropriate these will now be carried over to this year).</p> <ol style="list-style-type: none"> 1. We ensured that all children and staff (including external providers), involved in any PESSPA related activity were aware of and followed the new COVID: PESSPA System of Controls developed with Allison Consultancy (in line with all appropriate national, Trust and local COVID19 guidance and policy) 2. The two sessions of Young Leader training proved to be very successful again with the children providing excellent feedback about the activities and what they had learned 3. The Super Me! Training proved very popular with staff and children and will help to support the development of the health and well-being of our children particularly at this challenging time 4. COVID19 – safe competitive physical activity opportunities within PE lessons for all of our children 5. Professional support for the new PE Subject Lead has again proven very successful 6. The PESSPA Professional Development for staff has supported the development of staff skills, knowledge, understanding and confidence and has ensured the highest quality outcomes for our children 	<ol style="list-style-type: none"> 1. Ensure that all children and staff (including external providers), involved in any PESSPA related activity continue to adhere to all COVID safe practice 2. Joint Young Leader Training with other LAAT academy (Friskney), including a Young Leader led inter-academy sports competition 3. Continue to support the PE Lead including joint sessions with PE Lead from other LAAT academy (Friskney) 4. Provide more Super Me! Training from Allison Consultancy to support the development of the health and well-being of our children particularly at this challenging time 5. To further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities 6. Identify strategies and programmes to further develop 30 minutes a day across the school in line with the national School Sport and Activity Action Plan and the Obesity Strategy

<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/No

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): £17,550		Date Updated: 15/7/21	
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:
					%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand 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		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. 1. A Focus on Outdoor Opportunities • 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. 2. Engage JB's Sports Coaches to extend physical activity opportunities (36 x Weeks) • Provide additional healthy, physical activity opportunities both within and outside of curriculum time		£3,510 for sports provision	Evidence: • All equipment purchased and being used on a regular basis • All teaching staff / TA's and Lunch-time

	<ul style="list-style-type: none"> • JB Sports PE/sports coach to work with Class Teachers to aid CPD and engagement of pupils into physical exercise. 6 week sessions per term • Extra PE /Sports Activities provided by JB SPORTS for children across all Key Stages <ul style="list-style-type: none"> ✓ Yoga ✓ 1st Aid • Introduce lunchtime activities for pupils, dependent upon COVID19 restrictions <p>3. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Identify strategies and programmes to further develop 30 minutes a day across the school in line with the national School Sport and Activity Action Plan and the new Obesity Strategy • Use Allison Consultancy eTracker to re-audit amount of physical activity taking place across the school • Compare to original baseline of provision • 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>To further support 30 Minutes a Day:</p> <p>4. Active PE Lessons</p> <ul style="list-style-type: none"> • Maintain and continue to develop the quality of active PE lessons (MOT) across the school - Allison Consultancy <p>5. '5 a Day' Scheme</p> <ul style="list-style-type: none"> • Continue to develop the '5 a day' scheme and engage all pupils in 5-a-day active activity per day to develop fitness & awareness of movement in the learning day. <p>6. Active Science</p> <ul style="list-style-type: none"> • Continue to use Active Science training to implement activities into lesson to ensure sustainability • Encourages active learning in the classroom 	<p>£500 £500</p> <p>Included in price</p> <p>£268</p> <p>Internal Budget</p>	<p>staff trained on how to use the new Outdoor Gym with the children</p> <ul style="list-style-type: none"> • Outdoor Gym structured programme in place • All programmes in place and children engaging on a regular basis • CPD taken place • 30 minutes a day audit complete • 30 minutes a Day activity timetabled in for every class • Extended Extra-Curricular Sport and Physical Activity Programme • Participation Registers • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil and staff voice surveys • Noticeboard updated regularly • Pop-ins done each term • Staff worked with JB sports to develop their knowledge & understanding of active PE • PE Learning Walks and Observations • All equipment purchased • Feeling Boxes and Emotion Cards <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Greater opportunities within lessons and at lunchtimes to use outdoor gym equipment and improve health and fitness • Greater understanding and enhanced knowledge about the benefits of healthy physical activity • Active lessons • 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 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 • Pupils without kit on regular basis provided with school kit. 	
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	<p>7. Key Stage Work-out Sessions</p> <ul style="list-style-type: none"> When COVID19 restrictions allow, look to re-establish these successful sessions <p>8. Trim Trail</p> <ul style="list-style-type: none"> When COVID19 restrictions allow, Key Stage 1 to use Trim Trail in Key stage 1 playground every playtime for 10min a day (Reception & Yr1 at lunchtime as well) <p>9. Focus on Well-Being</p> <ul style="list-style-type: none"> When return to school after lock-down children are to have access to 'Feeling Boxes' and 'Emotion Cards' Staff to use this information to target and support children Cosmic Yoga for Reception and Year 1 children <p>10. Outdoor Fitness Gym Programme</p> <ul style="list-style-type: none"> Use the Outdoor healthy fitness / gym equipment for playground purchased last year Induction training for all teaching staff / TA's and Lunchtime supervisors in how to use the outdoor gym with the children Organise a structured Outdoor Gym programme for all classes Staff to use Outdoor Gym with the children as part of PE lessons and at lunchtimes Please also see Indicator 4 below <p>11. Purchase Equipment</p> <ul style="list-style-type: none"> Continue to develop Active 'Bubble' Packs of equipment to support engagement in physical activity for children in their 'Bubbles' 	<p>£TBC</p>	<p>(See Evidence and Impact and Outcomes for Children above)</p> <p>(See Evidence and Impact and Outcomes for Children above)</p> <p>(See Evidence and Impact and Outcomes for Children above)</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:
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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:
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. Ensure 2021-22 plans continue to support and drive forward the achievement of whole-school priorities with a key focus on pupil well-being 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. '5 a Day' Scheme</p> <ul style="list-style-type: none"> Continue to develop the '5 a day' scheme and engage all pupils in 5-a-day active activity per day to develop fitness and awareness of movement in the learning day. <p>3. 30 Minutes a Day</p> <ul style="list-style-type: none"> See Above - Purchase new resources to support the further development and delivery of our 30 Minutes a Day programme Specific planning and guidance to develop our school 30 minutes a day offer to all children – link to learning in other subjects (As in Section 1 above) Develop 30 minutes activities in class to provide extra active learning 	(See Costs in Section 1 above)	<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 COVID Safe Competition opportunities developed All programmes in place Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Pupil Voice Young leader programme complete with Allison Consultancy 30 Minute strategies in place and enhanced engagement in lessons <p>Impact / outcomes for children:</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Sense of well-being Self-esteem Understanding of how to work with others Communication skills Understanding of the qualities required to be a Young Leader Understanding of how involvement in healthy physical activity can help them with self-confidence, better behaviour, concentration in lessons Leadership and team-building skills Experience of competition against self and 	

	<ul style="list-style-type: none"> • Include all actions / outcomes identified in Section 1 above around 30 minutes a day that supports the development of the whole child / impacts on learning across the school <p>4. Joint Young Leader Training</p> <ul style="list-style-type: none"> • Joint Young Leader Training with other LAAT academy (Friskney), including a Young Leader led inter-academy sports competition • Allison Consultancy to provide this support • Which includes leadership and team-building activities <p>5. COVID Safe- Competition</p> <ul style="list-style-type: none"> • Depending on national and LAAT policy these can remain within 'bubbles' or across the academy • Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills • Depending on latest national / Trust guidance this would involve developing competitive non-contact opportunities for children of all abilities to support the development of the whole child • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive and available to all • See Section 5 below 	(See Costs in Section 3 below)	<p>others</p> <ul style="list-style-type: none"> • Experience and understanding of rules • Experience and understanding of how to work as a team • Understanding of how to handle winning and losing and the importance of good sportsmanship • Confidence • 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 • Achievements recognised and celebrated <p>See Evidence and Impact Statements in Section 5 below but these would include:</p> <ul style="list-style-type: none"> • Sense of health and well-being improved • Staff have 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 which will have the greatest, most sustainable outcomes for our children • 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 • Increased understanding of the benefits of exercise for health 	
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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: 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"> • Use staff Voice to identify any new CPD needs • Support any new staff with the essential guidance in delivering purposeful PESSPA within the COVID19 framework • Informal discussions with staff, building upon the audit last year • Remind staff about the COVID: PESSPA System of Controls from Allison Consultancy • Share resource with all staff delivering PESSPA including any external providers • PE COVID Learning Walks to monitor lessons to ensure that System of Controls are being adhered to across the school • PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff <p>1. JB's Sports Coaching</p> <ul style="list-style-type: none"> • School to ensure that any external staff are fully up to 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) • Within Bubbles • Continue and develop this CPD programme of support 	(Included in costs above)	<p>Evidence</p> <ul style="list-style-type: none"> • System of Controls document shared • Discussions with staff • Learning walk audit sheets • Updates from PE Lead at Staff meetings • Staff Voice <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA System of Controls and 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 more aware of the procedures required to stay safe during PESSPA sessions with respect to COVID19 • Children following consistent set of COVID19 – PESSPA System of Controls • Less opportunities for children to be adversely impacted by COVID19 during PESSPA sessions 	

	<ul style="list-style-type: none"> • Sports coaches provided by JB Sports • Work alongside primary colleagues to support and up-skill • Support colleagues with planning, delivery and assessment in PE • 6 x Week sessions per term <p>2. Allison Consultancy to plan and deliver strategic Professional Learning Sessions for PESSPA</p> <p>Professional Learning 10 x Days of Support – (Not necessarily in order of delivery)</p> <p>Subject Leader Support</p> <p>(Includes 3 x Joint sessions with PE Lead from other LAAT academy (Friskney))</p> <p>Number of Days TBC – depending upon COVID restrictions</p> <p>Dates booked so far: 21/9/2 (from last year's budget), From this year's budget: 19/10/21,</p> <ul style="list-style-type: none"> • In-school / Remote, mentoring Support for the PE Lead Focus to include: • PE & Sport Premium Plans • Policy and practice documents updated to include COVID19 safe-practice • Website compliancy; Ofsted and DfE requirements • Supporting staff across the school • 30 Minutes a Day • PE Deep Dive • Ofsted Evidence data pack • Data collection Resources for PE & Sport Premium • 3 x Remote write up days (PE & Sport Premium Plans - developing, monitoring and reviewing of the 2021/22 PE & Sport Premium Action Plan to include COVID19 safe-practice requirements) • 3 x In-school days including some remote support • Support to include SA doing two half-days of PE learning walks and COVID:PESSPA System of Controls QA 	<p>£5,000</p> <p>£1000</p> <p>(HLTA Cover)</p>	<p>Evidence</p> <ul style="list-style-type: none"> • In-school training and remote support days from Allison Consultancy taken place • Joint PE Lead sessions taken place • Training from JB's Sports Coaching taken place • 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 • Quality Assurance of planning, teaching and learning and assessment • COVID: PESSPA PE Learning walks • Discussions with staff • afPE Membership and resources purchased • Young Leader led training taken place • Equipment purchased <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Enhanced subject leadership • Increased awareness of the new national PE & Sport Premium Web Reporting and Action Plan Template and COVID19 requirements • Deadline for PE & Sport Premium Underspend met • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy to include COVID19 safe-Practice • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete 	
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	<p>Young Leader Training</p> <p>Number of Days TBC – depending upon COVID restrictions</p> <ul style="list-style-type: none"> Allison Consultancy to provide leadership and team-building activities Depending upon COVID restrictions – provide joint Young Leader led Inter-Academy Competition day with Friskney Primary academy as part of LAAT joint activity 		<ul style="list-style-type: none"> PE Curriculum reviewed and developed COVID19 PESSPA safe-Practice Policy in place and being implemented Templates on website and web-compliant Increased confidence, knowledge and understanding to deliver more effective PE lessons This will support enhanced planning and delivery of PE lessons based on targeted needs of our children Sustainability: new resource in place and can be used year on year Greater understanding of how to engage children in healthy, physical activity in active Science lessons New schemes will support staff to plan and deliver more effective PE lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children aware of and following all latest COVID19 – PESSPA Safe-Practice 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 Enhanced opportunities for healthy exercise Children engaged in enhanced, more effective PE lessons Children engaged in more effective, enhanced PE provision from upskilled staff All children involved in more regular, healthy, sustained, vigorous physical activity in PE Leads to greater pupil progress and attainment in PE against national, age-related expectations Significant outcomes for Young leaders as result of the very successful programme of training delivered in partnership with Allison Consultancy (See Section 2 above) 	
	<p>3. 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) Purchase afPE Membership afPE Safe Practice 	<p>TBC</p> <p>£160</p>		

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"> Ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements including the schools' COVID18: PESSPA System of Controls (see Section 3 above) 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 Re-book activities that had to be postponed this year due to COVID19 <p>2. Pupil Voice</p> <ul style="list-style-type: none"> Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>3. Engage JB's Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> School to ensure that any external staff are fully upto date with and following all national, Trust and local 	(Part of cost included in Section 1 above)	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements JB's engaged Children engaging on a regular basis New equipment purchased and used (Active 'Bubble' Packs) Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Resources purchased <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 Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Class sets of equipment (Active 'Bubble' Packs) available to ensure a high quality to PE and a range of activities are available. 	

	<p>guidance and requirements in relation to COVID19 – PESSPA safe-Practice</p> <ul style="list-style-type: none"> This includes the schools' COVID18: PESSPA System of Controls (see Section 3 above) On-going monitoring of practice by PE Lead COVID19 – PESSPA Learning Walks) Depending upon COVID19, JB's to provide the following: <ul style="list-style-type: none"> ✓ Positive Play Training with young leaders to support lunchtime activities on playground ✓ Provide additional healthy, physical activity opportunities outside of curriculum time including Tag Rugby, Athletics, Kwik Cricket, Ball-Skills, Uni-Hoc, Tennis ✓ Provide a range of sports clubs to support enrichment and academic achievement (lunchtime and after school) <p>4. Target and Support children not engaging</p> <ul style="list-style-type: none"> Identify and support children not engaging Continue to consider less traditional activities that could build upon the new programme now in place in both the curriculum Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website Complete student voice <p>5. Purchase Equipment</p> <ul style="list-style-type: none"> Purchase equipment to support enhanced opportunities for our children within Bubbles <p>6. Additional Opportunities</p> <ul style="list-style-type: none"> Depending upon COVID19 - Miss Bolland & JB Sports to extend extra curricular opportunities (a term for Key Stage 1 and alternate terms for Key Stage 2) – includes Dance and Cross-Country Strategically link new opportunities to the 30 minute a day programme 	<p>(See above)</p> <p>(Included in costs above)</p>	<ul style="list-style-type: none"> Equipment available to ensure children are able to access active lunchtimes. Depending upon COVID19, more children able to access equipment at lunch time and be involved in active lunches. <p>See Evidence, Outcome and Impact statements above</p> <p>Evidence</p> <ul style="list-style-type: none"> All equipment purchased including Athletic equipment <p>Impact for Staff:</p> <ul style="list-style-type: none"> Staff can plan and deliver enhanced athletics opportunities within PE lessons <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Enhanced opportunities to develop Athletics skills, knowledge and understanding within PE Children get to have more 'turns' using the equipment – more opportunities to practise and develop their athletics skills 	
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	<p>7. Top Up Swimming: Additional Funding to support Year 6 children not achieving national targets</p> <ul style="list-style-type: none"> Depending on COVID regulations we will look to provide Top Up Swimming In line with the latest guidance from DfE (See Swimming and Water-Safety section above), due to exceptional circumstances priority will 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>£2,200 (TBC)</p>	<p>Evidence</p> <ul style="list-style-type: none"> 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 Academy performance against national targets improved 	
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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. COVID Safe – Competition in ‘Bubbles’</p> <ul style="list-style-type: none"> Due to COVID we will focus on developing internal competitive opportunities We will develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills Currently, these will be non-contact in nature and will adhere to all national requirements Trust guidance (within the national framework), will be adhered to with regards to COVID19 requirements on aspects such as children sharing or not sharing equipment <p>2. Joint LAAT Competitive opportunities led by Young Leaders (with Friskney)</p> <ul style="list-style-type: none"> Allison Consultancy to provide joint leadership and team-building activities Depending upon COVID restrictions – provide joint Young Leader led Inter-Academy Competition Day with Friskney Primary academy as part of LAAT joint activity Purchase medals, trophies and stickers to promote children’s achievement and self esteem <p>3. 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 	<p>(Included in costs in Section3)</p> <p>(Costs TBC) Transport</p>	<p>Evidence</p> <ul style="list-style-type: none"> COVID19 safe-practice being adhered to by staff and children Competition Programme Summary Sheet <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 <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 activity and health Experience of sense of well-being and the feeling of achieving their best Young leaders have also been trained to be able to support delivery of additional competitive opportunities 	

	<ul style="list-style-type: none"> • 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 • Ensure staff are supported to provide competitive opportunities in PE lessons so competition is available to all children • Competitions must involve ALL children 			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	