



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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

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 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 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 [HERE](#).

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:
<p>Government guidelines of increasing children's physical activity to at least 30 minutes over a school day have been implemented across the school.</p> <p>There has been a raised awareness of the importance of physical activity and health and well-being to staff, children and parents.</p> <p>There has been an offering of a wider range of extra-curricular clubs across the school.</p> <p>80.65% of children now take part in a lunch time club once a week for 6/7 weeks compared to 53% last year.</p> <p>Play leader has provided structured playtime opportunities at lunchtimes to all children to encourage them to be physically "active". Benefits include the development of core motor skills, fitness and mental well-being as well as increased social integration.</p> <p>Children have access to a broader range of playground activities with permanent better quality features to create more sustainable physical activity at lunch times.</p> <p>New PE curriculum and assessment system has been created and has been shared with teaching staff to be implemented in September.</p> <p>A range of new playground activities with permanent better quality features introduced to children during lunch times and created more sustainable physical activity.</p>	<p>To continue to increase confidence, knowledge and skills of all staff in teaching PE and sport through paired teaching with outside agency and surveys to look for future CPD.</p> <p>To increase physical activity for pupils who are inactive or disengaged from physical activity during lunch times - teachers to choose target children and ensure they are accessing play leader and playground activities 3 times a week.</p> <p>To continue to develop the assessment system for PE - member of staff to monitor teacher's evidence of assessment to date and give feedback staff meetings.</p> <p>Arrange lunch time staff training through paired sessions with our play leader during lunchtimes and training with our network Streetly.</p> <p>To purchase more PE and sports equipment to reduce the sharing between bubbles.</p>

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.	n/a
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	n/a

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: 2019/20	Total fund allocated: £16400 (£1600 plus £10 x 40 pupil premium KS1 children)	Date Updated: July 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To assess and monitor children's fitness throughout the year	PE Co-ordinator (TLR) - informing planning, liaising with teaching staff Teaching staff - implementing assessment in lessons, monitoring children's progress, highlighting target children	£2796	Class teachers have been able to use the assessment lessons as starting points to inform planning. Showed children's fitness levels/core strength at the beginning of the year which has informed teachers about target children for interventions. Identified children who still might need additional support because they are inactive or disengaged by physical activity. Due to COVID-19 staff have not been able to reassess children's fitness levels/core strength in the Spring/Summer term.	Teachers to highlight target groups and implement strategies to increase their physical activity/strength core skills during the school day and in PE lessons. Target children from each class to attend play leader/lunch time activities three times a week to help increase their fitness and alter their attitude towards physical activity.

<p>To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.</p>	<p>Lunch time play leader running sessions and liaising with staff - 5 times per week.</p> <p>PE coordinator - monitoring sessions and updating staff</p>	<p>£9,635.00</p> <p>£2796</p>	<p>49.22 % of children access the play leader group at least twice over a four week period.</p> <p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Children are fully engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p> <p>Play leader now gives class lists are back to teachers each week allowing them to target children who are not independently accessing the sessions.</p>	<p>To increase the % of children who access the play leader group at least twice a week over a four week period to 80%.</p> <p>Class teachers to continue to follow up with the children the reasons why they need to attend and nominate a session for them to do so.</p> <p>Weekly certificates to be awarded more frequently to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</p> <p>PE coordinator/member of staff to monitor new playground activities during lunchtimes and class lists.</p> <p>PE coordinator/member of staff to liaise with teaching staff termly in order to create a target group of children who are inactive or disengaged in physical activity to attend sessions.</p> <p>Lunchtime staff to work alongside play leader to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p>
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<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	<p>Premier Education - running a range of lunch time clubs once a week</p>	<p>£1,947.50</p>	<p>100% of children have been allocated 3 clubs this year.</p> <p>Impact - sample of 5 lunchtime clubs from Autumn term 2019</p> <p>80.92% of children take part in lunch time clubs</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude towards competition.</p>	<p>Members of staff/sports coaches to collect children from classes every lunch time to ensure all children are attending clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
<p>To increase children's physical activity during the school day.</p>	<p>Senior lunchtime supervisor running Wake and Shake for 15 mins per day (during lunchtime)</p>	<p>£500</p>	<p>Monitoring:</p> <p>PE lead found approximately 2/3 of children were engaged during wake and shake.</p> <p>Lunchtime staff have started to monitor children's participation and choose 6 children every lunchtime to be 'Wake and Shake' stars.</p> <p>Develops children's core movement skills and encourages good physical development.</p> <p>Gives children ideas/routines they can practise at home (see children's views sheet)</p> <p>Improved co-ordination (gross motor skills then impacting on fine motor skills)</p> <p>Improved rhythm and timing</p>	<p>Lunchtime staff to better monitor children's participation and choose 6 children every lunchtime to be 'Wake and Shake' stars.</p> <p>Teachers to go out and join in with 'Wake and shake' once a week.</p> <p>School council to think of ideas on how to engage all children during 'Wake and shake'</p>

<p>To increase children's physical activity in the classroom.</p> <p>To ensure children and parents are aware of the new government guidelines.</p> <p>To increase children's physical activity at home during school closure (COVID-19)</p>	<p>PE Co-ordinator (TLR) - monitoring active sessions in school, liaising with teaching staff, keeping parents informed</p>	<p>£2796</p>	<p>Snapshot: 90% of children taking part in brain break activities in the classroom.</p> <p>Active monitoring: July 2019</p> <p>There is some evidence of extra physical activity taking place during the school day on EYFS staff weekly timetables and lots on KS1 timetable. Timetables now show active maths lessons and brain breaks that are taking place throughout the day.</p> <p>EYFS and KS1 are now planning one Maths of the day lesson per week and there is evidence of this in medium term planning in Year One and Two.</p> <p>Healthy resources/initiatives continued for children/parents to become more aware of the new government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of juice, asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc. Whole school approaches include weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.</p> <p>PE coordinator ensured active challenges/activities were available on a weekly basis during lockdown. Parents/children were messaged weekly to remind them to look on the website and encouraged to take part.</p> <p>Children sent in videos/pictures of them being active at home during lockdown.</p>	<p>For all staff to show extra physical activity (including play times) on their weekly timetables by highlighting it green and emphasising the duration.</p> <p>EYFS to show physical activity during outdoor provision on their timetables by highlight it green and emphasising the duration.</p> <p>EYFS and KS1 to continue to ensure at least one active maths lesson is taught per week and this is clearly shown in medium term planning.</p> <p>To increase parent participation to workshops to 60%.</p> <p>To increase the number of children taking part in active homework to 60%.</p>
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<p>To raise the profile of physical activity and health and well-being across the school.</p> <p>To make parents aware of the new government guidelines for physical activity and health.</p>	<p>Streetly Network</p>	<p>£500</p>	<p>Staff training (May 2019) - staff meeting around PE curriculum and assessment which gave staff a better understanding and also supported SLT to devise new PE milestones/assessment and breakdown of skills.</p> <p>Impact: From September 2019 all teaching staff started using the new PE curriculum breakdown of skills to inform planning, teaching and progression. PE coordinator has monitored assessment - teaching staff are beginning to evidence and track children's progress through photos and videos</p> <p>PE Coordinator CPD training: Active play through storytelling training? 24th January 2020 - This was then liaised with KS1 staff who began to be implemented in lessons through planning.</p> <p>Lunchtime staff training - DIDN'T TAKE PLACE DUE TO COVID-19</p> <p>Anticipated outcomes: Increased confidence to deliver active sessions during lunchtimes Developed behaviour management strategies used during lunchtimes More children being physically active during lunchtimes Target children taking part in more focussed physical activity during lunchtimes</p> <p>Healthy workshops with parents were due to take place during healthy week however didn't go ahead due to COVID-19.</p> <p>Anticipated outcomes: Pupils and parents more aware of the governments obesity strategy and give parents ideas on how to be more 'food smart' at home through free Change4Life apps.</p>	<p>To plan at least one parent workshop during the year for all year groups.</p> <p>Streetly to liaise with PE coordinator to arrange appropriate training for lunchtime staff.</p> <p>EYFS to use PE milestones/assessment to inform planning alongside brought scheme - EYFS lead to monitor this is PPA</p> <p>PE coordinator to monitor PE lessons and liaise with staff Autumn term 1 to check guidelines are being followed</p> <p>PE coordinator/member of staff to monitor assessment procedures</p>
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Workshops would have highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume.

Workshops would have promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole family can enjoy.

Staff have used new PE milestones/assessment from September to monitor children's progress termly - Monitoring showed that all KS1 staff were using this to inform planning. Planning this year has showed a clear structure and series of lessons in order to develop key skills and go 'deeper' to master skills and use them in different contexts.

Virtual CPD session - 17.6.2020

Highlighting government guidelines and procedures for PE and sport during lockdown and what it might look like in September. PE policy updated with health and safety measures for September and will be shared with staff during a staff meeting.

Active Challenges - End of March - End of June

Active challenges used during lockdown with children in school and put on the website for all children to access. Gave children ideas on how to stay active at home. Activities focussed on key skills including balance, coordination, agility etc.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	Premier Education - running a range of lunch time clubs once a week	£1,947.50	<p>100% of children have been allocated 3 clubs this year.</p> <p>Impact so far:</p> <p>82.32% of children take part in lunch time clubs compared to 53% last year.</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude towards competition.</p>	<p>Members of staff/sports coaches to collect children from classes every lunch time to ensure all children are attending clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p>

<p>To raise the profile of physical activity and health and well-being across the school.</p> <p>To make parents aware of the new government guidelines for physical activity and health.</p>	<p>Streetly Network</p>	<p>£500</p>	<p>Staff training (May 2019) - staff meeting around PE curriculum and assessment which gave staff a better understanding and also supported SLT to devise new PE milestones/assessment and breakdown of skills.</p> <p>Impact: From September 2019 all teaching staff started using the new PE curriculum breakdown of skills to inform planning, teaching and progression. PE coordinator has monitored assessment - teaching staff are beginning to evidence and track children's progress through photos and videos</p> <p>PE Coordinator CPD training: Active play through storytelling training? 24th January 2020 - This was then liaised with KS1 staff who began to be implemented in lessons through planning.</p> <p>Lunchtime staff training - DIDN'T TAKE PLACE DUE TO COVID-19</p> <p>Anticipated outcomes: Increased confidence to deliver active sessions during lunchtimes Developed behaviour management strategies used during lunchtimes More children being physically active during lunchtimes Target children taking part in more focussed physical activity during lunchtimes</p> <p>Healthy workshops with parents were due to take place during healthy week however didn't go ahead due to COVID-19.</p> <p>Anticipated outcomes: Pupils and parents more aware of the governments obesity strategy and give parents ideas on how to be more 'food smart' at home through free Change4Life apps.</p>	<p>To continue to access advice and guidance for health and safety during Autumn term.</p> <p>PE coordinator to monitor PE lessons and liaise with staff Autumn term 1 to check guidelines are being followed</p> <p>To plan at least one parent workshop during the year for all year groups.</p> <p>Streetly to liaise with PE coordinator to arrange appropriate training for lunchtime staff - Autumn 1 term</p> <p>EYFS to use PE milestones/assessment to inform planning alongside brought scheme - EYFS lead to monitor this is PPA</p> <p>PE coordinator/member of staff to monitor assessment procedures</p>
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Workshops would have highlighted how much sugar, saturated fat and salt is found in everyday food and drink that their children consume.

Workshops would have promoted Change4Life free apps which encourage families to choose healthier options by scanning the barcode of products allowing parents to compare brands, and features food detective activities for children and mini missions the whole family can enjoy.

Staff have used new PE milestones/assessment from September to monitor children's progress termly - Monitoring showed that all KS1 staff were using this to inform planning. Planning this year has showed a clear structure and series of lessons in order to develop key skills and go 'deeper' to master skills and use them in different contexts.

Virtual CPD session - 17.6.2020

Highlighting government guidelines and procedures for PE and sport during lockdown and what it might look like in September. PE policy updated with health and safety measures for September and will be shared with staff during a staff meeting.

Active Challenges - End of March - End of June

Active challenges used during lockdown with children in school and put on the website for all children to access. Gave children ideas on how to stay active at home. Activities focussed on key skills including balance, coordination, agility etc.

Advice/guidance - July 2020

Has provided detailed guidance for health and safety procedures during COVID-19 and for the return of all children from September.

PE coordinator has used this guidance update risk

			assessment for PE from September which will be shared with all staff.	
To give KS1 children a broader range of experiences in sports/physical activities outside of school.	<p>Trips booked for June: POSTPONED DUE TO COVID-19</p> <p>Year Two - Go Ape Year One - Conkers KS1 - SEND - SNAP (Special Needs Adventure Playground)</p>	<p>Trips - £1704.10</p> <p>Go Ape £1056 £264 deposit paid</p> <p>Conkers £586.50 Not paid</p> <p>SNAP £61.60 Not paid</p> <p>Coaches £1530 Cancelled and not paid due to COVID-19</p> <p>Total - £3,234</p>	<p>Anticipated outcome: Opportunity to explore and be active outdoors.</p> <p>Develop life skills, social skills, build on personal development and encourage self-confidence.</p> <p>Develop problem solving skills and resilience.</p> <p>Develop fine and gross motor skills.</p>	<p>Trips to be rescheduled for next year during healthy week in June.</p> <p>Focus on social and emotional well-being as well as health and fitness following impact of COVID-19</p> <p>EYFS to organise outdoor trip to local park.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>To increase children's physical activity in the classroom.</p> <p>To ensure children and parents are aware of the new government guidelines.</p> <p>To increase children's physical activity at home during school closure (COVID-19)</p>	<p>PE Co-ordinator (TLR) - monitoring active sessions in school, liaising with teaching staff, keeping parents informed</p>	<p>£2796</p>	<p>Snapshot: 90% of children taking part in brain break activities in the classroom.</p> <p>Active monitoring: July 2019</p> <p>There is some evidence of extra physical activity taking place during the school day on EYFS staff weekly timetables and lots on KS1 timetable. Timetables now show active maths lessons and brain breaks that are taking place throughout the day.</p> <p>EYFS and KS1 are now planning one Maths of the day lesson per week and there is evidence of this in medium term planning in Year One and Two.</p> <p>Healthy resources/initiatives continued for children/parents to become more aware of the new government scheme e.g. change for life posters, letters to parents, healthy workshops with parents, active competitions termly with prizes etc. Children have begun to make healthier choices at home and at school as a result e.g. asking for water instead of juice,</p>
			<p>Sustainability and suggested next steps:</p> <p>For all staff to show extra physical activity (including play times) on their weekly timetables by highlighting it green and emphasising the duration.</p> <p>EYFS to show physical activity during outdoor provision on their timetables by highlight it green and emphasising the duration.</p> <p>EYFS and KS1 to continue to ensure at least one active maths lesson is taught per week and this is clearly shown in medium term planning.</p> <p>To increase parent participation to workshops to 60%.</p> <p>To increase the number of children taking part in active homework to 60%.</p>

			<p>asking parents for a healthy desert, looking at drinks labels during tuck time to check for green etc.</p> <p>Whole school approaches include weekly water challenges, active brain breaks, active maths/Literacy, 5 a day/fitness videos daily in classrooms.</p> <p>PE coordinator ensured active challenges/activities were available on a weekly basis during lockdown. Parents/children were messaged weekly to remind them to look on the website and encouraged to take part.</p> <p>Children sent in videos/pictures of them being active at home during lockdown.</p>	
To increase staff confidence, knowledge and skills through CPD.	<p>Premier Education - paired teaching once a week</p> <p>2 x Reception staff</p> <p>3 x Year One staff</p> <p>2 x Year Two staff</p>	<p>£60 per session</p> <p>Autumn 2 = £300</p> <p>Spring term = £600</p> <p>Summer term (TBC) = £600</p> <p>Total = £1,500</p>	<p>EYFS and KS1 teachers took part in peer-to-peer teaching during a 6/7 week block</p> <p>Impact:</p> <p>Developed teachers knowledge and understanding of delivering high quality lessons</p> <p>Teachers were able to monitor children's progress and move learning on within a lesson (see photos/videos) - differentiation and assessment were highlighted by teaching staff as areas they felt less confident in</p>	<p>New teacher and Reception teacher to have paired teaching sessions during Autumn term</p> <p>Staff surveys to show less confident areas after sessions</p>

<p>To increase knowledge and understanding of teaching staff in the teaching and assessment of PE and sport</p> <p>To increase lunchtime staff's confidence to deliver active sessions</p>	<p>Streetly Network</p>	<p>£500</p>	<p>Staff training (May 2019) - staff meeting around PE curriculum and assessment which gave staff a better understanding and also supported SLT to devise new PE milestones/assessment and breakdown of skills.</p> <p>Impact: From September 2019 all teaching staff started using the new PE curriculum breakdown of skills to inform planning, teaching and progression. PE coordinator has monitored assessment - teaching staff are beginning to evidence and track children's progress through photos and videos.</p> <p>Monitoring showed that all KS1 staff were using this to inform planning. Planning this year has showed a clear structure and series of lessons in order to develop key skills and go 'deeper' to master skills and use them in different contexts.</p> <p>PE Coordinator CPD training: Active play through storytelling training 24th January 2020 - This was then liaised with KS1 staff who began to be implemented in lessons through planning.</p> <p>Lunchtime staff training - DIDN'T TAKE PLACE DUE TO COVID-19</p> <p>Anticipated outcomes: Increased confidence to deliver active sessions during lunchtimes Developed behaviour management strategies used during lunchtimes More children being physically active during</p>	<p>To continue to access advice and guidance for health and safety during Autumn term.</p> <p>PE coordinator to monitor PE lessons and liaise with staff Autumn term 1 to check guidelines are being followed</p> <p>To plan at least one parent workshop during the year for all year groups.</p> <p>Streetly to liaise with PE coordinator to arrange appropriate training for lunchtime staff - Autumn 1 term</p> <p>EYFS to use PE milestones/assessment to inform planning alongside brought scheme - EYFS lead to monitor this is PPA</p> <p>PE coordinator/member of staff to monitor assessment procedures</p>
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			<p>lunchtimes Target children taking part in more focussed physical activity during lunchtimes</p> <p>Virtual CPD session - 17.6.2020 Highlighting government guidelines and procedures for PE and sport during lockdown and what it might look like in September. PE policy updated with health and safety measures for September and will be shared with staff during a staff meeting.</p> <p>Advice/guidance - July 2020 Has provided detailed guidance for health and safety procedures during COVID-19 and for the return of all children from September. PE coordinator has used this guidance update risk</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To increase physical activity during the school day.</p> <p>To encourage and inspire children to take part in a range of sports.</p>	<p>Premier Education - running a range of lunch time clubs once a week</p>	<p>£1,947.50</p>	<p>100% of children have been allocated 3 clubs this year.</p> <p>Impact - sample of 5 lunchtime clubs from Autumn term 2019</p> <p>80.92% of children take part in lunch time clubs</p> <p>Has provided children with a range of physical activities/games, giving them the opportunity to improve key skills.</p> <p>Inspired children to engage in a range of different sports.</p> <p>Increased opportunities for skill development linked to learning in PE lessons.</p> <p>Clubs have encouraged children to adopt a healthy and active lifestyle through playing sport and other activities.</p> <p>Clubs have developed children's confidence and social skills (mixing with peers from other classes/year groups).</p> <p>Clubs have also developed children's resilience and attitude towards competition.</p>	<p>Members of staff/sports coaches to collect children from classes every lunch time to ensure all children are attending clubs.</p> <p>Class teachers and sports coaches to ensure they register children at the start of the club to highlight children who may not be attending.</p> <p>SEND children to be pre warned about a club they will be attending and attend clubs with their LSA for a shorter period of time.</p> <p>Stickers given during clubs for achievements e.g. resilience, personal best, working well in a team etc.</p>
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<p>To provide adult-led activities/games outside to ensure children are getting extra physical activity during the school day.</p>	<p>Lunch time play leader running sessions and liaising with staff - 5 times per week.</p> <p>PE coordinator - monitoring sessions and updating staff</p>	<p>£9,635.00</p> <p>£2796</p>	<p>49.22 % of children access the play leader group at least twice over a four week period.</p> <p>Has given children an extra 30 minutes extra structured physical activity once every two weeks.</p> <p>Provided children with fun/challenging games which has developed children's confidence, social skills and other key skills e.g. agility, aiming, balance, flexibility, speed etc.</p> <p>Children are fully engaged in the sessions and enjoy working in a team and also competing against one another (see children's views sheet).</p> <p>Sessions have given children ideas on how to be more active at home.</p> <p>Weekly certificates have been awarded to children in assemblies which has given children a sense of achievement.</p> <p>Play leader now gives class lists are back to teachers each week allowing them to target children who are not independently accessing the sessions.</p>	<p>To increase the % of children who access the play leader group at least twice a week over a four week period to 80%.</p> <p>Class teachers to continue to follow up with the children the reasons why they need to attend and nominate a session for them to do so.</p> <p>Weekly certificates to be awarded more frequently to children in assemblies which will give children a sense of achievement and encourage others to take part more independently.</p> <p>PE coordinator/member of staff to monitor new playground activities during lunchtimes and class lists.</p> <p>PE coordinator/member of staff to liaise with teaching staff termly in order to create a target group of children who are inactive or disengaged in physical activity to attend sessions.</p> <p>Lunchtime staff to work alongside play leader to develop their confidence using behaviour management strategies and delivering physical activities during lunchtimes</p>
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<p>To give KS1 children a broader range of experiences in sports/physical activities outside of school.</p>	<p>Trips booked for June: POSTPONED DUE TO COVID-19</p> <p>Year Two - Go Ape Year One - Conkers KS1 - SEND - SNAP (Special Needs Adventure Playground)</p>	<p>Trips - £1704.10</p> <p>Go Ape £1056 £264 deposit paid</p> <p>Conkers £586.50 Not paid</p> <p>SNAP £61.60 Not paid</p> <p>Coaches £1530 Cancelled and not paid due to COVID-19</p> <p>Total - £3,234</p>	<p>Anticipated outcome: Opportunity to explore and be active outdoors.</p> <p>Develop life skills, social skills, build on personal development and encourage self-confidence.</p> <p>Develop problem solving skills and resilience.</p> <p>Develop fine and gross motor skills.</p>	<p>Trips to be rescheduled for next year during healthy week in June.</p> <p>Focus on social and emotional well-being as well as health and fitness following impact of COVID-19</p> <p>EYFS to organise outdoor trip to local park.</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive sport.	PE Co-ordinator (TLR)	£2796	<p>Competitions</p> <p>Gymnastics - 20 children took part in gymnastic club twice a week for 6 weeks to develop key skills.</p> <p>10 children were due to go to a football competition during the Autumn term - event organised cancelled and did not reschedule due to COVID-19</p> <p>15 children were due to go to Walsall gymnastics competition in Spring term - cancelled due to COVID-19</p> <p>Multi-skills - 10 children were due to take part in the competition during Spring term - cancelled due to COVID-19</p> <p>All EYFS and KS1 were due to take part in a physical phun day during Summer term - Cancelled due to COVID-19</p>	<p>SEND children to take part in a competition.</p> <p>More opportunities for competitions within school</p>

Signed off by:- <i>D. Naffati</i>	
Head Teacher:	D. Naffati
Date:	17.07.2020
Subject Leader:	S. Davis
Date:	15.07.2020
Governor:	C. Hunt (co-opted)
Date:	17.07.2020