

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.

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| Academic Year: 2020/21 | | Total fund allocated: £ | | Date Updated: | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 11% |
| 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?: | |
| To increase physical activity levels in children during break and lunch time. | Trained sports leaders . Purchased play equipment for each year group to use. | | £2200 | More children active and working collaboratively and creatively, developing their own personal skills. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 13% |
| 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?: | |
| To engage more children being physically active during lockdown at home and in school. To identify children whose physical development has been affected by covid. | We have used a variety of strategies: Mighty Warriors Koboca After School Clubs Balance Bikes All About Me clubs | | £2707 | Increased concentration in class and improved listening and processing skills. Evident growth in confidence and competence resulting in more engagement in school. | |
| Sustainability and suggested next steps: | | | | | Equipment purchased will last the next academic year. |
| Sustainability and suggested next steps: | | | | | Staff are learning from external coaches and children's confidence will impact them attending other after school clubs. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 37% |
| 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: |
| PE subject leader support Staff training to increase confidence and confidence. New knowledge for post covid PE. | SSP support Coaches working in school. Webinars Purchasing the Complete PE scheme. | SSP Costs £7450 | Increased in confidence and confidence of staff. Children enjoying lessons more and more enthusiastic to participate. | This is an excellent way to sustain funding. All staff are becoming more involved and engaged in the positive aspects of physical activity. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 14% |
| 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: |
| We believe there is an activity for every child and as a result we endeavour to offer as broad and wide a range of activities as we can. | Coaches working in school Investment in new yoga mats to support the delivery. | £2800 | Children enjoying a range of activities and attending after school clubs because they have had a taster in curriculum PE. | Coaches working alongside staff in lessons and supporting the delivery of differentiated activities. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | 4% |
| 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: |
| During lockdown this has been a priority to engage children and families at home. Key worker provision has provided additional physical activity. Physical Activity challenges have been set. | Through the SSP we have set Koboca challenges on line and scrap book challenges. These have been a weekly event. Getset for Toyko challenges. | £900 | Children have enjoyed sharing their personal challenges working alongside their families. Parents are now understanding what we are trying to achieve. | We are learning all of the time what works with individual groups of children and different cohorts. We adapt our practice to new situations. |



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 2020 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 2020: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Keeping children active during lockdown. • Home support • Extra PE for key worker children. • Curriculum planning for next year. • Whole staff appreciating and really understanding the benefits of Maintaining physical activity and the importance to the wellbeing of the whole child. • Active travel- pedestrian training, balance bikes and bikeability. | <ul style="list-style-type: none"> • Assessment for PE • Parental engagement. • Additional training and support for staff including NQT sessions. |

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| <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> | 29 % |
| <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> | 32 % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 32 % |
| <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> | No |