**Primary PE & Sport Premium**

Action Plan

| **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** |
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| **Key achievements to date until July 2021** | **Areas for further improvement and baseline for 2021-22** |
| --- | --- |
| * Staff are more confident with using PE passport and are beginning to confidently teach PE. * All children receive 2 hours of PE each week and have opportunities to be active throughout the day. * Social media is used effectively to share achievements and opportunities in sport. * Successful sports week where children were able to try a range of different sports. | * Engage with NPCAT Sports Partnership * Develop a wide range of sporting activities through extra-curricular opportunities both during lunchtimes and afterschool * Audit and purchase new equipment. * Children to have opportunity to access a wide range of competitions at different levels. * Gifted and talented programme to be developed in order to support the higher-level sports persons. |

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

**Swimming was unable to go ahead last year due to COVID 19 restrictions.**

**Are you carrying forward an underspend from the 2020-21 academic year? YES**

| **Academic Year 2021-22** | **Total fund carried over: £** | **2,300** | **Date updated:** |  |
| --- | --- | --- | --- | --- |
| What Key Indicator(s) are you going to focus on?  Key indicator 1- The engagement of all 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 | | | | Total Carry Over Funding: |
| % |
| **Intent** | **Implementation** | | **Impact** | 13% |
| Your school focus should be clear how you want to impact on your pupils: | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils’ re-engagement with school. What has changed? | Sustainability and suggested next step and how does this link with the key indicators on which you are focussing this academic year? |
| To increase the level of physical activity and to improve the quality of children’s physical literacy. | Purchased and maintained an interactive activity board.  Ensure all staff are trained on the interactive board and are enabled to use it efficiently. | £2,300 |  | Board to be used during breakfast club from Autumn 2.  Interactive board to be used with the small intervention group to ensure they are participating in regular physical activity. |

| **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 2021-22** | **Total fund allocated: £** | **18,300** | **Date updated:** |  |
| --- | --- | --- | --- | --- |
| **Key indicator 1:** The engagement of all 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** | 5% |
| 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: |
| Improve the quality of children’s physical literacy at EYFS, KS1 and KS2 through the effective use of PE passport.  Development of outdoor equipment for physical activity.  To identify and support our least active children to ensure they increase their daily activity. | 2 hours curriculum time of PE each week (1 hour indoor and 1 hour outdoor) High quality, engaging PE teaching.  Audit current equipment and purchase new equipment to enhance the provision.  Liaise with NPCAT sports coach Adam Rymer and ensure plan half termly sessions as appropriate. | £1,000  Part of the NPCAT sport allowance. |  |  |

| **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** | 5% |
| 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: |
| Ensure the profile of PE and sport remains high throughout school.  Launch and introduce daily incentives across school.  To use social media to celebrate the achievements of children in school and to also raise the profile of sport and physical activity across school.  Equipment and resources are safe and suitable | A variety of lunchtime and after school clubs accessible for both KS1 and KS2.  Ensure the spots crew are well established in school and encourage children to participate in challenges during lunch times.  Liaise with staff and children to ensure the daily incentives are purposeful and suitable for school.  Audit to be completed and new equipment ordered. | £1,000 |  |  |

| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | 43% |
| 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: |
| Improve the quality of PE teaching and learning throughout school.  Lessons to be high quality, challenging and engaging for all children. | Bespoke CPD sessions available to all teachers through NPCAT sport.  Ensure consistent use of PE passport across school.  Whole school overview of sports and skills that are going to be taught and ensure these link to the inter-house competitions. | NPCAT sport  £8,000 |  |  |

| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | 31% |
| 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: |
| Increased participation in extra-curricular clubs and attendance to maintain throughout the given time period.  Children to attend in a variety of charity events throughout the year, e..g- Reindeer run, Colour run etc.  Promote positive attitudes to health and wellbeing.  Expose children to a wide range of different sports and give them a wide range of experiences. | Offer a broader range of extra-curricular clubs covering a range of sports.  Every year group to have a 6-week session with mighty warriors to focus on mindfulness.  Plan sports week for the Summer term.  Build links between local clubs to make children aware of the different sports clubs out there. | What a racquet-  £2,289  Urban Koas-  (£40 per after school session)  £1,200  Lisa Clarke fitness session-  £600  Mighty warriors-  £1,700 |  |  |

| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| % |
| **Intent** | **Implementation** | | **Impact** | 8% |
| 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 children with an opportunity to participate in the appropriate level of competition.  Pupils display improved resilience and confidence and independence which eventually leads to improved achievement. | Half termly inter-house competitions where children compete with the neighbouring year groups.  Attending NPCAT sports competitions regularly,  Development of gifted and talented programmes to ensure children have an opportunity to compete in high level competition.  Ensure appropriate equipment is available to run inter-house competitions. | NPCAT sports coach Mr Rymer.  Transport cost-  £1,000  £500 |  |  |

| **PE Lead:** |  | Kelly Sivills |
| --- | --- | --- |
| **Date:** |  | 14.10.21 |
| **Headteacher:** |  |  |
| **Date:** |  |  |
| **Link Governor:** |  |  |
| **Date:** |  |  |