

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education

Created by



Additions by:



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences



your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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 2022/23

Total amount of any unspent funding at 31st July, 2021, to be carried forward	-
2022/23 Premium	-

**Total Funding
for 2022/23***

19,253

*To be spent and reported upon by 31st July 2022.

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
	Yes	Yes	Yes

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
	Yes	Yes	Yes

3. Budget: Underspend

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



Swimming Data

Please report on your Swimming Data below.

<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>49%</p> <p>Due to swimming pool issues, we had to alter our planned timetable.</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>49%</p> <p>Due to swimming pool issues, we had to alter our planned timetable.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>16%</p> <p>Due to swimming pool issues, we had to alter our planned timetable.</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>	<p>Yes</p>

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: 2022-23		Total fund (Including any Underspend):		Date Updated: 25 th June		
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:	
					%	
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:		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. <ul style="list-style-type: none"> A Focus on Outdoor Opportunities <ul style="list-style-type: none"> 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. Engage JB's Sports Coaching to extend physical activity opportunities <ul style="list-style-type: none"> Continue to engage JB Sports Coaching to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities Continue to engage PE provision from JB including engagement of children. Organise clubs so that all year groups have access to sporting provision. (3 x After School Clubs weekly) (Play Leader Lunchtime 		Evidence <ul style="list-style-type: none"> Range of external providers engaged Sports Leader / TA employed to run a daily lunchtime club for 30 minutes Y5 young leaders leading activities and games on a rota system which is overseen and run by Sports Leader All training taken place including Sports Leaders Sports Apprentice engaged and providing additional physical activity opportunities COVID19 safe-practice being followed by staff and children Daily Mile and 5 a day in place Increased outdoor opportunities being prioritised All programmes in place and children engaging on a regular basis 30 Minutes a Day baseline data Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place 		Sustainability and suggested next steps: <ul style="list-style-type: none"> Continue to engage JB Sports Coaching to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities. Use the 30 Minutes a Day e-Tracker from Allison consultancy Compare results with baseline to identify progress / areas for further development / support All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress Continue to develop use of

	<p>clubs weekly to increase participation in physical activity.)</p> <ul style="list-style-type: none"> • Provide after school provision in a range of activities for each year group in turn including new Cheerleading and Dance opportunities • PE Leads to continue to share ideas, resources and opportunities to support staff to achieve 30 minutes a day activity for their children every day • • Use of JB Sports coaching to engage our pupils in healthy activities through lessons (2.5 x Days per week) • Provide additional healthy, physical activity opportunities outside of curriculum time • Further develop use of Pedometers to enhance participation and motivation with regards to engaging in healthy, physical activity • Use of pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle • PE Leads to access assessment and staff can look to target children not achieving ARE to identify barriers and look at solutions to overcome them • Organise JB sports delivery for Boxercise and Archery for enrichment • • See detail in Section 3 below <p>• Provide Active Playground Training to promote new activity opportunities at lunch-times</p> <ul style="list-style-type: none"> • Provide training for new cohort of young leaders • Training from Allison Consultancy (23/1/23) <p>Support to include:</p> <ul style="list-style-type: none"> • Ideas and practical advice for an Active Playground • Training for Lunch-time Supervisors to support an active playground • Sport Leader TA to work with YL's and children 1 hour at lunchtimes for 5 x days per week to extend physical activity opportunities 	<p>Young Leaders Staff</p>	<ul style="list-style-type: none"> • Participation Registers • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil and Staff voice surveys • Equipment 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 physical activity opportunities • Additional Dance and Cheerleading opportunities available • Increased number of children participating in, and enjoying, school clubs • Children are accessing structured, active games during lunchtimes. • Children are confident when discussing a healthy lifestyle and take responsibility for theirs. • Active Playground Training – 20 x Sports Leaders trained and are actively engaged at lunchtimes on KS1 and KS2 playgrounds • Children accessing 5 a Day or Daily Mile on a regular basis • Children developing leadership and team-building skills 	<p>Pedometers to count the number of steps taken during exercise. Promote use through participation and motivation with regards to engaging in healthy, physical activity</p> <ul style="list-style-type: none"> • PE apprentice to ensure use of pedometers throughout KS1 and KS2 PE lessons to improve participation in physical activity. Encourage opportunities to promote the importance of a healthy lifestyle • Provide training for Y5 Young Leaders to work alongside the PE apprentice at lunchtimes to support an active playground and extend physical activity opportunities (Allison Consultancy) • PE Leads to identify who are not achieving National Curriculum Age Related Expectations in PE to work with the PE Apprentice on developing personal and social skills through play and physical activity on the smaller playground area and in smaller groups size <ul style="list-style-type: none"> • Each class to have PE stars of the week displayed in each classroom. • After School Clubs advertised using forms and on the PE display. • Use new Class Club Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not • PE Leads to access this data and staff can look to
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	<ul style="list-style-type: none"> • Further develop the Active Playground Programme through Allison Consultancy – focussing on the Active Zone programme • PE Apprentice to engage identified, targeted children at lunchtimes who are not achieving National Curriculum Age Related Expectations in PE – e.g. Identified Reception children can work with the PE Apprentice on developing personal and social skills through play and physical activity on the smaller playground area and in smaller groups size • <p>Use range of strategies to support increased physical activity</p> <ul style="list-style-type: none"> • Children to continue to arrive in PE Kit • KS1 to continue using 5 a day • Use logins to assess impact <p>30 Minutes a Day</p> <ul style="list-style-type: none"> • PE lead to evidence 30 minutes a day provision and identify additional resources and strategies to further develop active lessons and participation. • Use Allison Consultancy e-tracker to establish a baseline of provision achieved across the academy • Pre-populate class templates to support staff • Target and support any children not achieving 30 Minutes – use registers • 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>Pupil and Staff Voice</p> <ul style="list-style-type: none"> • Capture pupil and staff voice in to identify strengths, barriers to engagement of children and target solutions <p>To further support 30 Minutes a Day:</p> <ul style="list-style-type: none"> • Targeting non-engagement through lunchtime activities 	<p>member £2519.92</p>	<p>See Impact and Evidence above</p> <p>See Impact and Evidence above</p>	<p>work with children not engaging to identify barriers and look at solutions to overcome them</p> <ul style="list-style-type: none"> • Arrange for intra-class competitions at the end of at least 3 terms.
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- **Children to be able to access additional, less traditional activities**
- Further develop our non traditional activity programmes such as so that children can enjoy new experiences and strive to do their best:
- Yoga (JB Term 3)
- Boxercise (JB Term 4)
- ASC Cheerleading + Dance (Terms 1-6)

£1467.58

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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:

0 %

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>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>	<p>Strategic approach with focus on well-being</p> <ul style="list-style-type: none"> Ensure 2022-23 plans continue to support and drive forward the achievement of whole-school priorities 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 Develop links with whole school PSHE Jigsaw programme around health (engagement in healthy physical activities and the importance of healthy eating). The Jigsaw programme is designed to teach the children how to feel confident in themselves, understand their own emotions and to go out into the world as happy, healthy and resilient individuals. 		<p>Evidence and Impact</p> <p>Also see statements in Section 5 below, but these would include:</p> <ul style="list-style-type: none"> COVID Safe Competition opportunities developed Links developed with Jigsaw and Skill Builder programmes Pupil Voice data PE intent, policy and Spiritual, moral, social and cultural development are detailed under Curriculum on the school website Sense of health and well-being improved Greater understanding of how PE & Sport Premium can support 	<ul style="list-style-type: none"> Ensure 2023-24 plans continue to support and drive forward the achievement of whole-school priorities Ensure the PE Intent Statement supports and links to the whole-school Intent statement e.g. healthy eating and children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating PE Leads to continue to raise profile of PE and the whole-school benefits – parent

	<ul style="list-style-type: none"> • Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect. The key aims behind the design of our curriculum are for our children to be confident, independent and resilient. • PE Leads to continue to raise profile of PE and the whole-school benefits – parent leaflets / staff meetings / newsletters • Resources are mapped to the National Curriculum and covers all objectives from Reception to Year 6. • • Ensure the PE Intent Statement supports and links to the whole-school Intent statement e.g. healthy eating and children’s understanding between engagement in healthy physical activity programmes and the importance of healthy eating • • Develop staff knowledge and confidence across whole school with a particular focus on outdoor learning which also supports the national COVID19 guidance. Allison Consultancy booked for CPD to meet identified needs and next steps: 1. PE co-ordinator September 2021 and Active Playground and Young Leaders November 2021 • Engage Martin Smith to provide additional training and support for OAA and outdoor learning across the academy • Children to take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success • The academy will continue to ensure that all national COVID19 guidance and local policy is followed with regards to engaging any external providers to work alongside staff and children with regards to activity provision • • Look to further develop competition opportunities 		<p>achievement of whole-school priorities and outcomes for children</p> <ul style="list-style-type: none"> • Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour • Key Strategic Actions identified that will have the greatest, most sustainable outcomes • 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 • Children take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success <p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Active Playground programme in place <p>Impact / Outcomes for Staff and children:</p> <ul style="list-style-type: none"> • Midday Supervisers aware of benefits of Active Playground and safety requirements • 20 Year 5 children will become Sports Leaders for the school. They will develop into sporting role models for other children, assisting our Sports Leader with lunch-time clubs to promote enthusiasm for being active. 	<p>leaflets / staff meetings / newsletters</p> <ul style="list-style-type: none"> • Continue providing additional training and purchase resources to support the further development and delivery of our 30 Minutes a Day programme • Liaise with JB Sport Coaching to look at how physical activity can help support achievement of goals within our programme • Look to further develop termly competition opportunities against self and others to develop range of personal and social skills • Continue to develop leadership and team-building opportunities for our children through additional active playground ‘Zone Training’ with young leaders • Continue to retrieve pupil voice to work towards better attainment and progress • Staff to complete the PE assessment sheet to identify misconceptions and plan next steps to improve attainment • PSHE link with PE to develop understanding of a healthy lifestyle • Liaise with JB Sport Coaching to look at how physical activity can help support achievement of goals within their programme • Link to development of
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	<p>against self and others to develop range of personal and social skills</p> <ul style="list-style-type: none"> • Ensure PE and Sport Premium Plans are embedded within and inform the school SIP <p>Pupil Voice</p> <ul style="list-style-type: none"> • Capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development. • Target the areas for development from the pupil and staff voice. <ul style="list-style-type: none"> • Active Playground Training to extend activity opportunities at lunch-times <p>Support to include:</p> <ul style="list-style-type: none"> • Sport Leader MDSA to support the Young Leaders and engage children in sporting activities at lunchtimes • Training for Lunch-time Supervisors • Support for the Active Playground Co-ordinator • Training for new co-hort of Young Leaders (Year 5's) • Train Year 5 Play Leaders to provide • extra physical activity opportunities at • break-times • Target non engagement and promote the importance of a healthy lifestyle 		<ul style="list-style-type: none"> • Children upskilled and using new Leadership and communication skills • Young Leaders trained and additional lunch-time healthy activities introduced • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity Identification and development of transferable leadership & team-building skills with children • Children develop increased confidence and self-esteem • Greater awareness of safety when taking part / leading on physical activities • Greater healthy, active opportunities for children at lunchtime • Active Playground training supports healthy activity and well-being whilst children encouraged to work in a team, building on trust and developing skills <p>See Evidence and impact statements in Section 5 below</p>	<p>communication and language skills</p> <ul style="list-style-type: none"> • Young Leaders engaged on KS1 and KS2 playground • Ensure knowledge organisers are displayed in the hall and classrooms • Pupil voice questions are displayed in the hall • PE leads undertake learning walks every term • During learning walks, PE leads undertake pupil voice e.g. What have you learnt in PE? What did you learn in PE last week? Do children understand the PE intent? How does PE make you feel? Does PE make you out of breath? How do you know if you have been successful? • Feedback this information to teachers and coaches
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• **COVID Safe- Competition**

- Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills
- This would involve developing competitive opportunities for children of all abilities to support the development of the whole child
- Develop internal competitive opportunities to enhance the PE curriculum offer
- See Section 5 below

(See costs in Section 5)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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:
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> <ul style="list-style-type: none"> Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19 Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework PE Leads to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Informal discussions with staff, building upon the audit last year Key focus on any new staff PE Learning Walks to help identify needs PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure future actions support Physical Activity requirements / recommendations from DfE Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Engage CPD providers to meet identified needs including JB Sports Coaching and Allison Consultancy Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE PE Leads to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice. Do pupil 	<p>JB CPD</p> <p>Provision for supportive staff development</p> <p>£5,460</p>	<p>Evidence</p> <ul style="list-style-type: none"> Staff Voice / Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff aware of and following latest COVID19 – PESSPA 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 following all latest COVID19 – PESSPA Safe-Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff Photographic evidence of PE 	<ul style="list-style-type: none"> Developing inclusion guidelines with staff PE Lead to update PE Deep Dive Evidence and Impact resources Continue to carry out PE Learning Walks Continue with internal PE CPD support for staff led by the PE Leads Look at CPD support for the PE Apprentice to enhance their skills, knowledge and understanding so they can lead and deliver lessons within the PE curriculum and at alongside JB ASC Continue CPD with JB sports coaching looking at staff needs through staff voice. Provide JB sport coaching our planning for progression Purchase and implement new Primary PE Planning as advised at PE development days and all to use it including JB during CPD Use staff meeting to

	<p>voice during each learning walk</p> <ul style="list-style-type: none"> Implement PE passport programme purchased last year. CPD use PE passport so staff can access planning to deliver part of a session from Week 2 building up to teaching full lesson in Week 6 Sustainability: check resources and 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) <p>GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the 	<p>Primary PE planning: (£625.00)</p> <p>£2500</p>	<p>Evidence</p> <ul style="list-style-type: none"> Membership purchased Central Development Days attended Bespoke, remote and in-school training days from Allison Consultancy taken place Deadline for PE & Sport Premium Underspend met Staff aware of and following latest COVID19 – PESSPA Safe-Practice Discussions with staff and children 2020/21 PE & Sport Premium Plan reviewed and developed 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 PE Curriculum reviewed and developed COVID19 PESSPA safe-Practice Policy in place Templates on website and web-compliant Quality Assurance of planning, teaching and learning and assessment Assessment scheme is being regularly used PE Learning Walks taken place PE Learning Walk sheets <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> PE Lead has greater understanding and evidence of impact of CPD Staff aware of and following latest COVID19 – PESSPA Safe-Practice Enhanced subject leadership Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template Increased ideas for PE Sway Clearer understanding of the updated National Outcome Indicators A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children 	<p>implement PE planning</p> <ul style="list-style-type: none"> PE leads and PE apprentice to attend all GAT meetings for CPD. Continue to timetable all teaching staff across the school to engaged in CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Continue CPD as joint planning and teaching alongside JB coach PE lead to continue to monitor CPD impact through learning walks. Staff to complete audit to identify further CPD needs – particularly any new staff Renew GAT membership support package. Allison Consultancy to plan professional learning sessions + 2 central network development days. Staff assess children and track assessment in Terms 2,4 and 6. PE leads use assessment data to identify and support children who are not achieving ARE.
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- Underspend from last year due to COVID19
- Sharing of best practice to support pupil well-being
- PE and Sport Premium preparation for inspection: RAG Review and identification of key actions
- Ofsted and DfE requirements in relation to PE and School Sport Premium
- Quality Assurance of planning & delivery for PE
- Safe-guarding
- Health and Safety Updates
- Sharing of best practice
- PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff
- Access to Sport Plan (12000 lesson plans)

2 x In-school, bespoke days of support as part of GAT Membership + 1 additional days of support from Allison Consultancy

(Dates

Support includes in-school provision, one to one support for the PE Leads, whole-staff training, and remote write-ups. Support covers the following:

- Teams Training session – PE Sway / Updates
- In-school review of 2022-23 Plan and identification of next steps with the two PE Leads
- Additional remote write up / draft of reviewed plan
- PE Deep Dive preparation
- Ofsted Evidence data pack
- Data collection Resources for PE & Sport Premium
- Review and development of PE Curriculum Map
- PE Curriculum Journey Intent Statement
- Linking PE Curriculum Intent Statement to whole-school curriculum intent
- Resource for PE Learning Walks and
- Website Compliancy Review

Support also includes the following:

(23/1/23 Active Playgrounds / YL's

- New curriculum resources supporting staff planning and delivery of PE
- Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons
- Staff upskilled to deliver enhanced provision in PE lessons
- Staff more confident in planning and delivering high quality Dance lessons

Impact / Outcomes for children:

- Children 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
- Children learning through all areas of PE as required by the National Curriculum
- Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum
- Children receive a broad and balanced offer within and beyond the curriculum
- Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes
- Children engaged in enhanced, more effective PE lessons
- Enhanced quality of learning
- Improved challenge and engagement across all pupils

See Evidence and Impact Statements in Indicator 1 above

	<p>Support to include:</p> <ul style="list-style-type: none"> • Provide training for new cohort of young leaders • New staff members trained for Active playground games. cancelled last year due to Covid • Training from Allison Consultancy • Ideas and practical advice for an Active Playground • Training for Lunch-time Supervisors to support an active playground <p>17/3/23 QA PE Day Provide a structured day of support to review and develop:</p> <ul style="list-style-type: none"> ✓ practice and provision in relation to the PE Curriculum Journey ✓ evidence of the quality of our PE Curriculum Journey focussed on the 3 'I's ✓ Identify key strengths and next steps in relation to further development of the above ✓ Support staff to develop a greater understanding of the content and process of, and readiness for, an Ofsted Inspection 'Deep Dive' <p>17/7/23 PE Curriculum Planning Provide a structured day of support to review and develop Provision in relation to the PE curriculum journey</p> <p>Additional Support from the PE Lead for Staff</p> <ul style="list-style-type: none"> • Inform new staff on 30 minutes a day resources and how they can be implemented into the classroom. • Liaise on new schemes of learning (P.E passport is GAT recommended) to support staff with their planning, delivery and implementation of the PE curriculum • Purchase PE Passport • Planning and delivery to include the development of transferable skills that focus on physical, cognitive, personal and health threads. • PE Lead to monitor impact of the CPD through learning walks and Pupil + Staff Voice. 	<p>£500</p>	<p>See Evidence and Impact Statements above</p> <p>Evidence</p> <ul style="list-style-type: none"> • Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements • On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) • Training arranged • JB programme complete • Lesson Plans • Lesson Observation • Learning walks • Discussions with staff • Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> • Teachers using lesson plans – 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 schemes of work in 	
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	<ul style="list-style-type: none"> • Build upon and extend the existing programme of mentoring to include training and support for new members of staff • PE Lead to ensure all teachers to access quality CPD training to ensure teachers continue to be upskilled in the delivery of PE <p>Engage JB's Sports Coaching Company to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> • Academy 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) • Working alongside teachers with the children to plan and deliver high quality PE lessons • Each phase (KS1, LKS2, UKS2) to receive 12 weeks' worth of P.E. CPD, either through games, athletics, gymnastics or dance • Use staff voice to organise CPD training through Alison Consultancy for up-skilling staff as necessary <p>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 staff PE Kit if required 		<p>place and can be used year on year</p> <ul style="list-style-type: none"> • Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity • More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons • Improved quality in teaching, learning and assessment in PE for all children • Increased pupil progress in PE • Pupils developing enhanced Fundamental movement skills • Improved challenge and engagement for all pupils <p>Evidence</p> <ul style="list-style-type: none"> • Staff audit complete and CPD provided <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • 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 engaged in more effective, enhanced provision from upskilled staff • Increased PESSPA opportunities provided by staff 	
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- **Staff Voice**
- Staff to complete audit to identify further CPD needs
- PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs
- Based on outcomes of audit provide targeted support to meet identified need

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19 %
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:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<ul style="list-style-type: none"> COVID19 - Safe-Practice: Physical Activity <ul style="list-style-type: none"> Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements 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 Identify COVID safe-practice activity ideas from colleagues at GAT Network Group Re-book activities that had to be postponed from last year due to COVID19 Rota lunchtime clubs so there are opportunities for increased engagement within bubbles Engage JB Sports Coaching Company to extend physical activity opportunities <ul style="list-style-type: none"> Continue to engage JB Sports Coaching and Mrs Squires to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities Ensure new Sports Clubs timetable disseminated to pupils and parents via Forms and uploaded to 	<p>ASC Club Costs JB £2470</p>	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PE Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Active Playground Young Leaders Rota in place <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 	<ul style="list-style-type: none"> Use new Class Club Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them Complete student voice to identify interests and barriers to participation in activities Target and support children not engaging Strategically link new opportunities to the 30 minute a day programme Engage additional expertise / staffing to extend opportunities including sports coaches Ensure new Sports Clubs timetable disseminated to pupils and parents and

	<p>website</p> <ul style="list-style-type: none"> Academy 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) Provide after school and lunch-time provision 2 days a week in a range of activities for each year group in turn including new opportunities Organise JB sports delivery for Boxercise and Archery <ul style="list-style-type: none"> Engage Mrs Squires to provide enrichment opportunities via dance throughout our Academy. <ul style="list-style-type: none"> Pupil Voice - Targeting Non-Engagement <ul style="list-style-type: none"> Use Allison Consultancy resources to complete student voice to identify interests and barriers to participation Complete pupil voice with Key Stages 1 and 2 Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities PE Lead to co-ordinate this <ul style="list-style-type: none"> 30 Minutes a Day <ul style="list-style-type: none"> Strategically link new opportunities to the 30 minute a day programme Engage additional expertise / staffing to extend opportunities to support 30 Minutes a day Raise awareness of 30 Minutes a day with key stakeholders including parents / carers Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website - a primary focus of our curriculum is to enhance 	<p>ASC cost £1,140</p>	<ul style="list-style-type: none"> Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Increased stretch and challenge for more able, talented table-tennis players Class sets of equipment available to ensure a high quality to PE and a range of activities are available. Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. <p>See Evidence, Outcome and Impact statements in Indicator 1 above</p>	<p>uploaded to website (text sent to parents at the end of each term with ASC details)</p> <ul style="list-style-type: none"> ASC list generated and PE leads to monitor engagement Keep the hall and PE display up to date to promote PE + ASC and competitions within school Continue ASC dance provision Y5 and Y6 Term 1 and 2 Y3 and Y4 Terms 3 and 4 Y1 and Y2 Terms 5 and 6
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	physical fitness opportunities, raise aspirations, develop a sense of personal pride in achievement, provide ways to help every student to find strengths and interests.			
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Key indicator 5: Increased participation in competitive sport				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:	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	<ul style="list-style-type: none"> Participate in GAT and East Coast Competitions <ul style="list-style-type: none"> Engage in GAT and East Coast competitions ensuring that all national, Trust and local COVID guidance is adhered to If 'face-to-face' activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses Inclusive competitive PE Curriculum Sports Competition Programme <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities All COVID guidance to be followed 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 Competitions must involve ALL children We will continue to develop this programme so competitive opportunities become more inclusive are increased and available to all Develop new templates for scoring etc Look at competition between classes and competitive opportunities within the class that could link to 30 minutes a day 	<p>£360</p> <p>Cost of transport £1760</p>	<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet Participation in GAT and East Coast events 9 x Events: Multi Skills (Yrs 1/2) Dodgeball (Yrs 3/4) Tag Rugby (Yrs 5/6) Football (Y5/6) Girls Football (Y5/6) Hockey (Yrs 5/6) Athletics (Yrs 3/4) Athletics Y5/6 PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme Use resources to record number of competitions and which children have engaged in competitive opportunities outside of the PE Curriculum <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 in 	<ul style="list-style-type: none"> Photographs shared in the hall, website and PE display to celebrate achievements Continue to enter GAT competitions Arrange for intra-class competitions at the end of at least 3 terms. Sustainability: No need to engage external providers as able to plan and deliver further competitive opportunities from within the PE Curriculum ourselves We will continue to develop this programme so competitive opportunities become more inclusive are increased and available to all. Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children Look at competition between classes and competitive opportunities within the class that could link to 30 minutes a day. For example, further

	<ul style="list-style-type: none"> • Academy to participate in JB Coaching competition framework. • JB's will provide weekly competition and staff CPD programme • This will take place on Tuesday mornings • JB's will run a competition with each class and demonstrate to staff how to plan and deliver competition with a class in a PE lesson • This enhances sustainability • JB to provide additional enrichment services one morning a week for which include competition (invasion and athletics), boxercise • Maximize partnership with JB Sports for increased class/ year group competition. <p>4. Top-Up Swimming opportunities</p> <ul style="list-style-type: none"> • The academy recognises the fundamental need for all pupils to have enhanced water confidence and increased lifesaving skills as a direct response to its coastal location. • We are planning to deliver 12 Y6 sessions for swimming so that our children have opportunities to swim competently, confidently and proficiently over distances of at least 25 metres and develop water-safety skills in line with National Curriculum targets • Due to swimming pool issues which caused us to have less swimming sessions, we are now able to deliver 3 x Top Up Swimming sessions for Year 6 children in 	<p>(Included in costs in indicator 3)</p> <p>Top up swimming sessions x 3 = £450</p>	<p>lessons</p> <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> • Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another • Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team • 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 • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best <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 	<p>develop use of Pedometers to increase competitive opportunities against self and others</p> <ul style="list-style-type: none"> • Use of pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle • Classes and children can compete against self and others • Pedometer competitions to be linked to learning in Maths • Use resources to record number of competitions and which children have engaged in competitive opportunities outside of the PE Curriculum • Swimming lessons prioritise safe rescue to increase percentage of children achieving this. • Timetable swimming sessions to enable children to swim competently, confidently and proficiently over a distance of at least 25 metres
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	partnership with JB <ul style="list-style-type: none"> • Y6 to have appropriate access to local pool facilities and Top-Up Swimming provision • • We will, however, follow all national and GAT guidance regarding returning to swimming and COVID19 		<ul style="list-style-type: none"> ○ Academy performance against national targets improved 	
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Budget Summary as of 20/07/22

Total Funds Allocated (including any underspend) - £19,253

Total Spend Identified in Plan ('Yellow' figures) - £19,252.50

Balance - £0.50

Signed off by	C.Teale
Head Teacher:	C. Teale
Date:	29 th June
Subject Leads:	Leanne Hastings and Lisa Brown
Date:	29 th June