**Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.**

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| * Implementation of Spiral PE coaching/teaching, across school – Foundation (Wednesday lunchtimes, outside of lesson time), KS1 (Tuesday mornings), LKS2 (Wednesday afternoons), UKS2 (Thursday afternoons). Wednesday breakfast club sessions from 8:00 – 8:45. * CPD sessions / staff meetings led linked to SPIRAL implementation. * Trial whole-school PE assessments for summer term * Continuation of ‘The Daily Mile’ across school. * Coach led team teaching sessions with support staff / lead of PE. * Large range of lunchtime and afterschool sports activities on offer * Cluster inter-school coaching in school (IGS Sports league). * Stock levels/ condition monitored regularly - new equipment purchased linked to a range of sports. PE cupboard tidy and accessible. * Pupil voice developed through Sports Council. * Staff voice templates completed. * Lesson’s observed by PE lead across school * PE Policy updated, in line with SPIRAL * Sport’s Day sessions have taken place, successfully, from Foundation, through to Year 5/6 * PE star of the week implemented from F-Year 6, along with SPIRAL boards to promote the subject across school. * Whole-school dance workshop linked to the Tokyo Games. | * Full year’s worth of Assessment Spiral PE skills-based scheme. To be implemented through staff meeting in September 2021. * Further CPD events linked to Spiral PE targeted for autumn term. * Assessment undertaken from September, across school, based around Spiral PE skills. * Additional pre-school/post-school clubs afforded for children across school. Target KS1. * Invite famous/successful sports people into school to inspire and motivate children. * Re-introduce running club in line with Cross-country school league. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving primary school. |  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |  |

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| 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? | No |

**Action Plan and Budget Tracking**

**Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.**

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| **Academic Year: 2020/21** | **Total fund allocated:** | | **Date Updated:** | |  |
| **Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school** | | | | | **Percentage of total allocation:** |
| **%** |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | | Evidence and impact: | Sustainability and suggested next steps: |
| **Employment of subject specialist from SPIRAL PE to ensure high quality PE provision.**   * All children physically active, taking part in two PE sessions during the school week. Foundation is flexible with this. * Children are developing key, adaptable skills * Provides a broad range of activities and sports * High engagement levels * Aids increased pupil participation in competitive sport * Observations / Assessment data indicates children across school developing ranging key skills * Pupil voice indicates a high interest and motivation in PE   **CPD opportunities in line with Spiral PE**   * CPD sessions delivered in autumn half term 1 to all staff. (Spiral) * Staff meetings undertaken in autumn half term to introduce SPIRAL and discuss adaptable planning mechanisms.   **Club provision:**   * Despite COVID, children have had the opportunity to take part in clubs at lunchtime or after school. E.g. Year 4 football. The IGS Sports league has also provided additional coaching sessions for Year 6. * Children spend their lunchtime being physically active. * Contributes towards the engagement of children in regular physical activity. * Aids towards children’s participation in competitive sport. | Quality first teaching of PE (skills based).  Children’s enjoyment in sport. Improved progression of skills in sports. All children have a positive outlook on the subject, detailing skills that they are good at.  Clear assessment of PE levels on a termly basis.  Continuous review of provision to meet the needs and passions of children within school.  Review to make sure skills are being taught to children ready for upcoming competitions. Link up learning – e.g. Teaching of hockey prior to hockey competitions in line with IGS sport’s league. | IGS Sport’s League - **£2000**  Swimming staff salary -  **Total:** | | Children’s participation and enjoyment combined with their improved skill level is evident. Children have been able to verbalise this – Sport Council / Pupil voice.  Children developing key skills, indicated in trial term three assessment data.  Children’s achievements and attitudes in competitions.  More children are participating in sport at lunchtimes/before/after school.  Children are returning to classrooms learning ready. | Ensuring that staff are continued to be supported with CPD opportunities to develop confidence.  Staff can actively use the assessment criteria provided by Spiral to freely discuss each child’s strengths in differing PE skills.  Staff within school who have the passion and time to run clubs across the year. Some staff/parents have already volunteered to help in a prospective running club, during Autumn term. |

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| * Provision of swimming for Year 3 and 4 children.   **Improve equipment impacting on the quality of PE sessions and the numbers of children participating in a particular sport at any one time.**   * Enables teachers to deliver more precise lessons. * Contributes towards good engagement. | Improved skill and confidence in swimming for all children.  Audit resources and equipment Identify which equipment is required to have the most impact of children’s learning and participation in PE. Regular checks for wear and tear and resources replenished as needs require. |  | Despite COVID, high levels of achievement in swimming with all children making good progress and demonstrating confidence in water.  Progress being made in sessions is accelerated due to teachers having more high quality resources – maximum time spent on skill development.  New swimming support resources have been purchased to aid engagement.  Children’s enjoyment of PE is evident in sessions. | Teachers attend sessions at the pool as well as support staff to build in sustainability and maintain the high profile of swimming.  Continue to monitor PE resources and build into the budget continued provision for high quality resources to be maintained. |
| **Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sports Days provided for each phase within school, during summer term.  Whole-school Tokyo Dance workshop for all of school.  Sporting Star of thew week undertaken within each class.  Sports Council created.  Pupil voice collected during term 1 and 3, across school. | SPIRAL key skills outlined on poster across school.  Achievements celebrated in classes and on phase display boards.  Sport also regularly promoted on school newsletters.  Sport Council undertake regular meetings. |  | Children are enthusiastic about sharing their achievements, which gives them recognition on a wider scale and builds their confidence and sense of self.  Children share their ideas for leading games at playtime.  Children discuss their developing, adaptable skills. | Continue to encourage and celebrate all children’s sporting achievements. Continue to celebrate teamwork, good sportsmanship, resilience and determination as well as the outcome of the game/achievement. This can hopefully be done on a wider whole-school basis, if regulations allow.  Continue working/meeting with Sports Council throughout the year. Take feedback from children on the success or improvement on activities. |

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|  | Invite Aspiring athletes into school to work with the whole school. Share their sporting journey and demonstrate their skills. |  |  | Reflect on successes / potential improvements for Sports Day in 2022. This can be through discussions with staff/children.  Children continue to have clear understanding of their key skills in PE. This is clear to them and staff. |

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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Teachers to attend further PE training to support them with their delivery of PE. Increased priority of PE and confidence for staff teaching will improve the overall quality of PE.  CT to lead a session on assessment to all staff during September 2021. | Identify and attend quality training. Filter training back in school for wider impact. |  | Support staff in attendance of sessions during Autumn term, ensuring that they have been up skilled and are confident with new assessment practice.  Continue to take staff feedback throughout the academic year. | During autumn term of 2021/22 academic year, all teaching staff will have opportunity to attend CPD sessions provided by Spiral PE, whilst also feeding back on PE assessments. |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| During the academic year, PE has become ‘skill-based’, rather than sport-based, meaning children experience a range of different sports and recognise their developing skill set.  A range of sports clubs provided have been provided, despite COVID restrictions, across school.  Sports Days provided for all phases, along with Tokyo Dance workshop.  Residential for Year 6 has taken place– caving, problem solving, archery etc.  As a result of the above:  All children are physically active for sustained periods of time.  Opportunities are provided for pupils to become physically confident in a way, which supports their health and fitness.  Offer a diverse range of sporting opportunities to ignite as much interest as possible. | Full participation in all activities from all children.  An enjoyment of something new. Being able to share with other people what it was that they have liked/disliked about any of the new activities they have been exposed to. Pupil voice. |  | Increased confidence of children. The manner with which they talk about their experiences. How children encouraged each other to participate and succeed. Pupil voice feedback. | With restrictions easing, continue to plan in such events, evaluate successes and build on improving provision each year. For example, reintroduction of ‘running club’ this year.  Continue to find different sports to introduce the children to and to build upon local relationships/pathways with local clubs, making community links for the future.  Look to establish links to local businesses providing opportunities in different areas of physical activity – e.g. Clip n’ Climb for Foundation children. |

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| **Key indicator 5: Increased participation in competitive sport** | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sports Clubs provided around COVID regulations.  Sports Days – every child, every event!  IGS sports sessions for year 6 transition   * Positively supports with transitions * Encourages good sportsmanship and participation * Sharing of achievements and celebrating these * Developing competition with one’s own performance | **Where possible, around COVID:**  Timetable fixtures.  Integrate league sports into our long-term plan for teaching to ensure children maximum enjoyment and success/improvement in particular sports.  Children’s confidence increases to take part in competitions.  Children feel supported in their transition to IGS.  Children sharing a passion for a sport.  Development of good sportsmanship and celebration of success. |  | Continued participation and enjoyment in events. 100% of children who want to take part in fixtures are given the opportunity to do so.  Pupil voice/Sport Council. Increased confidence from successes. Confidence from support of each other and the development of team spirit. | Funding identified to participate in fixtures again 2021-22 - hopefully with the chance to take part in inter-school competition.  Continue to develop PE long-term plan in line with Spiral PE, to support children in their achievements in fixtures. |

**PE Grant expenditure breakdown**

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| **Payments for Academic Year** | **Total** | **Payments breakdown** | | | |
| **September 2020 - August 2021** |  | **Nov -20** |  | **May - 21** |  |

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| **Accounted for above** |  |
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| Inspiration Tree Lunchtime club |  |
| IGS Sport’s League | 2000.00 |
| Primary Sports Leader’s package |  |
| Swimming staff salary |  |
| **Other items** |  |
| Upkeep of outdoor play equipment |  |

**Total:**

**Surplus:**