

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

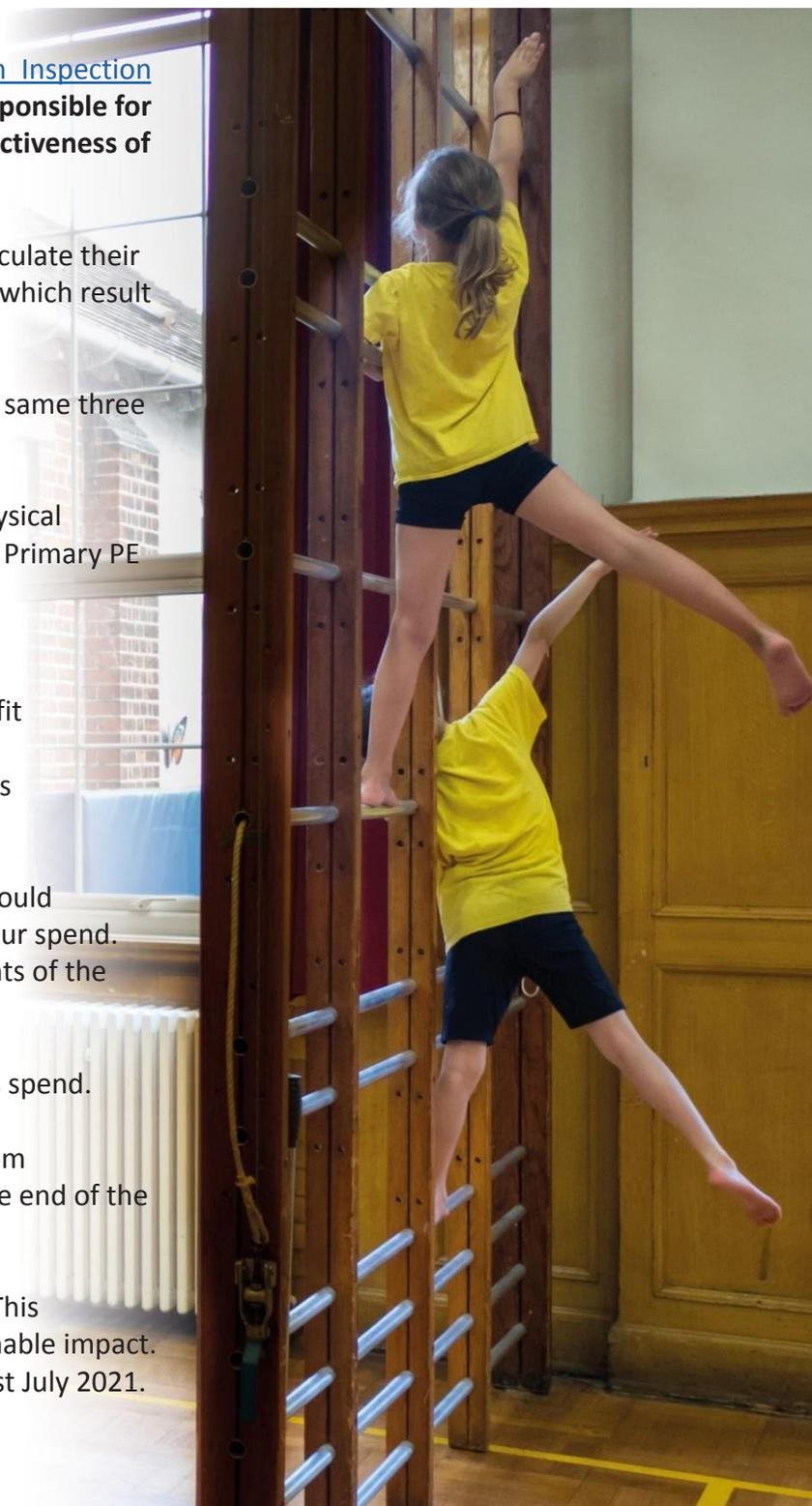
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

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:
<p>New SoW allows progress and skills to be built upon in each topic Daily mile beginning to be incorporated into the daily timetable New equipment allows for lessons to be smoother and all pupils to have access New specialist equipment allows more sports to be offered to pupils After school club and holiday clubs targeted least active pupils After school club and holiday clubs targeted gifted and talented pupils Timber trail Active blasts are incorporated into the timetable Activity day allowed pupils to participate in exciting activities Many virtual competitions entered over the year - boccia, basketball, skipping, football, sportshall athletics (pentathlon)</p>	<p>Continue to increase the activity of least active children as the level of activity was impacted by Covid-19. Continue to increase the amount of girls participating in sports and activities due to Covid-19, inter-school or intra-school competitions did not happen. Participate in face to face competitions and festivals to give pupils meaningful experiences as this did not happen due to Covid-19 restrictions. Continue to raise the profile of PE in school by inviting in athletes or sportspersons as this was affected somewhat due to Covid-19 (no visitors allowed). Continue to implement the new PE scheme of work and improve this wherever possible. Encourage staff to use skills ladders and follow curriculum map to address gaps in learning. Develop staff training, particularly lunchtime staff to encourage active lunchtimes.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £0

+ Total amount for this academic year 2020/2021 £19,590

= Total to be spent by 31st July 2021 £19,590

<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>Swimming pool closure was still in place due to Covid 19 restrictions which meant that pupils were not able to take swimming lessons.</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>N/A Due to Covid-19 Data not available due to pool closures at the time that the sessions had been planned for</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>N/A Due to Covid-19 Data not available due to pool closures at the time that the sessions had been planned for</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>No data due to Covid-19 (swimming pools were closed) Data not available due to pool closures at the time that the sessions had been planned for</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/No - There were plans to provide 6 x weekly top up sessions for year 6 pupils but did not happen due to Covid-19. The spend will be moved forward to next year to provide additional provision for swimming.</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: 2020/21	Total fund allocated: £19,047.82	Date Updated: 19th July 2021		
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: 37.11%
Intent	Implementation		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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Provide After School Sports Activity Club for targeted children in each year group to become more active and increase confidence and knowledge of specific sports and games.	<ol style="list-style-type: none"> Liaised with teaching staff and sports coach regarding least active children. Liaised with external agency to support pupils and encourage to participate. Informed parents and carers of timings for after-school club. Timetabled and delivered sports club through external provider for targeted children - 1 x weekly sessions (10 sessions) x 4 year groups. Enabled all identified pupils to benefit from club and increase their confidence and access to new sport. 	£1850	Pupils are more active as a result of club. Pupil's confidence has increased with pupils more likely to take part in PE games and activities now. Feedback also demonstrates that they were 'nervous' or 'less confident than others' when taking part in PE and activities but the clubs have given them chance to be confident, make new friends and try new sports. <u>Results show:</u> Year 3 - 17 pupils	<ol style="list-style-type: none"> Liaise with external agencies to provide service next academic year.

			<p>Year 4 - 20 pupils</p> <p>Year 5 - 20 pupils</p> <p>Year 6 - 18 pupils</p> <p>75 took part in total.</p> <p>90% of pupils said they felt more confident as a result of attending the club</p> <p>84% of children said they had made a new friend as a result of attending the club.</p> <p>100% of children said they had tried a new sport which they had never played before.</p>	
<p>Provide Summer half term Sports Activity Club for targeted children in each year group in order to make them more active and give them opportunity to try new sports and activities.</p>	<ul style="list-style-type: none"> a. Liaised with teaching staff and sports coach regarding least active children. b. Liaised with external agency to support pupils and encourage to participate. a. Liaised with parents and carers to get permission for summer half term club. b. Enabled all identified pupils to benefit from club and increase their confidence and have access to new sport. 	£1000	<p>Pupils are more active as a result of club. Pupil's confidence has increased with pupils more likely to take part in PE games and activities now. Feedback also demonstrates that they were 'nervous' or 'less confident than others' when taking part in PE and activities but the clubs have given them chance to be confident, make new friends and try new sports.</p> <p><u>Results show:</u></p> <p>Year 3 - 13</p>	<ul style="list-style-type: none"> a. Liaise with external agency to provide service next academic year.

			Year 4 - 8 Year 5 - 8 Year 6 - 3 32 pupils took part in total.	
Provide Top Up swimming sessions to Year 6 pupils to reach national requirements if they do not do so during core lessons (Autumn Term) in order to make them more confident and competent swimmers when leaving primary school.	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19	N/A due to COVID 19
Encourage children to meet the 30 minutes of physical activity during school hours by providing active lunchtime activities for students through a range of different activities and with a range of different equipment.	<p>a. Liaised with external agency to come in and lead specific activities during Summer 2 Term during lunchtimes.</p> <p>b. Provided a range of activities for students to be involved in at lunchtime.</p> <p>c. sessions delivered 5 days a week (x 5 weeks) on two playgrounds.</p> <p>d. Audited lunch time equipment</p> <p>e. Purchased lunchtime equipment based on what was needed.</p> <p>f. Enabled more pupils to be active as a result.</p>	<p>£1100 for 2 x external coaches</p> <p>£867.82 for equipment</p>	<p>Students involved in different activities at lunchtime: Skipping, Basketball, Dancing, Dodgeball, Kwik Cricket, Football, Volleyball, Unihockey.</p> <p><u>Results show:</u></p> <p>An increase in children taking part in activities at lunchtime. A decrease in behavioural incidents and a decrease in medical incidents. "The games are fun and exciting and the variety of games is really good" "Each day is different" "Some activities are new and I have never tried them before e.g. volleyball and I found this really fun."</p>	<p>a. Continue to liaise with external agency and make arrangements for next year's schedule.</p> <p>b. Buy additional and specialised equipment to allow pupils to participate in other scheduled activities.</p> <p>c. Organise activities for students at lunchtime so they can remain active e.g. swingball</p> <p>d. Set up rota for activities at lunch time</p> <p>e. Liaise with Playground leader Subject Lead and set up each year with new Y5 Playground Leaders and continue to log hours and activities.</p>

			<p><u>Results show:</u></p> <p>Year 3 - 47 pupils approx</p> <p>Year 4 - 42 pupils approx</p> <p>Year 5 - 57 pupils approx</p> <p>Year 6 - 60 pupils approx</p> <p>Participant total - 206 pupils</p> <p><u>Behaviour incidents - Results show:</u></p> <p>April 12th - May 28th - 18 incidents at lunchtime</p> <p>June 7th - July 9th - 8 incidents</p>	
<p>Encourage children to meet the 30 minutes of physical activity during school hours by providing a daily mile track on the playground where pupils participate and improve health.</p>	<p>a. Liaised with external agency to paint tracks on the playground.</p> <p>b. Provided CPD for teachers, level 3 and level 4 TAS on the benefits of the daily mile and the impact it has on pupils' health and wellbeing</p> <p>c. Amended timetable for all classes to incorporate daily mile for all children.</p>	<p>See costs K.I. 2</p>	<p>Children are more active throughout the school day. Pupil's stamina has increased and endurance over time. Pupils are improving their personal best time each time they participate in the daily mile. Increased pupils' motivation across the school during lessons by enabling them to feel more alert. <i>"The daily mile warms us up and helps get us fit as we increase our time each time we do it."</i> <i>"The daily mile helps me feel more energised and alert when we do it."</i></p>	<p>a. Timetable daily mile as part of the school day to ensure it is done daily and to continue to increase stamina and overall health.</p>

			<p><u>Spring Results show:</u></p> <p>Year 5 - 37% (31) of pupils are able to complete one mile in 10 minutes</p> <p>Year 6 - 53% (40) of pupils are able to complete one mile in 10 minutes</p> <p><u>Summer Results show:</u></p> <p>Year 5 - 55% (45) of pupils are able to complete one mile in 10 minutes</p> <p>Year 6 - 57% (51) of pupils are able to complete one mile in 10 minutes</p>	
<p>Pupils participate in iMoves/Super movers/Go Noodle style activities during the school day in order to stay active through the lessons provided indoors and help to stay engaged with the lessons.</p>	<p>c. Liaised with staff so pupils could access topics they wanted to work on throughout the year and in relation to their lessons for that time e.g. in maths, the class were active when learning and dancing/moving to the 8 X Tables with Filbert Fox</p> <p>d. Provided CPD (12th May) on using websites effectively and why they are important to help children stay active during the day.</p>	<p>See costs K.I. 2</p>	<p>Observations show that students are more active during lessons and use the routines to help learn different areas of the curriculum. Teachers report a positive effect on some children with dyslexia and autism to learn times tables in the form of song/rhyming.</p> <p>42% (5/12) members of staff use iMoves weekly/every other day 58% (7/12) members of staff use iMoves fortnightly</p>	

<p>Order and buy new sports equipment to ensure lessons are run smoothly and adequately, in order to enhance the PE provision and the quality of PE being taught across the school.</p>	<p>a. Liaised with staff regarding equipment needed. b. Completed audit of equipment. c. Purchased PE equipment (see below) d. Informed staff of new equipment and where it should be stored etc. e. Enabled all children to take part effectively and with the correct equipment.</p> <p><u>Equipment bought:</u> -Tennis balls and rackets - all pupils have access to racket and numerous tennis balls each -Gymnastics mats - enough for one mat between two, gymnastics tables - two sets allowed for more activity and skills to be taught to more children at the same time -Bibs - allowed for pupils to be organised into teams easily -Cones - allowed for smooth transitions and set areas for pupils to learn -Skipping ropes - allowed pupils to increase in stamina</p>	<p>£2453</p>	<p>There is an increase in active participation during PE lessons due to pupils having access to the right equipment and the number of resources available per session.</p> <p>Observations have shown that teachers are able to organise lessons more effectively so that the teaching of PE is efficient and inclusive.</p> <p>Teacher survey shows that the quality of PE has improved as a result of the purchase of new equipment.</p>	<p>a. Audit what other equipment we need for next year and provide this throughout the year.</p> <p>b. Continue to restock as and when needed.</p>
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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:
				6.28%
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:
Encourage children to meet the 30 minutes of physical activity during school hours by providing a daily mile track on the playground where pupils participate.	a. Liaised with external agency to paint tracks on the playground. b. Provided CPD on the benefits of the daily mile and the impact it has on pupils' health and wellbeing	£980	Children are more active throughout the school day. Pupil's stamina has increased and endurance over time. Pupils are improving their personal best time each time they participate in the daily mile. Increased pupils' motivation across the school during lessons by enabling them to feel more alert. <u>Spring Results show:</u> Year 5 - 37% (31) of pupils are able to complete one mile in 10 minutes Year 6 - 53% (40) of pupils are able to complete one mile in 10 minutes <u>Summer Results show:</u>	a. Timetable daily mile as part of the school day to ensure it is done daily.

			<p>Year 5 - 55% (45) of pupils are able to complete one mile in 10 minutes</p> <p>Year 6 - 57% (51) of pupils are able to complete one mile in 10 minutes</p>	
<p>Pupils participate in iMoves/Supermovers/Go Noodle style activities during the school day in order to stay active through the lessons provided indoors and help to stay engaged with the lessons.</p>	<p>a. Liaised with staff so pupils could access topics they wanted to work on throughout the year and in relation to their lessons for that time e.g. in maths, the class were active when learning and dancing/moving to the 8 X Tables with Filbert Fox</p> <p>b. Provided CPD (12th May) on using websites effectively and why they are important to help children stay active during the day.</p>	£150	<p>Observations show that students are more active during lessons and use the routines to help learn different areas of the curriculum. Teachers report a positive effect on some children with dyslexia and autism to learn times tables in the form of song/rhyming. Feedback from teachers report that concentration levels improved during lessons with pupils able to write longer pieces of work during English lessons.</p>	<p>a. Continue to use active blasts throughout the day.</p>
<p>Pupils to be awarded trophies, certificates and medals to encourage and motivate them to try hard and succeed.</p>	<p>a. Ordered trophies, certificates and medals.</p> <p>b. Liaised with Sports Coach to give out certificates to Sports Star of the Week to each class.</p> <p>c. Encouraged children to participate and try hard during lessons</p>	£100	<p>Children are excited to receive the Sports Star of the week certificate. Increased motivation of pupils taking part during PE lessons.</p> <p>Sports day trophy awarded Player of the year trophy awarded Class of the year awarded</p>	<p>a. Order more trophies and certificates for the academic year 2021/2022.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.7%
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:
External expert to work alongside staff and provide staff CPD by upleveling skills, knowledge and confidence when staff deliver high quality PE lessons. Provide resources and high quality lesson plans where necessary to ensure pupils experience high quality lessons.	<ul style="list-style-type: none"> a. Audited skills and knowledge of teaching staff through questionnaires to assess training needs. b. Liaised with external agency (Crown Hills PA membership) c. Arranged time in the timetable that suits both external expert (SM) and class teacher. d. Delivered a series of lessons so teachers can observe good practice. e. Observed teachers during lessons after CPD to measure impact. 	£1500	<p>Expert worked alongside staff and pupils to deliver block of lessons on Orienteering in year 5. Feedback and observations show that pupils were engaged, active and able to learn a new activity as part of the PE curriculum. Staff have shared feedback that shows they feel confident enough to deliver a block of lessons on Orienteering and it had helped with their knowledge and understanding of how the lessons build upon and challenge the pupils.</p> <p>Quotes from pupils: <i>“I really like how we had to find different answers and this was all around the school.” “The lessons were really fun as we had to go all over the school and work together to complete the task.” “Each lesson was different and I liked how it got</i></p>	<ul style="list-style-type: none"> a. Audit staff in the Autumn Term to see what the need for CPD is. b. Liaise with SM to support staff next academic year based on the needs of the school.

			<p><i>harder each time and the questions were harder.”</i></p> <p>Expert worked with staff to deliver block of work on Gymnastics in year 3. Feedback demonstrates staff confidence has increased, particularly around the health and safety aspect as they are now able to support pupils with rolls. It has helped see the progression of gymnastics over a series of lessons and how skills should be built upon.</p> <p>Quotes from pupils: <i>“It was good because we were allowed to go on the big apparatus and that was fun.” “I enjoyed gymnastics and I learnt how to do a forward roll on week 5.” “I think gymnastics helped me become more confident because at first, I was scared about the apparatus but now I am better and more confident at using them.”</i></p> <p><u>Wider impact:</u></p> <p>Meetings with SM, JD and NH helped PE leader to uplevel some skills which were disseminated to members of KS1 at CPD on 12th May. PE leader was able to pass on information and felt more</p>	
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			confident to deliver CPD based on support from SM.	
External agency to support staff in dance lessons to uplevel and increase confidence of teaching staff and teach high quality Dance lessons.	<ul style="list-style-type: none"> a. Audited skills and knowledge through teacher questionnaire b. Liaised with external agency to come in and support. c. Scheduled time in the timetable d. Pupils taught dance skills. 	£90	<p>Children were given the opportunity to be taught dance skills.</p> <p><u>Results show:</u></p> <p>Year 6 - 86 pupils participated</p>	<ul style="list-style-type: none"> a. Audit staff in the Autumn Term to see what the need for CPD is. b. Liaise with external agencies to support staff next academic year. c. Quality assure external agencies before booking with possible taster session.
Sports Coach to uplevel knowledge and confidence of members of staff during Friday afternoon sessions.	<ul style="list-style-type: none"> a. Audited teaching staff through questionnaire to assess what the need is. b. Liaised with Sports Coach to arrange timetabling coaching sessions. c. Teacher observed lessons delivered by Sports Coach to uplevel own knowledge d. Monitoring showed an increase in staff confidence, skills and organisation during lessons. 	£2466	<p>Feedback shows that teachers found the sessions useful and were able to apply some strategies and ideas into their own sessions. Feedback and observations show that transitions were smoother and children were more active throughout lessons.</p> <p>100% of teachers stated they felt more confident in certain areas of PE after watching Sports Coach.</p> <p>50% of staff have been observed delivering PE lessons after reflecting on coaching session with Sports Coach and adjusting practice - demonstrating effective</p>	<ul style="list-style-type: none"> a. Audit staff in the Autumn Term to see what the need for CPD is. b. Continue next academic year.

			behaviour management strategies and improved organisation.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25.04%
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?:	Sustainability and suggested next steps:
Order and buy new sports equipment to ensure lessons are run smoothly and adequately, in order to enhance the PE provision and the quality of PE being taught across the school.	a. Liaised with staff regarding equipment needed. b. Completed audit of equipment. c. Purchased PE equipment such as balls, cones, bean bags etc d. Informed staff of new equipment and where it should be stored etc. e. Enabled all children to take part effectively and with the correct equipment.		See costs K.I.1 More sports activities offered in PE and lunch/after school clubs. Lessons are purposeful and fully equipped meaning lessons and transitions are smoother. Enough equipment leads to all pupils having the tools to succeed in the lesson.	a. Audit what other equipment we need for next year and provide this throughout the year.
Order and buy new specialist sports equipment to ensure pupils get a varied and rich PE curriculum with access to less traditional sports.	a. Liaised with specialist staff (SM) to enquire about specialist equipment. b. Ordered specialist equipment. c. Stored equipment in the PE cupboard. d. Discussed inventory with teaching staff. e. Provided scheme of work resources to go alongside new specialist equipment.		£4080 Feedback states that staff find that the engaging and challenging resources enable them to teach PE and sport more effectively. Children are excited about the new sports on offer as part of the PE curriculum. Pupil feedback provides evidence of participation in new and challenging activities. "Kurling was really fun as everyone was able to participate at the same time." "PE lessons are good because we play different and learn different skills each term."	a. Continue to deliver these sports next year. b. Research some new sports to introduce as part of the PE curriculum to broaden the range of provisions.

	Equipment bought: Boccia, New Age Kurling, Sportshall Athletics and Gymnastics		"Gymnastics is much better because there is enough room for everyone to have a mat or to work in pairs so it is more fun."	
Provide an activity day which gives pupils to take part in fun and engaging activities whereby they learn new skills, increase confidence or take up sports outside of school.	<p>a. Asked pupils what activities they would like to take part in/have an interest in.</p> <p>b. Liaised with external agencies.</p> <p>c. Liaised with SLT and teaching staff r.e. scheduling time in the timetable.</p> <p>d. Skipping day was organised and delivered for year 3, 4, 5 and 6 pupils</p> <p>e. Boxercise day was organised and delivered for Year 5 and year 6 pupils.</p>	£525	<p>Feedback and observations show that children enjoyed the different activities on offer. Quotes from pupils: <i>"Boxing was so much fun because it is something new and I really liked it."</i> <i>"Skipping allowed us to be more active and to have fun trying something I wouldn't usually do."</i> <i>"It was good to promote teamwork because we had to work together when we skipping using the big class skipping rope."</i> <i>"I felt like skipping helped with my core skills because my belly muscles were hurting afterwards."</i></p> <p>Increase in pupils taking part. Children given opportunity to try new sport.</p> <p><u>Participant total for Skipping:</u></p> <p>Year 3 - 80 pupils Year 4 - 83 pupils Year 5 - 75 pupils Year 6 - 82 pupils</p> <p><u>Participant total for Boxing:</u></p> <p>Year 5 - 78 pupils Year 6 - 81 pupils</p>	<p>a. Introduce new sport or block of work next academic year.</p> <p>b. Liaise with external agency to teach series of lesson/uplevel staff skills/provide opportunity for pupils.</p>

<p>Maximise the number of girls participating in sports by providing them with fun and engaging activities led by experts.</p>	<p>a. Liaise with teaching staff to target least active/least motivated girls. b. Liaise with external agency to come in and teach group of girls. c. Support staff to shadow expert and lead activity after expert is finished.</p>	<p>N/A due to Covid 19</p>	<p>N/A due to Covid 19</p>	<p>N/A due to Covid 19</p>
<p>Provide scheme of work to ensure high quality PE lessons are being taught as part of the PE curriculum and children are introduced to a range of activities and sports.</p>	<p>a. Tried different schemes of work. b. Liaised with sports coach and teaching staff on preferred scheme of work. c. Bought scheme of work. d. Led CPD on using scheme of work effectively d. Distributed to teaching staff. e. Observed teaching staff using scheme of work and effect it has on the lesson.</p>	<p>£300</p>	<p>As a result of the new SoW, monitoring (learning walk) shows that PE lessons are well planned to provide for pupil engagement and activity and skill. Observations show the SoW allows room for challenge and support. Teacher feedback demonstrates an improved confidence and skill level for teaching PE. New SOW allows new sports to be offered to pupils in which student feedback has been positive. Quotes from pupils: <i>"I feel like PE lessons are better now because we have been able to play tennis and I haven't done that in a long time."</i> <i>"I really like basketball because each week I have learnt something new and my teacher makes it fun."</i> <i>"PE is better because we have done it regularly and we have been able to try new sports like tennis and basketball."</i></p>	<p>a. Continue to subscribe to SoW and add new topics into planning folders each term. b. Use skills ladders on SoW to assess gaps in learning. c. Monitor curriculum mapping next academic year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.1%
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:
Motivate individuals and increase the number of competitive sport and inclusive festivals on offer.	<ul style="list-style-type: none"> a. Liaised with staff to identify gifted and talented pupils. b. Liaised with staff to identify pupils who have a keen interest in sports competitions c. Kept a register of number of pupils who take part. d. Liaised with LSSPAN regarding results and numbers of participants. 	£1300	<p>Many pupils have participated in competitive sports. Results were submitted virtually to enable pupils to compete with other schools in Leicester who were engaging in the same activity at the same time.</p> <p>Quotes from pupils: <i>"It was good to time ourselves and beat our personal best scores."</i> <i>"I really liked trying over and over again to improve my score."</i> <i>"I liked it because I hadn't skipped in ages so it was really fun."</i> <i>"Boccia was interesting because everyone could take part and it takes a lot of patience and co-ordination to get it right."</i></p> <p>Pentathlon: Year 4 - 24 pupils Year 5 - 25 pupils Year 6 - 71 pupils</p> <p>Football:</p>	<ul style="list-style-type: none"> a. Schedule time in the timetable and staff rota set up for trips outside of school for next academic year. b. Continue to monitor G+T pupils c. Provide after school clubs to encourage competitive sports to take place and give pupils a fair advantage when competing.

			<p>Year 3 - 16 pupils Year 4 - 23 pupils Year 5 - 21 pupils Year 6 - 26 pupils</p> <p>Skipping: Year 3 - 21 pupils Year 4 - 27 pupils Year 5 - 34 pupils Year 6 - 31 pupils</p> <p>Basketball: Year 3 - 25 pupils Year 4 - 22 pupils Year 5 - 30 pupils Year 6 - 30 pupils</p> <p>Boccia: Year 3 - 23 pupils Year 4 - 23 pupils Year 5 - 20 pupils Year 6 - 18 pupils</p>	
Motivate individuals and increase the number of pupils taking part in competitive football opportunities.	<ul style="list-style-type: none"> a. Liaised with staff to identify gifted and talented (in football) pupils. b. Kept a register of number of pupils who take part. c. Liaised with LDPFSA regarding results and numbers of participants. 	£450 - not spent	N/A due to Covid 19	<ul style="list-style-type: none"> a. Schedule time in the timetable and staff rota set up for trips outside of school for next academic year. b. Continue to monitor G+T pupils c. Provide after school clubs to encourage competitive sports to take place and give pupils a fair advantage when competing.

<p>Increase the number of competitive sports on offer on Sports Day in the Summer Term</p>	<ul style="list-style-type: none"> a. Liaised with sports coach to group children to ensure all get a fair chance of succeeding. b. Audited sports equipment and order more equipment c. Scheduled time in the timetable to ensure sports day can run smoothly. d. Children participated in sports day as part of their class. 	<p>£286</p>	<p>All pupils took part in a competitive style Sports Day. Feedback demonstrates that pupils prefer the competitive sports day over the grouped activities. More pupils were able to come 'first, second, third' as a result of competitive sports day. Quotes from pupils: "Sports day was so much fun this year. I liked that my classmates could cheer me on." "The atmosphere was better as I didn't feel pressured by other parents watching me." "The equipment was good because we had enough egg and spoons and sacks for lots of people to go at once."</p>	<ul style="list-style-type: none"> a. Liaise with SLT about sports day plans for next year
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Signed off by	
Head Teacher:	I Sultana
Date:	19th July 2021
Subject Leader:	Natasha Harris
Date:	19th July 2021
Governor:	
Date:	