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.

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.

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: |
| * PE taught everyday through skills based sessions by teachers or Level 5 PE specialist * Pupils from Year 1 to Year 6 have an hours PE session each week, this is delivered by a PE specialist or Total Sports coach. * EYFS have weekly PE sessions * Continuation of forest schools with qualified forest school leader * Further competitive cluster sports and total sports events in place and after school activities are a success. * New PE resources obtained for both schools. * Two staff undertaken level 5 PE specialism. * Social distance sports day and PE enhancement day * former international badminton player Jenny Wallwork visited both Schools * competitive sports against other schools – children were of mixed ability and from both schools. Great team work | * To further develop curriculum provision of P.E and widen children's experiences through different enhancements via children and parents input. * To develop teaching of gymnastics and resourcing. * To develop local area cluster events. (Covid allowing) * To develop swimming through the use of swimming teacher at school (Covid Allowing) |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO \* Delete as applicable

# If YES you must complete the following section

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year: September 2020 to March 2021** | **Total fund carried over:** | **Date Updated:**  **Nov 20** |  | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| £ |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?: | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: |

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. |  |
| 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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | 75% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 50% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Yes/No |

**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:** £ | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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** |  |
| To enable pupils to gain a wide experience of a range of sports and create lots of opportunities for a healthy lifestyle. Keeping physically active will compliment and supplement the school's approach to mental health. | Children to take part in half hour daily skills sessions. Lessons are differentiated to Milestones.  PE coordinator to continue and monitor ½ hour sessions per day of PE with clear long term plan and differentiation to ensure progression through the year groups. | ATA level 5 2½ hours per week alongside teachers  £950 | The ½ sessions enable children to put skills in place for more competitive sporting events.  All children taking part including vulnerable children.  Teachers benefit from CPD from level 5 ATA | Think about the weather, Children could run around the field and then complete activity inside- social distance permitting)  Long term plan and support will ensure sustainability into the future |
| To develop the outdoor area for EYFS in order to further engage EYFS children in active lifestyles through promotion of exercise | £2000 | Outdoor area provides an exciting and inviting learning environment that promotes outdoor play and exercise  The outdoor area is well used and good progress in all areas of learning is achieved | Sustainable environment for our EYFS children |
| Healthy lifestyles and mental health are built into PSHE / science and forest schools long term plan timetabled sessions | £0 | Healthy living and mental health are covered in the long term plan | Long term plan and support will be sustainable into the future  £3250 |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| To teach children core values and life skills to apply to other areas. | Throughout PE sessions/forest school sessions children are taught key values such as teamwork, leadership, respect and resilience | 8 days per year forest schools teacher at each school £680 | All children to be able to show our key values in PE and other subjects | sustainable |
| To ensure all children see PE as a high profile part of the school curriculum | To promote PE/Forest School using a Display or folder | £0 | Forest School and PE promoted across the federation | sustainable |
| Celebrate PE with certificates for teamwork, leadership, respect and resilience | £0 | Children feel their skills, talents and interests are valued and that PE is an important part of the curriculum. |  |
| Sports visitors and visits to sports facilities to be included in the curriculum (PE enhancement days)  Dance teacher ½ term per year with cpd for TA / teacher | £2000 | Children to meet different sporting people and take part in their activities.  Children to use equipment that we don’t have in the federation.  Children experience a wide variety of sports |  |
| To encourage year 6 to be sports leaders | Year 6 children to lead activities in PE with the support of the adult | £0 | Other children to leaders as role models. | £2680 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| To work with class teachers/support staff to upskill and improve confidence in teaching and planning PE during lessons. | PE coordinator to support staff with planning of PE and leading of subject. | 1day per half term PE coordinator £510 | High quality PE planning for all year groups. | Staff will be confident to plan PE.  PE will have a sustainable low cost plan going forward |
| Coach and PE Coordinator to work alongside staff to help upskill their knowledge.  Provide twilight sessions for teaching/support staff. | Total sports PE coach ½ day per week £2000  Staff meeting for all staff on physical activity and sport activities £100 | High quality PE taught in school which all children can access | Staff will feel confident to deliver a strong PE curriculum. |
| To further develop skills and knowledge of staff to lead high quality PE | ATA to undertake level 5 training in sports leadership | £1000 | Level 5 sport leaders course | Two highly trained support staff able to assist in delivery and leadership of PE at Foston.  One highly trained support staff able to deliver high quality PE at Terrington. |
| ATA (level 5 leader)at Foston to work alongside PE coach for CPD | ½ day ATA time / week £1250 | To lead ½ sessions | Level 5 PE coach continue with coaching in order to remain sustainable into future  £4250 |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To give children a wider variety of sporting opportunity through our PE enhancement days. | Take in to consideration what all stakeholders including the children would like to take part in and explore these opportunities. | £0 | A list of sports to be included for sports enhancement days and visits to different sporting facilities | To be reviewed annually |
| Children to take part in different sporting enhancements;  • Golf  • Archery  • Kurling  • etc  All enhancements to be planned and linked to the curriculum. | £2500 for resourcing | New equipment available to be shared across schools – already purchased | Sustainable |
| To engage less able and disengaged pupils in a wider variety of PE and physical activity. | The use of ½ hour skilled based sessions | £0 | All children to be engaged and able in all PE lessons | Sustainable through training of all teaching staff |
| To offer a wider range of sports and activities through afterschool clubs. | Children offered different afterschool clubs including:  • PE clubs  • Forest school club  • Gardening club  • Cooking club  • Dance club  Majority of clubs held outside to encourage physical activity.  Covid allowing. | £1000 resourcing and ground prep for  Garden area  £2000 for outdoor classroom (quote to be obtained) | All clubs are highly successful and include a variety of children including vulnerable.  Outdoor learning a priority in school | Covid allowing.  Wrap around care to be outside where possible  £7000 |

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| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To ensure that children will take part and experience a range of competitive sporting activities | To take part in opportunities for competitive sports provided by either cluster(Norton County Primary) and total sports (Covid Dependent, possibly virtually) | £500 Transport | Children experience a wide range of competitive sports.  Children to work with partner schools by creating mixed teams.  All children to take part at some point throughout the year. | Sustainable through promoting interest in competitive sport |
| PE coordinator to organise cross school activities to enhance provision of competitive sports activities (possibly virtually) | See above | Children will get to experience a wide range of different competitive sports  Children get to know partner schools by creating mixed teams.  Virtual activities – children will be competitive with different schools as well as with their year group in school | Sustainable through promoting interest in competitive sport |
| All three school to join together for sports day (covid allowing – virtual sports day to take place). | See above | To enable all children to compete against a wider range of age appropriate peers | Sustainable through promoting interest in competitive sport |
| To include competitive sports in half hour sessions | Children to compete against one another during different ½ hour session.  e.g running against an appropriate peer.  Dodgeball – throwing and catching | £0 | Children to compete against their peers so they understand what it is like to compete against others. | £500 |
|  |  |  | Total | £16490 |

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| Signed off by | |
| Head Teacher: | Sarah Moore |
| Date: | 1 12 20 |
| Subject Leader: | Louisa Cooke |
| Date: | 1 12 20 |
| Governor: | Helen Ashdown |
| Date: | Jan 21 |