

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: |
| <ul style="list-style-type: none"> ● School Games Platinum award for 2017-2019 ● School Games award for 2019-2020 ● School Games Virtual award for 2019-2020 ● Youth Sport Trust Silver Quality Mark ● Youth Sport Trust Headteacher Ambassador ● Employ a PE and Sports Teaching Assistant ● Introduction of the Daily Mile to Key Stage 2 ● Participation in School Games events and virtual School Games events | <ul style="list-style-type: none"> ● Increase KS1 and KS2 provision of outdoor equipment to ensure break times and lunchtimes are fully active ● Introduction of a new PE curriculum |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | Swimming has resumed and new data will be available July 22. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Swimming has resumed and new data will be available July 22. |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Swimming has resumed and new data will be available July 22. |
| 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? | Swimming has resumed and new data will be available July 22. |

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: £17 537 | Date Updated: May 2021 | | | |
| 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: |
| | | | | | 20.4%* |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To provide the opportunity for 30 minutes of physical activity in school time for each pupil | Audit playtime equipment Engage with children to decide what equipment to purchase Purchase equipment | £3200 | More children accessing 30 active minutes within the school day (at break, lunchtimes and after school). | Further engagement of families virtually to support delivery of 30 active minutes outside of school time | |
| To maintain extra-curricular sport provision | To provide sports club for each year group when clubs start again after Covid-19. | - | Children attending extra-curricular sports clubs on our school site will be sustained. | | |
| To support our PE teaching assistant to deliver break time and lunchtime activities | Activities at break time and lunch time will be available for children to participate in | - | Increased activity at break times and lunchtimes. | | |
| To provide the opportunity for 30 minutes of physical activity in school time for each pupil | Up keeping of Moki trackers – new batteries and new trackers due to wear and tear. | £382 | Children continue to wear to track activity. | Upkeep of Moki trackers will mean more children will be able to wear them and track their activity on a daily basis. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| | | | | | 9.1%* |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To develop leadership skills in our pupils. | Leadership opportunities to be developed within classes during PE. To be developed on the playground and | - | Class members to be involved with planning and delivering sports opportunities across school year, within their own ‘bubble’, when restrictions allow. | | |

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| | break times and lunch times. | | | |
| To provide focussed physical intervention programmes | Identify children who have less developed motor skills Deliver individual programmes for these pupils | £1598 | Physical intervention programme supporting children who require additional support with physical skills. Improved physical skills in these children. | |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 65.6%* |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To provide access to a range of non-competitive festivals through joining the Ashington & Coquet School Sport Partnership which includes Primary membership of Youth Sport Trust | Each year group (years 1-6) to attend School Sports Partnership festivals. | £690 £2600 | All children will have a positive experience of taking part in a sports festival and will be able to explain the benefits of being physically active. | |
| To support the delivery of high quality PE across the school. | Purchase the PE scheme of work from Complete PE. | £228 (£1062 spent on underspend from last year) | All children accessing high quality PE lessons throughout the school. | Staff training |
| To support the delivery of high quality PE across the school. | Curriculum overhaul. New long-term plan, progression maps and year group coverage base on Complete PE scheme. | - | All children accessing high quality PE lessons throughout the school. | |
| To improve the confidence of staff in using core tasks to deliver the primary PE National Curriculum. | PE session to be included in staff meeting (supported by School Sport Partnership) | - | Teachers are more confident when using core tasks in their PE planning | Continual process of staff development based on audit of teachers' needs will be continued in future years. |
| To develop staff confidence and subject knowledge through provision of CPD | One member of staff to attend partnership meetings to develop CPD. | - | Teachers are more confident when teaching PE. | Teachers will continue to have an impact on future cohorts of children. |
| To support class teachers with planning and delivering high quality lessons and schemes of work. | Specialist PE teaching assistant to team teach with class teacher | £7 994 | Teachers more confident to deliver a range of sports. Children make good progress in PE. | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 6.2%* |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To provide safe, varied and innovative equipment to support all children's learning in a wide range of activities. | Audit current equipment All staff involved in selecting additional equipment to purchase | £1000 | Children engaged in learning in PE as a result of new and varied equipment | |
| To deploy leaders to run a range of lunchtime activities for other children | Deliver playground leaders' training Establish a rota Support leaders in their role by regular observations and meetings | £100 | Children more active at lunchtimes due to increased opportunities | Trained leaders work with children in younger years to ensure continuity of leaders within the school |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 0%* |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To develop intra-school competition | Intra-school competition to be held each half term, where Covid restrictions allow. Match reports featured in newsletters / website | - | More children taking part in intra-school competitions. | |
| To enable pupils to compete against other schools | For the majority of this year, it is presumed that face-to-face completion will not take place. However, virtual involvement is offered through School Games, which will be held virtually. | - | More children taking part in inter-school competitions. | |

Total allocation: £17 537

Total anticipated spend: £17 792

* Not 100% due to overspend

