





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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
1. Engagement of all pupils in regular physical activity for up to 30 minutes per day in school through morning Activate and lunchtime activities. 2. Profile of PE raised across school on website and through social media. 3. CDP training for increased confidence, knowledge and skills of staff in the teaching of PE and sport. 4. All staff trained in Real PE. 5. Introduction of ten minutes of daily ACTIVATE session every morning for all child	Due to Covid 19, these activities have not been implemented. <ul style="list-style-type: none"> • Increased participation in competitive sport – many events have been missed due to not being in school • Traversing wall has not been purchased • Sports coaches have not been to visit school • Intra school sports day did not take place but a virtual “Rainbow Games” event planned for children to enter at home.

Meeting national curriculum requirements for swimming and water safety.	
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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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 pupils today and for the future.

Academic Year: 2019/2020	Total fund allocated: £14,000	Date Updated: July 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increased physical fitness. Improved body image. Increased concentration in class. Increased well-being of children. Increased confidence. Happy children. Positive attitudes to work	Daily Activate session 15 minutes of structured yoga/Pilates/Thai Chi daily, following the Activate programme at the start of the day. PE lessons to be 'better engaging the least active and reluctant pupils'. Active lunchtime, Real PE engages all children in a positive manner with children 'competing' against themselves. This links into skills teaching to cover Games teaching. Mini-leaders have zoned activities on a rota basis. Sports crew have "Friday Fun Day"	£1000 for PE staff cover where applicable No costs associated as it is embedded into everyday lessons	Timetabled daily activate. Core strength and mindfulness is developed. Children are 'ready for learning'. Rotas for sports crew and mini leaders detailing a range of activity. Mini-leaders using skills learned from Athletics events with groups of children at lunchtimes Increased confidence of sports leaders. Children enjoying a range of activities throughout the day. Raised standards through intrinsically motivating pupils by physical activity.	Physical activity is embedded into school life. This is ongoing Research different schemes/activities to keep the children interested. Purchase training for mini-leaders. The use of Real PE is ongoing.

	Encourage active travel through “Walk to school, park and stride” weeks	£100 nominal budget for marketing and printing of information and rewards schemes	Every child is inclusively involved in every PE lesson. Challenges and skills are progressive, competition is against self, rather than others, to build up confidence and self-esteem. Children have the skills to use in ‘game play’		
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		
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:	
Ensure all children and parents are aware of the PE and sports available through school and that all children are prepared with correct clothing and equipment at all times so they can participate fully. Support the least active children by providing targeted activities and running on extending school sports and after school clubs. Celebration of PE and sporting achievements on school website and in collective worship; to encourage	Children and staff given self-assessment sheets to baseline where they are at the start of the year, then repeated at the end of the year. PE questionnaire given to every parent at the end of the school year. Keep PE log books updated termly Identify pupil premium and vulnerable children and invite them to after school clubs.		printing and admin costs printing and admin costs £500	More children are involved in physical activity in and out of school. Children ‘own’ their successes. Children and staff given self-assessment sheets to baseline “where they are now”. Children are prepared for activities with correct kit at all times. Parental support both in and out	Set a challenge for the Easter and Summer holidays. Keep website up to date. Celebrations celebrated on PE noticeboard. Hold a monthly PE and sport celebration assembly

all children to support and encourage one another. Raising the profile of PESSPA in and out of school.	Sports notice board purchased and kept up to date. PE curriculum overview on school website.	£550	of school. Parents have access to current information.	
To get families more active together.	Active Holiday challenge, given to all children over the two week Christmas holiday period, for children and their parents.	Printing and admin costs	Children are being more active with parents/family. They are encouraged to experience a wide variety of activities.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To provide all staff with training and the confidence to teach a PE lesson showing progression and consolidation of skills. Pupils have access to high quality PE and sport in all lessons, including lunchtimes and after school. Improved involvement with PE and sport throughout the whole school. Access to high quality swimming teaching. Ensure First aid coverage across the whole school	All staff to have Real PE training and observe their class being taught Real PE. All classes to have a weekly Real PE session, Teachers hold level 2 teaching swimming qualifications. Offer CPD to all staff through Erewash Schools Sport Partnership and Derbyshire School Sports Organisation. Training provided for all Staff	£1,795 staffing costs to provide extra staffing for external events £1,500 annual membership fee for ESSP basic package £1,350	Real PE aims to transform how we teach PE in order to include, challenge and support EVERY child. It supports teachers and other deliverers to make small changes that will have a significant impact on their learners. Improved teaching of PE and sport Increased confidence for all staff when teaching and assessing PE.
			Sustainability and suggested next steps: Real PE can be taught in every class by any member of staff, with confidence. Staff questionnaire to check confidence levels when teaching PE and Sport in school, check whether any CPD is needed for progression.

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 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:
<p>Additional achievements: Children exposed to a wider variety of sports and physical activities that they can pursue in and out of school.</p> <p>Children are able to focus on the 'whole' body in relation to health and wellbeing.</p> <p>Make mindfulness a daily part of school life.</p> <p>Cultural sports and dance events</p> <p>Offer a range wider range of after school activities.</p> <ul style="list-style-type: none"> • This Girl Can • Traversing club • 	<p>Parent PE and Sport questionnaire sent to every family (2/12/19) to increase parental awareness.</p> <p>Invite coaches from local sports clubs to come into school to promote their club. Give out any flyers from sports clubs inviting children to join/take part in external activities.</p> <p>Provide a Chinese new year dance event for whole school</p> <p>Attend This Girl Can meetings at ESSP partnership.</p> <p>This Girl Can ambassadors to run after school club open to girls only, giving them the chance to experience a range of games.</p> <p>Purchase a Traversing wall, run after-school club.</p>	<p>Printing and admin costs</p> <p>Possible staffing and transport costs for external activities</p> <p>£440</p> <p>£180 per event for travel</p> <p>£100 budget for equipment</p> <p>£5000.00 TBC</p>	<p>Children interested in trying a different sport out of school have access to information about a range of out of school clubs.</p> <p>School has an awareness of the type of activities the children would like to try.</p> <p>Experience of a new culture</p> <p>Girls given the chance to feel confident in a safe environment.</p> <p>Girls given the chance to experience a variety of sports in a 'girl only' environment to raise confidence and skills.</p> <p>Children learn different skills.</p>	<p>List of out of school clubs to be updated half yearly on school web site.</p> <p>Ascertain what types of cultural events the children would like to experience next</p> <p>Girls feel confident to join in with PE and sport in and out of school.</p> <p>Continue to attend This Girl Can meetings at ESSP</p>

Key indicator 5: Increased participation in competitive sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Improve physical health. Developing social skills. Build self-esteem and confidence. Lifelong well-being. Sharing sporting successes from out of schools will improve self esteem</p>	<p><u>Intra sports:</u> Sports ambassadors to run Fun Day Friday lunchtime club. All children will compete in house teams in a variety of different activities. Whole school sports day.</p> <p><u>Inter sports:</u> Take part in a range of competitions through ESSP Take part in tournaments run through the Skylark cluster group.</p>	<p>£100 budget for equipment</p> <p>£100 budget for equipment</p> <p>£180 per event for travel</p>	<p>Each year group will take part in differentiated challenges. Challenges to be repeated at the end of each term to see if they have improved their skills.</p> <p>Teams compete in a whole school event, encouraging support from children, parents and staff.</p> <p>Invite children from all year groups to participate in sports events out of school.</p> <p>Children have gained the benefits of teamwork, resilience and leadership which can be taken through into their daily lives. Children have developed their social skills and built up self esteem</p>	<p>Increase participation with school sports partnership.</p> <p>Establish sports competitions through small school cluster</p>

Signed off by	
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Date:	15.7.2020
Subject Leader:	Liz Richardson
Date:	15.7.2020
Governor:	
Date:	