

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Social media has kept parents and carers well informed of sporting activities and clubs.</p> <p>Children have been offered a wider variety of sporting activities for extra curricular activities including the promotion of well being.</p> <p>Children understand how to analyse their own performance and provide feedback to other pupils.</p>	<p>To promote and sustain pupil wellbeing throughout the school.</p> <p>Providing the children with an opportunity to take part in more competitive sport.</p> <p>Regular staff meetings/discussions to ensure the curriculum is consistent and streamlined to maximise efficiency.</p> <p>Continue to encourage active travel</p> <p>Praise and celebrate sporting achievements</p>

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>	10.52 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	10.52 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	10.52 %

<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 The booster sessions are used in year 3 the 'normal' sessions are provided for children in year 2.</p>
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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

Academic Year: 2019/2020	Total fund allocated: £17,580	Date Updated:		
Key indicator 1: The engagement of <u>all</u> 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: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
For each class to complete additional daily physical activity. Lunch time games carried out by welfare staff to promote physical activity.	Daily mile Wake and shake Bikeability.	Bikeability £690 for 5 bikes delivered to school.	The daily mile has been used mainly in upper KS2 and has had a positive e impact on behaviour. Wake and shake has been used in KS1 and has improved the children’s alertness and readiness for learning. Progression is seen with skipping in two year groups with progression tracked with each child.	To promote the daily mile across the school to improve children’s readiness to learn and promote physical activity across the school. Ensure lunch time and break times games are being used effectively.
Access high quality specialist coaching in a broader range of sports and activities.	Gymnastic sessions prior to lockdown. Gymnastic specialist providing videos for the whole school during lockdown. Covered a range of skills for the whole school. Staff to observe and develop skills and knowledge Children at home completing their gymnastic sessions.	£60 per week for 2 afternoon sessions =£2,130	Differentiated videos from the specialist have been given out to the children, the children have enjoyed these videos and recorded their performances to show to their class teachers. Children develop skills in a range of sports CPD for teachers to increase confidence, knowledge and skill in the delivery of gymnastics and health and exercise - Increase	Ensure gymnastic videos are continuous and are used for each class including EYFS.

			attainment levels - Inspire children and promote a healthy and active lifestyle.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE class certificates are being identified and rewarded during celebration assembly, this promotes the importance of excellence and effort in children's learning.	Reward certificates and stickers are given out during assembly time. Information about PE achievement is shared via the newsletter, Facebook and the school website	Printings costs/ certificates/ stickers £100	School website /Newsletter Inviting parents to assembly	Children feel valued in their PE lessons and this is demonstrated by a positive change in their attitude and effort.
Using oracy in PE lessons to engage children to critique their own development.	The speak like an athlete board promotes discussion and sentence starters to help children evaluate their own performance and assess each other through lessons.	N/A	Children can answer reflective questions such as the importance of teamwork or the need for inclusion. The board helps the children discuss with one another their own development and assesses themselves this helps the children's self-esteem and self-worth.	Ensure all year groups are using the board during PE lessons.

For all staff to be confident in teaching PE following a clear progression of skills, providing lessons with appropriate pitch and challenge.	Developed a clear progression tool for teachers to ensure that pitch and expectation is accurate and skills are built upon. New Lancashire Scheme of Work 2020 which provides clear guidance on how to plan and deliver FMS through the National Curriculum.	N/A	Lesson observations Pupil feedback	Ensure teachers are using the new scheme of work and progression document to plan ahead with the PE curriculum.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				78%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Appointment of a gymnastic specialist teacher ½ a day a week to deliver high quality PE.	<p>Specialist Teachers model and team teach lessons with staff to develop staff confidence and competence in PE.</p> <p>All staff teaching PE are aware of the importance of Physical Literacy and the need to develop Fundamental Movement Skills from an early age.</p>	Previously listed	<p>Lesson observations</p> <p>Pupil feedback</p>	Staff to observe and lead more independent sessions for their own class and gain feedback and guidance from the specialist.
<p>Commando Joe</p> <p>Continue to Improve the provision of resources and structured missions in order to enhance resilience and confidence. Lunchtime sports will positively impact behaviour and reduce negative impact on afternoon's learning.</p> <p>Improve emotional and social wellbeing of key children with the introduction of Self Esteem groups.</p> <p>Introduction of Physical mentoring with chosen students that teachers</p>	<p>Specialist coach (commando Joe) model and team teach lessons with staff to develop staff confidence and competence in PE.</p> <p>Worked with identified groups of children and working closely with the inclusion manager to promote gross motor skills.</p> <p>Liaised with behaviour lead to use of sporting activities to improve the behavior of identified children through team games and developing resilience through sporting activities.</p>	£13,670	<p>Pupils will have developed greater physical skills and confidence in core stability.</p> <p>Daily intervention with individuals and groups established and proven over the term to establish self-belief and structure and calm, supporting the other class members.</p> <p>Students and teachers look forward to missions. Good knowledge of characters and mission specific understanding established.</p>	<p>Enhanced pupil performance, positive attitudes to health and well-being.</p> <p>Sports equipment from CJ to be used in PE lessons.</p> <p>Pupil feedback</p>

<p>may feel a lack of physical and motor skills</p> <p>Raise Profile of the Character Curriculum for EYFS and inclusion within the whole school ethos.</p> <p>Possibility of Parents & students Mission (Tues) after school club. Allowing both students and parents an understanding of Cjs.</p> <p>Key physical intervention groups will be held weekly at the scheduled time. They will be followed up with an update to the teacher to ensure that all provision for selected children is recorded. Individual and group interventions to continue in as directed.</p>			<p>Character traits used across the curriculum and awarded with certificates at Friday assembly.</p> <p>Sports Equipment to support activities and promote topic activities to link in with class curriculum.</p>	
<p>Bikeability- KS1 and EYFS trained to deliver balance bike sessions.</p>	<p>Staff trained to deliver well structured lessons using the bikes so that children increase their balance and co – ordination through regular use of the bikes.</p>	<p>Previously Listed</p>	<p>EYFS and year 1 have had numerous Bikeability sessions with identified children to promote core strength and build gross motor skill.</p>	<p>Reception to use balance bikes weekly for all pupils in class.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 2%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Curriculum map created that delivers a broad and balanced PE curriculum	Lancashire Scheme of Work is now being used across the Key Stages.	N/A	Curriculum Map provides a broad and balanced PE programme.	Children are provided with opportunities in a range of sports and activities across the key stages.
Develop a wider range of after-school clubs to allow pupils to take part in a wider range of sporting activities.	Different clubs available to children through specialist sports coaches and teachers. The children also have the opportunity to select what clubs they would like to attend. (Judo) (Dance) (Missions and challenges)	Judo £300.00 Dance session = £60 Missions and challenged (previously listed)	Clubs are on offer to all key stages throughout the school on a weekly basis. More pupils are getting involved and willing to try new games and activities. (Number of pupils attending clubs increased) More staff involved in supporting and running extra-curricular clubs.	Through pupil conferencing, try to make more clubs available specific to what the children want to learn and attend.
10 Balance ability bikes and equipment have been purchased for KS1. A shed purchased to store the bikes.	Balance bikes are to increase balance, coordination and agility of KS1 children. .	Bikeability (previously listed)	Balance bikes have been used in KS1 to increase their balance and co – ordination through regular use of the bikes.	To ensure that the bikes are being used effectively for the children to develop a wide variety of skills.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Provide opportunities for the children to take part in competitive sport in intra competitions in school	Children will take part in house matches against children in their year group to test the skills they have learnt.	£0	Children are becoming more aware of the skills they need to achieve in different sports and these are being utilized in school competitions.	This can be put out across the school so that all year groups and key stages can take part against one another.
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