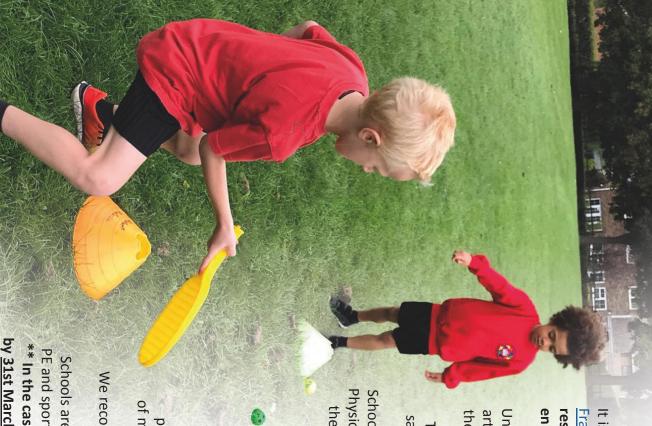


YOUTH SPORT TRUST



enhances the effectiveness of the school'. responsible for governors all understand their respective roles and perform these in a way that <u>Framework</u> (Ofsted 2019 p64) makes clear there will be a focus on 'whether leaders and those It is important that your grant is used effectively and based on school need. The Education Inspection

the outcomes which result (IMPACT). articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate Under the Quality of Education criteria (p41) inspectors consider the extent to which schools can

same three headings which should make your plans easily transferable between working documents To assist schools with common transferable language this template has been developed to utilise the

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

- Develop or add to the PESSPA activities that your school already offer
- benefit pupils joining the school in future years Build capacity and capability within the school to ensure that improvements made now will

which schools should demonstrate an improvement. This document will help you to review Please minibus gov.uk for the revised DfE guidance including the 5 key indicators across

of meeting the reporting requirements of the Primary PE and sport premium. provision and to report your spend. DfE encourages schools to use this template as an effective way

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

PE and sport participation and attainment by the end of the summer term or by 31st July 2021 at the latest. Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils'

by 31st March 2021 ** In the case of any under-spend from 2019/20 which has been carried over this must be used and published

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 your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must We recommend regularly updating the table and publishing it on your website throughout the year. This evidences









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.

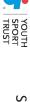
this is a legal requirement. Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding -

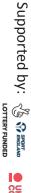
N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Improved skills of teaching staff, relying on previous experience and a collaborative approach especially within key stage 2.	Continually updating P.E. resources as equipment becomes dated or beyond practical repair.
All children participating in joint P.E lessons at present so all children are receiving differentiated age related outcomes across all areas of P.E. currently being delivered. This is due to low numbers because of Covid-19. However it is an area that is allowing staff to learn from each other and develop lessons outside of their own class.	Means to participate in a range of P.E. activities off-site
Upgraded equipment making for better resources in the delivery of P.E.	
A wider range of sports being delivered depending upon the cohort of children.	
Increased use of technology within P.E. with the use of an Interactive white board.	
Blending learning approaches including access to web based P.E lessons for home schooling children.	
Children having access to P.E. Kits which does not limit participation of any child.	
Daily activity on arrival	
Encouraging physical activity during the school day – break times (staff supported activities such as tag and football) and within choose time (just dance)	











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.

What Key indicator(s) are you going to focus on? Intent Inte	2021 £1700.00 101/03/2021 \$\text{order to the Over.} \text{order Operated.} \text{01/03/2021} \$\text{order points to focus on?} \text{Implementation} \text{Implementation} \text{V/A}
To introduce recently N, purchased equipment within the school day to encourage physical activity and exertion.	Implementation introduce recently N/A rchased equipment within school day to encourage ysical activity and exertion.
	ion /A
Impact We previously bought a wide range of new sports equipment for children to access during the school day, due to a range of factors including COVID-10 and the	<u> </u>



























No	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?
N/A	What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?
N/A	What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?
N/A	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 2021.
We currently have no year 6 children on jigsaw roll.	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.











Action Plan and Budget Tracking

evidence of impact that you intend to measure to evaluate for pupils today and for the future. Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

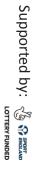
Academic Year: 2020/21	Total fund allocated: £3300.00	Date Updated:(:01/03/2019	
Key indicator 1: The engagement of a primary school pupils undertake at le	Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity — Chief Medical Officers guidelines recommend that Percentage of total allocation: primary school pupils undertake at least 30 minutes of physical activity a day in school	Chief Medical Of day in school	ficers guidelines recommend that	Percentage of total allocation: %
Intent	Implementation		Impact	100 %
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:
Enable children to access a range of physical activities that are not school underspend budget allocations to based and therefore offsite. Contribute P.E budget and previous underspend budget allocations to the purchase of a school minibus which will therefore allow off site	Contribute P.E budget and previous underspend budget allocations to the purchase of a school minibus which will therefore allow off site	£3300.00	We will be able to participate in a range of P.E. activities off site including those ran by other school settings, specialist service	Increased participation in a range of offsite P.E. activities that would otherwise not be accessed.
Key indicator 2: The profile of PESSP/	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole s	tool for whole sch	chool 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children to participate in wearing Jigsaw Pedometers before they start the Jigsaw Jaunt and the more obstacle course based version (weather dependent) upon arrival.	All staff to be able to participate in the Jaunt or to encourage another form of physical activity upon arrival.	N/A	Once COVID-19 restriction are removed children will be given access to 'Jigsaw Pedometers' and encouraged to register as many steps as possible during the school day.	To encourage physical activity and increased movement throughout the day, starting with a morning activity.

















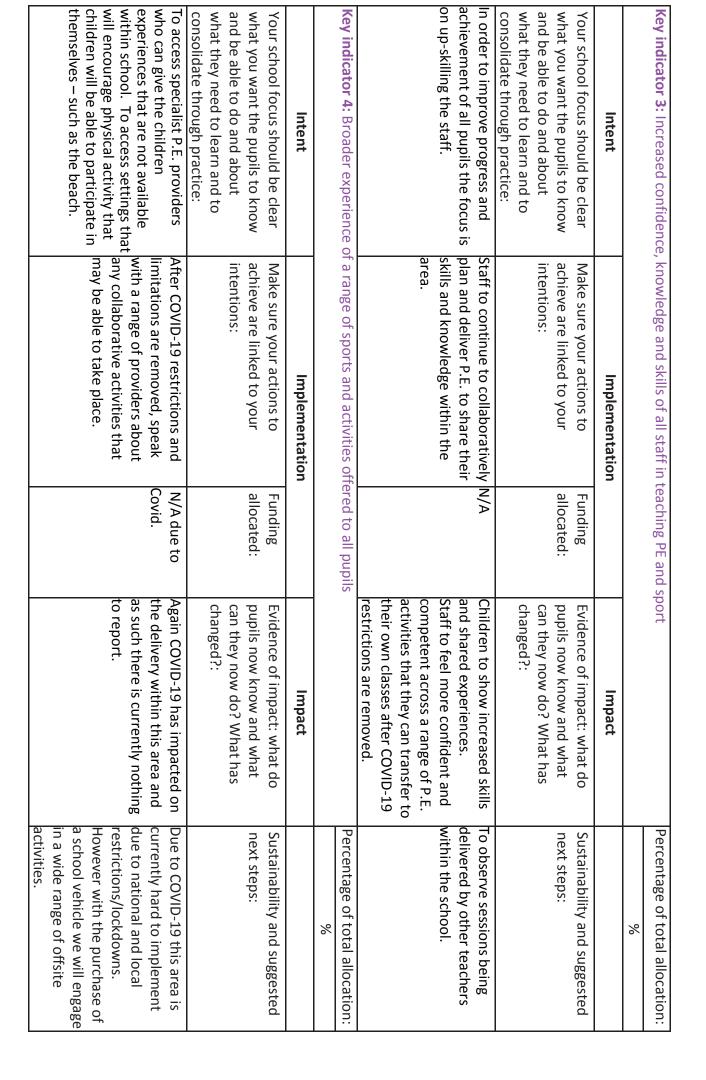








Active Mare active









Key indicator 5: Increased participation in competitive sport	on 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:
School sports day. Promoting a willingness to achieve and	Subject leader to organise sports day, staff to be made aware of		Children enjoying, build up to sports day should see children	Yearly sports days to be continued.
appropriate competition.	role in sports day.		learning new games/activities.	
Inter school competitions.	Competitive sports can be hard for our school, so subject leader will ask for children to be competing within weekly PE lessons.		Questioning teachers about children's attitude towards competitive sports.	I would like to seek advice from other SEMH schools and hopefully compete against each other.

Date:
Governor:
Date:
Subject Leader:
Date:
Head Teacher:
Signed off by



