

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.

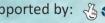
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Improved number of pupils accessing after school clubs and lunchtime activity Teachers more confident in setting up and using larger climbing equipment in the hall.  Wider variety of activities.	

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?	40%
<b>N.B.</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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes











## **Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2019/20	Total fund allocated: £16487	Date Updated:	23.11.19	
<b>Key indicator 1:</b> 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		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:
Structured activities at lunchtimes and breaktimes. Led by staff and play leaders.	Play leaders selected and trained by PE lead. 3 x sessions.			
<b>Key indicator 2:</b> The profile of PESSP	A being raised across the school as a t	cool for whole sc	hool improvement	Percentage of total allocation:
Intent	Implementation		Impact	70
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:
Pupils to arrive in school ready to learn. Pupils to be refocussed by physical activity where necessary to support other learning. Pupils to access outdoor learning to	Use of morning circuits and other physical activities for targeted pupils before school and during the school day where necessary. Orienteering boards and equipment			













embed and supplement other subjects.	equipment updates and maintenance.	











<b>Key indicator 3:</b> Increased confidence	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?:	Sustainability and suggested next steps:	
PE to be planned and delivered with structured progression map in place.  Staff to shadow experienced teacher in lessons.	PE lead to support planning and delivery through modelling PE sessions. 5 x planning sessions	£1500			
<b>Key indicator 4:</b> Broader experience of	f a range of sports and activities off	ered 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:	
Subject knowledge of all staff to improve – including support staff who work within PE sessions. This will impact on the range and experiences of the children, supporting them to find a sport they enjoy.		£8000 £2000 £2400			

Created by: Physical SPORT TRUST









Purchase new equipment e.g. curling equipment.  Named MSA to lead physical activity at lunchtime.		
After school clubs provided to children FOC		









Key indicator 5: Increased participation	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:
More children accessing sport outside List of local clubs available and PE		£600		
of school and being signposted to clubs.	lead to liaise with local coaches			
	Visit to local gymnastics club			

Signed off by	
Head Teacher:	Alison Buddle
Date:	29 <sup>th</sup> October 2019
Subject Leader:	Ben Carr
Date:	29 <sup>th</sup> October 2019
Governor:	lan Stancer
Date:	29 <sup>th</sup> October 2019





