

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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TRUST





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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Zoning and Play/sports leaders continue to be a key part in increasing physical activity in our school. Zoning works well and pupils look forward to their slot. It is well organised and resourced. We have a wealth of pupils who want to be leaders at break time and lunch times and are proving to be fantastic role models. Zoning at lunch times continues to ensure that pupils have structured play at lunch times, which has had a positive impact on behaviour. • Increased standards across the school in PE lessons through team teaching and specialist PE teacher support. Staff are more confident, particularly in assessing and developing FMS as a result of support and a focussed approach across the school. We now assess every year group at the start and end of each year so that the teacher and subject leader are well informed to plan an appropriate curriculum. The CT and SL evaluate the FMS assessments. Pupils who are below the level expected in KS1 are provided with intervention with ESPE to improve their skills and confidence. • Improved performance at competitions has resulted in a higher profile across the school and increased parental engagement. This has been supported through sharing success through social media. • Healthy active lifestyles unit introduced, and staff are more confident in delivering this unit themselves. The pupils really enjoyed this unit and engaged with learning why and how to look after their bodies. Willow class even did an assembly to share what they learnt. • School Games – improved to the Gold Award, previously Silver. • Successfully hosting inter school competitions at Duke Street, really created an interest in sports competitions with staff and pupils alike. Our pupils were trained as leaders and did a super job in assisting ESPE in the running of the competitions. By hosting the competitions at Duke Street not only created interest but also enabled more of our pupils to take part. 	<ul style="list-style-type: none"> • Whilst some classes have embraced the Active 30 minutes, others are inconsistent and need more support. We will focus on improving this across the school to ensure that staff feel supported to provide pupils with the opportunity to be active during the school day. • Following on from the Healthy Lifestyles unit we need to look at ways to involve parents in their responsibility of the Active 30 minutes. • Maintain the focussed approach to FMS and provide interventions to pupils who are struggling to ensure that they have the confidence and skills to access PESSPA. • Ensure that all staff have access to and are following the updated Lancashire Scheme of work. Provide training in using the PE passport app for planning and assessment in PE as this is new to our school. Alongside this the PE subject leader will update the curriculum map and ensure that there is a skills progression document to support teachers. Support to be provided for the subject leader. • Games has been identified as an area in which staff need further support. The focus on FMS has increased the pupil’s abilities to perform skills in isolation, however it has been identified that pupils then struggle to apply these skills in games. They also struggle with teamwork and problem solving in games. • Offer team teaching opportunities to model good practice and increase confidence, knowledge and skills of staff in teaching PE in line with staff audits. • Use of Imoves to support all areas of PE planning, especially dance as teachers have identified this as a useful tool to support planning and provide inspiration when linking dances to topics.

	<ul style="list-style-type: none"> • Consider the current curriculum map and look at opportunities to offer a wider range of activities within curriculum PE. Equipment audit to consider if new equipment is needed to facilitate new activities. • RA to monitor club attendance, especially those pupils who do not usually participate in extracurricular clubs. Consider what opportunities may be provided to encourage these pupils. • Host competitions at Duke Street and ensure that we involve staff and pupils in hosting these competitions. • Re-engage with CSSP to increase competitive opportunities available, for example Sports Hall Athletics.
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Meeting national curriculum requirements for swimming and water safety.	
<p>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.</p>	98.2%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	98.2%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90.1%
<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>	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: 2019/20	Total fund allocated: £18920 £2823 to rollover to next year due to COVID-19	Date Updated: 20 th 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: 32%
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>Promote physical activity throughout the school day, including break times and lunch times.</p> <p>Whilst some classes have embraced the Active 30 minutes, others are inconsistent and need more support. We will focus on improving this across the school to ensure that staff feel supported to provide pupils with the opportunity to be active during the school day.</p> <p>Play leader training, resources and staff to promote physical activity at lunchtimes. This works well for us through zoning. The structured play at lunchtimes has helped to improve behaviour. To maintain interest we</p>	<ul style="list-style-type: none"> • Speak with staff to consider barriers to Active 30 mins. • Meet with ESPE and SLT to consider how to overcome these barriers. • Provide resources, training etc in response to staff consultations. • Book training with ESPE to inform staff of importance of active minutes and support the provision of this. • Train play leaders to promote activity and structured play at lunchtimes • Audit equipment, speak to pupils to look at further opportunities for activities 	<p>£1525 ESPE</p> <p>£2000 towards RA salary</p> <p>£1030 equipment including KS1 and KS2 goals, skipping ropes, play leader bibs</p>	<p>Upon consulting staff we found that staff that were consistent in providing 30 active minutes had a visual clock reminder in their classroom and pupil in charge of monitoring the minutes, this worked well and subsequently shared with all staff.</p> <p>Barriers to the active minutes including lack of time in the school day and ideas/resources to provide suitable activities. It recommended to staff that the afternoon break would become an active break, as well as 5 minutes in a maths lesson, 5 minutes in an English lesson and 5 minutes at the teachers’</p>	<p>Sustainability</p> <p>SLT are fully supportive of the active minutes and recognise the importance of pupils being active during the school day. The Active break during the afternoon has been introduced and will continue upon the pupils’ return to school in September.</p> <p>RA is a full-time member of school staff, who will continue to provide opportunities for activity at lunchtimes. Play leaders are very well established at our school and pupils aspire to be play leaders. Every year ESPE trains over 30</p>

<p>will look at purchasing equipment to offer new activities and maintain interest.</p>	<p>that they would like.</p> <ul style="list-style-type: none"> • Purchase equipment as appropriate following equipment audit and pupil consultations. 	<p>discretion. This was shared with all pupils by RA and ESPE during a whole school assembly, including the reasons why, on 7th February. This was met with enthusiasm by the majority of pupils. ESPE and RA met with pupils who were unsure on an individual basis and provided reassurance. All pupils participated in the Active break once introduced during the week commencing 10th Feb. Pupils and staff were provided with a half termly timetable for Spring 2, which was followed daily. ESPE and RA provided the information needed to run the activities and also colour group signs and activity cards as needed. Once up and running staff were pleased at the improvement in behaviour during the afternoon breaks and also in being able to get back in and settled into work. We made a great start with this and we are pleased with the response of staff and pupils at this change to the school day. All classes have also been provided with a clock and have a physical activity monitor as part of the class responsibilities. Impact of the active minutes in lesson time has not yet been monitored as this was due to take place after</p>	<p>play leaders who then continue throughout the year on a rota. This is so well established in our school that it would continue regardless of funding. RA attends the training and could therefore deliver the training of required.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Unfortunately, due to Covid-19 the pupils and staff only completed one half term of the Active Break, we will need to consider how we can support pupils and staff to ensure that this continues safely upon the return of pupils. • Support staff further in providing further resources and ideas for activity within the classrooms. • Monitor the impact of the active 30 minutes.
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			<p>the Easter break. As ever, we have a fantastic group of play leaders who received training with ESPE and RA to provide activity at lunchtimes. Since September the play leaders have been on duty and the younger pupils in our school look forward to their activities. The play leader bibs have helped to ensure that the play leaders are recognisable in the playground. The new equipment has inspired new activity at lunchtimes, including skipping, KS1 football and handball.</p>	
<ul style="list-style-type: none"> Maintain the focussed approach to FMS and provide interventions to pupils who are struggling to ensure that they have the confidence and skills to access PESSPA. 	<ul style="list-style-type: none"> All staff to complete the FMS skills baseline assessment in Autumn 1. RA to attend EYFS Scheme of work training to introduce FMS in EYFS and update staff on SOW. ES and RA to timetable support for KS1 pupils who find the FMS difficult. RA and class teacher to select pupils for FMS intervention. Curriculum map to be updated to ensure that all year groups start the year by focussing on FMS (UKS2 to do this through Invasion games). 	<p>Included in ESPE as above</p> <p>SOW course included in Lancashire PE offer (see K12)</p>	<p>The baseline assessments show that the FMS of our pupils has improved since last year and pupils are beginning to remember these skills. Intervention groups have been provided for two different groups of pupils in Y2, with a focus on developing these skills through lots of repetition and fun games. One pupil who really finds gross motor skills very difficult attended for both half terms. It was noted by both RA, ES and her class teacher how much she had improved in her ability in PE but also in her confidence. The pupils really enjoyed the sessions and were very enthusiastic and</p>	<p>Sustainability</p> <p>The pupils who received the intervention all showed an improvement in their FMS which will allow them to access NCPE with more confidence. RA attended the sessions which has given him the knowledge of how to develop FMS with intervention groups. The SOW for EYFS includes information on how to incorporate FMS teaching in Early Years. This resource is in school and RA shared the information with EYFS staff to use in future lessons.</p> <p>Next steps</p>

	<ul style="list-style-type: none"> Following FMS assessments ES and RA to consider areas that need development across the school and update the curriculum map/provide support accordingly. 		<p>keen to attend. This was planned for further groups in KS2, however due to Covid-19 these sessions were unable to take place.</p>	<ul style="list-style-type: none"> Consider the impact of Covid-19 on pupils' skill, knowledge and confidence in PE Use FMS as a starting point upon the pupils return in September. RA and ESPE to support staff and pupils.
<ul style="list-style-type: none"> Following on from the Healthy Lifestyles unit we need to look at ways to involve parents in their responsibility of the Active 30 minutes. 	<ul style="list-style-type: none"> RA/ES consider how to engage parents in active 30 mins with their children Plan of activities for Summer term for parents to experience PA with their children Source providers and workshops to support this. Timetable and share with staff. 	£1500 to roll over to next year.	<p>We had planned for activities in the summer term to invite parents in to school to promote healthy lifestyles and share ideas and activities with them. Unfortunately, pupils were not in school for this to take place. RA did, however, do videos, which were posted to Facebook to promote physical activity and healthy lifestyle to pupils at home. Engagement on Facebook shows that parents and siblings also engaged in the activities too." Hi Mr Allen, I am new to the area and me and my mummy love this work out phew". "K really enjoying these workouts, thank you Mr Allen".</p>	<p>Sustainability Unfortunately, this as these activities were planned for the summer term, they were not able ahead, however, will be planned as appropriate and guidelines allow for next year. Many parents have become more aware of the benefits of physical activity during lock down and have followed RA videos through Facebook.</p> <p>Next steps To continue work with parents to improve knowledge and confidence surrounding physical activity with their children.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

				15%
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:
<ul style="list-style-type: none"> Subject leader support to develop new school curriculum map, curriculum development, Active minutes and introduce an assessment system. This support will enable the subject leader to effectively lead PE across the school to give pupils the best experience possible for positive PE and lifelong learning. 	<ul style="list-style-type: none"> RA to attend CPD with Lancashire PE advisor to develop subject leadership and introduce new SOW, app and assessment system in line with Lancashire PE Passport. RA to attend two PLTs day and the Lancashire PE conference. RA and ES to timetable slots for ongoing subject leader support in school. RA/ES to continue work started last year to further develop the curriculum map and complete skills progression document. 	£250 Lancashire PE offer £500 ESPE £2000 RA salary	RA attended course and learnt a lot from both Lancs PE advisor and also through networking with other schools and sharing ideas. This learning was then shared with EYFS staff along with resources. RA and ES developed the PE curriculum map to create a clearer picture for staff of what they should be teaching and when. It also ensures that the curriculum is broad and balanced by ensuring that pupils get the opportunity to experience the full range of NCPE. The progression document is completed and staff have commented on how is it useful to ensure that they have a better understanding of prior learning and a more focussed approach to ensure that appropriate skills, knowledge and understanding are taught. RA has dedicated subject leader time and has been able to support staff as required in	<p>Sustainability</p> <p>As subject leader RA is growing in confidence to ensure that pupils get the best experience possible whilst at Duke Street. RA is motivated and keen to learn how best to develop the subject across all year groups. He finds KS2 much easier and therefore has focused on developing his knowledge on teaching in EYFS. This knowledge will remain with RA throughout his career. As a result, staff and pupils are offered a wide range of opportunities and feel well supported. PE is well established and will remain so as pupils and staff are aware of the high standards expected so that everyone has the opportunity to have positive experiences in PE.</p> <p>Next steps</p> <ul style="list-style-type: none"> The curriculum will need to be amended in September

			<p>morning sessions, in particular SR and PMcG have utilised this support to develop their PE teaching. I would team teach, for example I would do a warm up and the teacher would take the main part of the lesson, we would then do a cool down together, I have also shared lesson plans, and I have also set up equipment for that lesson. Due to COVID-19 the second PLT day was online and the Lancashire PE conference has been postponed.</p> <p>RA feels more confident in leading the Active 30 minutes, how to communicate expectations with staff and pupils and how to prepare resources to support staff.</p>	<p>following government advice for safe return to schools. RA will continue to seek support from ES, Lancs PE and CSSP.</p>
<ul style="list-style-type: none"> Implement a clear assessment system across the whole school using the Lancashire PE passport to track the progress and development of pupils throughout their school life. This will better inform teaching staff of prior learning, allow better assessment of pupils and allow a more focused approach to future planning, both at a class teacher level, but also by the subject leader. Assessment system to be 	<ul style="list-style-type: none"> RA to attend training for the Lancashire PE Passport. RA/ES to train staff in the use of the passport Give staff the opportunity to practice using the app and continue supporting them. ES/RA to finalise PE skills and knowledge progressions and share with staff, to be used to support planning. Follow up on effectiveness of both skills' progression and PE app. 	<p>Included as above</p>	<p>RA is confident in use of PE passport and is able to train staff in school. Staff meeting delivered jointly by RA and ES to teach staff in the use of the app as well as to share Active minutes information. Following this training staff use the app regularly and we started to get data from it for our pupils. RA can see how in a normal year this data will be useful to class teachers, but also as subject leader. There has not been sufficient time to establish</p>	<p>Sustainability PE skills and knowledge progression document is unlikely to change drastically and will remain in use by teachers for the future. A copy is available and is accessible for all staff.</p> <p>The PE app and assessment is managed by RA and the cost is minimal and will be maintained.</p> <p>Next steps</p>

<p>supported by skills progression document to ensure that the skills, knowledge and understanding are relevant to the age group and ensures that pupils progress in PE.</p>		<p>impact on pupils learning, but this will be monitored moving forwards.</p> <p>Teachers took the opportunity to use the app and get used to it when ES was teaching their class, which they found very useful as many members of staff identified that they could focus on learning how to use the app instead of teaching and behaviour. They also used the app to record evidence of the lesson that they were observing/team teaching. There is already some evidence uploaded on to the App and staff have made positive comments on its use, both in terms of planning and assessment. As this data moves with the child through school it will be useful to monitor impact over time.</p>	<ul style="list-style-type: none"> • Monitor impact of app and assessment system. • Continue to support staff in use of the app upon return to school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
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>Staff development in a wide in a wide range of PE activities</p> <ul style="list-style-type: none"> Offer team teaching opportunities to model good practice and increase confidence, knowledge and skills of staff in teaching PE in line with staff audits. <p>This will allow pupils to experience a broad range of activities throughout school. Specialist PE teacher will support staff in school for half term units of work to allow staff to observe, team teach and assess pupils. This will be allocated in response to a staff audit at the start of the year and also to promote new activities to provide a broad and balanced curriculum. RA as subject leader will also provide support as required. As he is a TA who has completed the AfPE level 5 he is well placed and has some flexibility to support staff in the morning session.</p> <ul style="list-style-type: none"> Games has been identified as an area in which staff need 	<ul style="list-style-type: none"> Audit staff to assess current confidence, skills and knowledge in teaching PE. Assess curriculum map to identify any areas to develop as a whole school priority – Games identified as needing development as our pupils are good at individuals performing skills but find it difficult in game situations. This is demonstrated at competitions, in lesson and at lunchtimes. Timetable classes and teachers to work with ESPE. RA to remind staff regularly in meetings/email that he is available to support PE in the morning sessions. ESPE to plan, deliver, team teach and provide guidance and support for staff over the 6-week block of work. Teacher voice to discuss 	£3205 ESPE	<p>Teacher/student voice has shown that staff and pupils alike have benefitted from the support provided.</p> <p>Pupils had the opportunity to learn games through a TGFU approach. Pupils thoroughly engaged in these sessions and as result their ability to work as a team improved as well as their games skills. Staff are keen to use this approach in teaching games more in the future.</p> <p>In Autumn 1 with Y5 pupils really engaged with TGFU and at the end of the unit 82% of pupils in class were working at, or above ARE in invasion games.</p> <p>When Y3/4 completed the Hockey unit using the TGFU approach their class teacher was pleased with the progress that the class demonstrated as most pupils could not hold a hockey stick at the start of the unit. The class teacher has not taught hockey</p>	<p>Sustainability</p> <p>By working with ESPE has given staff in school weekly CPD with their class, their environment and equipment for a sustained period, covering a whole unit of work to enhance the PE offer to pupils in school and provide greater balance and breadth to the PE curriculum and high quality learning experiences</p> <p>Pupils enjoy having different staff teaching them and respond well to staff who are specialists and passionate in PE. This learning will be built on in future years. Staff have the experience of working with PE specialists to develop their knowledge and resources for use with future classes. This is a two-way process as the visiting staff draw on the knowledge of the class teachers in routines and</p>

<p>further support. The focus on FMS has increased the pupil's abilities to perform skills in isolation, however it has been identified that pupils then struggle to apply these skills in games. They also struggle with teamwork and problem solving in games.</p>	<p>developments in own and class knowledge/experience of the support provided.</p>		<p>before and really enjoyed the unit and now knows how to teach this activity. Teachers have stated that they feel they have benefitted from the support "the training was really good. It gave me ideas in how to progress the children through the lessons." (PMcG) "Enhanced subject knowledge, ideas for structure of lessons and differentiation" (SR) "support was very effective. I feel supported in a sequence of lessons and assessment " (IR) Unfortunately, we were unable to provide the support for the activities planned for the final 3 weeks of Spring 2, Summer 1 and Summer 2. This includes introducing the new activity of Ultimate Frisbee</p>	<p>strategies that work with different classes and individuals. Next steps Address the gaps caused by COVID-19 Support staff in the return to school and in teaching PE safely post COVID-19, following government and Lancashire guidance. Pupils will have had a wide range of experiences whilst away from school so staff will need support in addressing this to ensure that all pupils feel confident in returning to school PE and staff feel confident in delivering PE safely.</p>
<ul style="list-style-type: none"> • Use of Imoves to support all areas of PE planning, especially dance as teachers have identified this as a useful tool to support planning and provide inspiration when linking dances to topics. 	<ul style="list-style-type: none"> • RA to ensure that all staff have access to and can log in to Imoves • RA to support new staff in accessing and using the resource. • Staff to deliver at least one unit of dance every year as indicated on the Curriculum map. • RA to provide practical support to individual staff as required. 	<p>£995 – Imoves</p>	<p>Staff have better subject knowledge and increased confidence in teaching a range of dances. Staff and pupils are more enthused and have a better understanding of teaching dance and linking the dance to the class topic. One teacher in particular asked for further support in using the Imoves resource and teaching dance. She received a half term</p>	<p>Sustainability Staff will retain plans and ideas for future years to teach dance with the confidence of knowing how to build up the dances either through support from ESPE or through working through the Imoves unit of work. Next steps Continue to build on this confidence and to offer</p>

			block of support with ESPE in her class topic. The teacher really enjoyed the area of PE, that she would normally avoid and at the end of the unit felt confident that she could teach a similar unit after seeing how the dance was built up. Support was also planned for another member of staff who asked for support in linking dance to topic and is using the Imoves resource. Unfortunately, this was unable to take place due to Covid-19.	support.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
24%

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:
<ul style="list-style-type: none"> Consider the current curriculum map and look at opportunities to offer a wider range of activities within curriculum PE. Equipment audit to consider if new equipment is needed to facilitate new activities. 	<ul style="list-style-type: none"> RA look at curriculum map Consult with staff and pupils Consider opportunities to introduce new activities Complete audit of equipment Order equipment as required 	£1342 - equipment	New equipment purchased includes EYFS obstacle course pack, handballs and hockey sticks. The hockey sticks have allowed us to introduce a new activity within our curriculum. ES supported delivery as identified above. Pupils in Y3/4 can now play hockey to ARE, when most did not know how to hold a hockey stick at the start of the unit. We have introduced handball with UKS2 with great success so decided to	<p>Sustainability Our PE cupboard is fully stocked and well organised. Staff can immediately access the equipment needed to teach their lessons. This equipment will be available for years to come.</p> <p>Next steps Continue to audit equipment in conjunction with the curriculum map to give our</p>

			introduce this to LKS2 too, therefore we purchased handballs to allow this opportunity for LKS2 children. Both invasion games have engaged the pupils and their skills and understanding have developed as a result.	pupils a broad experience of opportunities.
<ul style="list-style-type: none"> • Train our own staff to teach balance bikes in school and purchase our own bikes. • Many of our pupils do not start cycling until later in school and we have seen a benefit of balance bikes in developing their gross motor skills and also confidence in cycling. They also get a lot of enjoyment out of this activity. 	<ul style="list-style-type: none"> • RA to discuss with staff who should attend training. • Book training for staff • Purchase balance bikes. 	£1323 training and purchase of bikes and helmets. To roll over to next year.	We had planned for this over the summer term, which unfortunately could not happen due to Covid-19.	This will roll over to next year.
<ul style="list-style-type: none"> • RA to monitor club attendance, especially those pupils who do not usually participate in extracurricular clubs. Consider what opportunities may be provided to encourage these pupils. 	<ul style="list-style-type: none"> • RA to set up spreadsheet to monitor club attendance. • RA to create timetable of clubs for each half term and source providers. • Identify pupils who would not normally attend clubs • Pupil voice to discuss barriers • Look at opportunities to increase club attendance. 	£1800 towards RA salary for afterschool clubs	Year 3,4,5,6 Baking club with a total of 50 children attending. Y4,5,6 girl's football with a total of 20 girls attending. Y3,4,5,6 Boys football with a total of 25 boys attending	<p>Sustainability Clubs are becoming much more popular at school, the baking club was a great success, which had a focus on making healthy food. We had many more clubs planned for the Spring and Summer terms; however they were unable to go ahead</p> <p>Next steps Continue to provide and source a wide range of clubs for our pupils.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> Liaise with other schools in the area (through ESPE) to organise, host and participate in competition. Host competitions at Duke Street and ensure that we involve staff and pupils in hosting these competitions. 	<ul style="list-style-type: none"> Use ESPE competition list to plan clubs/competitions over the year. ES to work with cluster schools to train leaders to host competitions RA to engage staff in hosting competitions 	£50 football gloves and shin pads £800 ESPE comps	We attended the Y3/4/5/6 cross country competition, Y5/6 multisport, Y3/4 multisport, Y1/2 FSM, KS2 inclusion gymnastics, Y5/6 gymnastics and Y3/4 gymnastics. We were due to host the KS2 dance competition, Y5/6 tag rugby, Y1/2 athletics and Y3/4 athletics. Unfortunately these did not go ahead due to Covid-19 Y34 Multi Sports winning the gold medals. Y12 FMS winning the bronze medals. Y56 Gymnastics, Y34 Gymnastics	<p>Sustainability</p> <p>As we have seen more success at competitions has meant that interest has increased in both parents and pupils alike. It is a shame that we were unable to host competitions this year as this gives us the opportunity to involve our own staff and pupils in running competitions, which makes this sustainable as our cluster would be able to continue to host competitions.</p> <p>Next steps</p> <p>Continue to engage with cluster and ESPE to host competitions as allowed following government guidance. Consider Covid-19 safe competition and how this can take place.</p>

<ul style="list-style-type: none"> Re-engage with CSSP to increase competitive opportunities available, for example Sports Hall Athletics. 	<ul style="list-style-type: none"> Liaise with CSSP to re-engage and enter competitions RA to look at competition list and select which competitions to enter Logistics associated with attending competitions e.g. team selection, inform staff parents etc. 	<p>£500 CSSP</p> <p>£100 coach travel CSSP</p> <p>Sportshall Athletics final</p>	<p>Small Schools Football winning the silver medals. Sports Hall Athletics- we qualified for the first time to the finals held at Clayton Green Sports Hall. KS2 Dodgeball winning the gold medal and qualified for the finals in Blackpool.</p>	<p>Sustainability</p> <p>The thrill of making it to the finals at Sports Hall Athletics was talked about for a long time amongst staff, pupils and parents which has inspired our everyone. This success will remain with these pupils for life.</p> <p>Next steps</p> <p>Continue to engage with CSSP to offer our pupils a wide range of opportunities.</p>
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Signed off by	
Head Teacher:	A.Kidd
Date:	1/09/20
Subject Leader:	R.Allen
Date:	24/07/20
Governor:	P.Brennan
Date:	1/09/20