





	<p>Implement a Rota for learning new playground games and activities to increase engagement during break times.</p> <p>New equipment for the KS1 outdoor area.</p> <p>Buy any equipment that is needed for the suggested playground games that we don't already have.</p>	<p>N/A</p> <p>£199.12</p> <p>£8</p>	<p>KS2 to have a focused sport being ran by an adult at morning break (changes daily) e.g. football, basketball, hockey etc. Equipment box to be taken on to the field for small group/pair/independent activities e.g. bat and ball, stilts, catch etc. This will increase how active children are being during break times.</p> <p>The new equipment purchased will focus on physical activity and development of motor skills.</p> <p>We now have all the correct equipment for our playground games which has made it a lot easier for activities to be ran effectively</p>	<p>markings. We further aim to speak to staff and look at the difference in confidence compared to before. KS2 have effectively introduced a focused sport group and have also got monitors who bring out the equipment box each break time. We are looking at also introducing this in KS1 (it is hoped that KS1 and KS2 will share a break time soon)</p> <p>We have purchased a climbing frame and mats for the KS1 outdoor area. The children have frequently commented on how much they enjoy the new equipment and staff feel the children are more active during their outdoor time.</p> <p>Equipment will be reviewed regularly to ensure that it continues to be safe and effective. Equipment will be replaced if we feel it has become either unsafe or has broken.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total spent:
				10.6%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To track and evidence assessment and progress effectively through school.	Implementation of the Lancashire PE passport app (Glen Swindlehurst).  Provide staff training on the use of the app.  Termly staff meetings and data-looks to ensure staff confidence and usage of the app during PE time.	£917.38  PE coordinator trained (no cost)	Staff will begin using the app as a form of assessment and tracking of PE through school. <i>Long term</i>  PE coordinator is now confident in using the app and can offer support and guidance to other members of staff. <i>Training to be arranged for other staff</i>	<i>This target has been carried over to 2021/2022 due to covid</i>  <i>This target has been carried over to 2021/2022 due to covid</i>
To place a bigger focus on fundamental skills in KS1 and ensure PE lessons are driven by this focus.	This will be supported by the use of the PE passport.  Provide staff training on fundamental skills and their importance in PE sessions.	N/A	There will be a greater focus on fundamental skills in planning and teaching.	PE in reception is planned around fundamental skill development. PE in year 1 follows the Lancashire plans which continue to develop these motor skills through a sporting focus or theme. We are continuing to look at how to incorporate both of these due to our class being a mixture of reception and year 1.
To use a sporting focus to improve English standards in KS2	Fleetwood Town Trust to provide 'Reading Stars', an intervention that uses football as a focus to engage low ability and/or struggling children,	£480	A small group of year 6 will take place in the reading intervention. Their reading level will be assessed before and after the intervention to measure progress. The children will also be involved in discussions regarding their feelings towards reading both before and after the intervention.	Reading ability amongst the group increased overall. The children said that they enjoyed reading a lot more and that the football focus of the books and the learning helped them to stay focused and hooked. We are looking at having both Reading Stars and Maths Stars running in the next school year.
		£472		

<p>To have creative and well researched sessions in PSHE that prepare children for life and its challenges</p>	<p>Life Education bus</p>		<p>The areas covered by the life education bus will be highlighted from the curriculum to ensure all areas are covered. A staff meeting will be held by The Life Education Bus to ensure that staff are using the resources effectively and are planning and teaching to the expected standard. Along term overview will be created by VR and VG that looks at curriculum coverage across the school year.</p>	<p>Children enjoyed the sessions with The Life Education Bus and showed they had learnt a lot in group discussions afterwards. All new members of staff are now confident with the use of the website for accessing plans and resources. A long term overview has been created for PSHE to ensure coverage. We hope to have the life education bus in again next school year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total spent
				1.9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the quality of PE lessons through and improved confidence in delivery by staff.	<p>Questionnaire will be given to staff to identify key areas that staff lack confidence in and to further identify which members of staff feel they need more support.</p> <p>PE subject leader to discuss PE with different children from school to hear their opinions of PE and to look at their understanding of the subject.</p> <p>Staff training will be provided for any members of staff who are lacking confidence and feel they need further support. (Team teaching?)</p> <p>PE coordinator to observe PE lessons in school to identify key strengths and areas for improvement.</p> <p>Professional development for PE subject leader</p>	<p>FREE</p> <p>£318</p>	<p>Support will be given in areas that are flagged up. Teachers will then complete another questionnaire which will highlight whether or not the support was effective.</p> <p>Areas flagged up by children can be focused on to ensure that they feel PE is enjoyable purposeful.</p> <p>PE subject leader to be given subject leader time. This will</p>	<p><i>This target has been carried over to 2021/2022 due to covid</i></p> <p>Subject leader was given subject leader time. This time was used effectively for the tracking, monitoring and</p>

	Regular staff meetings lead by PE leader that enable staff to share expertise and support each other.		allow subject leader to track, monitor and plan progression.	planning of progression.
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total spent:
				29.7%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>To provide to children with sporting experience that go above and beyond the national curriculum.</p> <p>To provide after-school sporting opportunities (some will be subsidized to encourage more children to participate).</p>	<p>Sporting companies will provide different activities throughout the year across all age groups.</p> <p>Dance (Laura Sandham school of dance)</p>	<p>£1355</p> <p>£3858</p>	<p>Children have been able to experience the following areas of sport:</p> <ul style="list-style-type: none"> <li>- Quidditch y5</li> <li>- Orienteering day y5/y6</li> <li>- Yoga and wellbeing day (full school)</li> <li>- Basketball</li> <li>- Multiskills</li> <li>- KS1 football</li> <li>- Balance bikes</li> </ul> <p>Children were able to access the following areas of dance (lower income families will be able to attend more frequently due to school subsidising the cost)</p> <ul style="list-style-type: none"> <li>- Cheerleading</li> <li>- Zoom sessions</li> <li>- Street dance</li> <li>- Adult street dance</li> <li>- Acro sessions</li> </ul>	<p>When questioned all children commented on how they love the variety of sport they get to take part in at school. We look to continue providing new and exciting sports and games in the next school year.</p> <p>More children were able to attend dance sessions due to school subsidising the cost. This allowed us to have more PP and vulnerable children attending sessions. Paying for the zoom sessions further allowed us to have contact with families.</p>



<p>To ensure that ALL pupils are given opportunities to get involved in extra-curricular sporting activities.</p>	<p>Data will be analysed to highlight any children who haven't participated in an extracurricular sporting club. These children will be given the chance to pick an activity they would be interested in trying. We will then look at booking in these clubs and subsidising the cost.</p>			<p><i>This target has been carried over to 2021/2022 due to covid</i></p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<i>To be looked at in more detail once schools return</i>	<ul style="list-style-type: none"> <li>- Dance competition (cancelled due to covid)</li> <li>- Football league (cancelled due to covid)</li> </ul>			<p>We have been unable to attend competition due to lockdown as we felt that it would have been unsafe for our school.</p> <p>We have however held a virtual sports day in school which allowed our children to compete and win certificates. We hope to increase our competitive sport through school next year.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Unknown due to covid

<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>Unknown due to covid</p>
<p>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?</p>	<p>Yes/No</p>