



Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17920
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17830
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17830

## Swimming Data

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 which you can then transfer to the pool when school swimming restarts.

**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study**

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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

Please see note above

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

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?

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: 2020/21		Total fund allocated:		Date Updated:	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation:
					% 33
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?
2 Hours of high quality PE and wellbeing. Delivery from Up and under Sports.  Developing confidence and understanding in what is a healthy lifestyle.  Experience a variety of new and exciting sports / activities. Every day to included physical activity and intra school competition framework set up.		Curriculum map for whole school including intra competition.  OSHL Model  Class teachers to use wake and shake and 5 minute breaks to move and be active.		6000	Impact – Engagement of children, building confidence and enjoyment whole school. Develop importance and link to school values.  Evidence – Student / staff voice, increase in data, assessment and progression data recorded.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					% 14
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?

Up and under sports to support after school clubs and to increase competition and physical activity in school.	Opportunities to experience different sport and health related activities.	2500	Impact – Increase engagement in OSHL and whole school push to attend festivals through partnership is offered. Leadership qualities and experiences developed again.	All subject to Covid restrictions and easing in sept 2021
Data collation on out of school activities, local clubs attended, competitions in and out of school and staff perception of healthy active lifestyles of children.	Up and under sports to collate data across key stages.		Evidence – Comparison of data from pre covid and collation of data from Up and under sports.	
Leadership opportunities for KS 2 through break and lunchtime	Play leaders and Scrape store introduced to KS2. To build confidence, communication and teamwork. Link to school values for praise and rewards.			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	% 17

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:
New staff mentoring and greater expectation of the quality of teaching.  Staff to take ownership of sports days and their roles in promotion of healthy lifestyles.	Up and under sports to deliver high quality teaching and mentoring for teaching staff across the school.  OAA – opportunities offered to increase positive experiences and nurture well-being for children.	3000	Impact – Up skilling of staff across identified areas. Children will response to confident staff and embrace positive experiences.  Evidence – Evaluation sheets from UUS. Lesson planning and SoW to aid CPD opportunities.	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	17%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
<p>Up and Under Sports to support. Development of provision to included other sports/activities. Sports and well-being afternoons planned throughout the year.</p> <p>RHS involvement with awards. Continued development of OAA area within the school grounds.</p> <p>After school clubs set to restart in Sept 2021</p>	<p>Curriculum map varied and used across whole school. Clear pathway for all children to progress and achieve. New activity experienced for each year group.</p> <p>Level ¾ to be achieve in OAA over the coming year. Wellbeing and nurturing of children within school to be paramount.</p> <p>Variety of clubs tailored to year groups and key stages.</p>	3000	<p>Impact – Children experiencing a range of activities and using this outside of school.</p> <p>Evidence – Student voice / photographic evidence of new activities and sports. Uptake in OHSL</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 11
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:
Local secondary school Sports Co-Ordinator - AVC  Festival allocation to each year group to increase competition across the whole school.	Development and co-ordination of sports festivals with other cluster schools. Development of teachers' knowledge to support delivery of a variety of sports including dance.  Use of the festival calendar through AVC. Year groups taught the sport and staff to have CPD prior to the festival.	2000	Impact - Development of teacher skills will lead to more participation in festivals, confidence in delivering activities as well as underpinning the knowledge and skills already gained.  Evidence - Increase in festival/competition data through UUS collation.	

Signed off by	
Head Teacher:	Emily Taylor
Date:	3.9.21
Subject Leader:	Caroline Porch and Vicky Thrippleton
Date:	3.9.21
Governor:	Trevor Wood
Date:	21.9.21