

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

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Children have been offered a wider variety of sporting activities for extra curricular activities including the promotion of well being.</p> <p>Children understand how to analyse their own performance and provide feedback to other pupils.</p> <p>Staff aware of progression of skills through each year group.</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sports through sports apps.</p>	<p>Providing the children with an opportunity to take part in more competitive sport.</p> <p>To improve the quality of equipment.</p> <p>Children can analyse their own performance and provide feedback in extracurricular activities.</p>

Due to COVID restrictions the children were unable to go swimming throughout the whole year. This is something that has been carried forward into 21/22.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	13%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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>	<p>Yes</p> <p>The booster sessions are used in year</p>

	3 the 'normal' sessions are provided for children in year 2.
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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 students

Academic Year: 2020/2021	Total fund allocated: £17,580	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Employed members of staff two afternoons per week to deliver bikeability to maintain gross motor skills and to promote motor skill development in reception.	Bikeability sessions for children with low gross motor skills.	£2,148.88 £1432.02	To develop fine and gross motor development. Fine and gross motor development will enable all pupils to participate and compete in a variety of sports without feeling at a disadvantage to others.	Next steps include CDP for all members of the teaching staff in order for LSA's and teachers to understand the importance and development of fine and gross motor skills.
To provide gymnastic CPD for teaching staff	Children develop skills in a range of sports CPD for teachers to increase confidence, knowledge and skill in the delivery of gymnastics and health and exercise - Increase attainment levels - Inspire children and promote a healthy and active lifestyle.	£60 per week for 2 afternoon sessions =£2,130	Differentiated videos from the specialist have been given out to the children, the children have enjoyed these videos and recorded their performances to show to their class teachers. Gymnastic specialist providing videos for the whole school during lockdown.	Next steps to include team teaching
Skip2BFit October 2020 Introduce daily skip 2 B Fit challenge to get all pupils undertaking at least 15 minutes of additional activity a day.	Skipping ropes for all schools. Each child will have their own rope under COVID H&S guidelines.	£875.76	All children involved in 15minutes of additional activity every day.	Continue a continuous programme of sports at lunchtimes to encourage physical activity at lunchtimes.

				Skipping ropes can be used for many years to come. Creating a culture and habit of morning exercise will last into the future.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE class certificates are being identified and rewarded during celebration assembly, this promotes the importance of excellence and effort in children's learning.	Reward certificates and stickers are given out during assembly time. Information about PE achievement is shared via the newsletter, Facebook and the school website	Printings costs/ certificates/ stickers £100	School website /Newsletter Inviting parents to assembly	Children feel valued in their PE lessons and this is demonstrated by a positive change in their attitude and effort.
Using oracy in PE lessons to engage children to critique their own development.	The speak like an athlete board promotes discussion and sentence starters to help children evaluate their own performance and assess each other through lessons.	N/A	Children can answer reflective questions such as the importance of teamwork or the need for inclusion.	The board helps the children discuss with one another their own development and assesses themselves; this helps the children's self-esteem and self-worth.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Appointment of a gymnastic specialist teacher ½ a day a week to deliver high quality PE.	<p>Specialist Teachers model and team teach lessons with staff to develop staff confidence and competence in PE.</p> <p>All staff teaching PE are aware of the importance of Physical Literacy and the need to develop Fundamental Movement Skills from an early age.</p>	<p>£60 per week for 2 afternoon sessions</p> <p>Listed Previously</p>	<p>Lesson observations</p> <p>New Lancashire Scheme of Work 2020 which provides clear guidance on how to plan and deliver FMS through the National Curriculum.</p>	<p>Staff to observe and lead more independent sessions for their own class and gain feedback and guidance from the specialist.</p>
PE Passport app for all year groups. Nov 2020	<p>All teachers can access new updated plans and can submit evidence of skills applied in PE lessons.</p>	<p>£400</p>	<p>Subject lead can track progression through year groups and allocate evidence of PE lessons through the year groups.</p>	<p>All staff use PE passports to assess children.</p>
iPads for use in PE sessions to allow access to recording software for review and assessment and to access apps for teaching and learning.	<p>Purchase iPads and apps to be used for PE sessions – they will be specifically for this purpose.</p>	<p>New 10.2" PAD WI-FI 128GB SPACE GRAY-GBR 342.62 x 7.</p> <p>£2398.34</p>	<p>Teaching and learning will be improved. Children will be more engaged in feedback and improvement. Teachers will have better tools to utilise to improve the quality of teaching.</p>	<p>These will be a long-term investment. It will allow teachers to share videos of pupils, tutorials and use apps to improve the quality of teaching.</p>

<p>Commando Joe</p> <p>Continue to Improve the provision of resources and structured missions in order to enhance resilience and confidence. Lunchtime sports will positively impact behaviour and reduce negative impact on afternoon's learning.</p> <p>Improve emotional and social wellbeing of key children with the introduction of Self Esteem groups.</p> <p>Introduction of Physical mentoring with chosen students that teachers may feel a lack of physical and motor skills</p> <p>Raise Profile of the Character Curriculum for EYFS and inclusion within the whole school ethos.</p> <p>Possibility of Parents & students Mission (Tues) after school club. Allowing both students and parents an understanding of Cjs.</p> <p>Key physical intervention groups will be held weekly at the scheduled time. They will be followed up with an update to the teacher to ensure that all provision for selected children is recorded. Individual and group</p>	<p>Specialist coach (commando Joe) model and team teach lessons with staff to develop staff confidence and competence in PE.</p> <p>Worked with identified groups of children and working closely with the inclusion manager to promote gross motor skills.</p> <p>Liaised with behaviour lead to use of sporting activities to improve the behaviour of identified children through team games and developing resilience through sporting activities.</p>	<p>Commando Joe £1,770, this was paid in November 2020 and the invoice was for September.</p> <p>There are also 2 balances to be paid in September 2021 and September 2022 each for £1,475 + VAT for Commando Joe</p> <p>Total £4720</p>	<p>Pupils will have developed greater physical skills and confidence in core stability.</p> <p>Daily intervention with individuals and groups established and proven over the term to establish self-belief and structure and calm, supporting the other class members.</p> <p>Students and teachers look forward to missions. Good knowledge of characters and mission specific understanding established.</p> <p>Character traits used across the curriculum and awarded with certificates at Friday assembly.</p> <p>Sports Equipment to support activities and promote topic activities to link in with class curriculum.</p>	<p>Enhanced pupil performance, positive attitudes to health and well-being.</p> <p>Sports equipment from CJ to be used in PE lessons.</p> <p>Pupil feedback</p>
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interventions to continue in as directed.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop a wider range of after-school clubs to allow pupils to take part in a wider range of sporting activities.	Different clubs available to children through specialist sports coaches and teachers. The children also have the opportunity to select what clubs they would like to attend. (JagTag) (Multisports) (Gymnastics)	£35 per week for After School Club Gymnastics Spring - £ 385 Summer-£420 JagTag £240 Nov 2020 - 6 ASC sessions @£40 Multisport -£230	Clubs are on offer to all key stages throughout the school on a weekly basis.	Through pupil conferencing, try to make more clubs available specific to what the children want to learn and attend.
New PE Benches for hall.	To purchase updated indoor PE equipment.	£1,008	To enable staff to use the equipment within PE lessons. Children throughout school are able to use high quality PE equipment to enhance PE sessions	
Provide some new sporting and physical activity experiences to support pupils in finding a sport that is right for them. Therefore, they will be more inclined to lead a healthy and active lifestyle	Hire Climbing Wall for all children in the school to take part and experience a new sport. Children to be taught by a highly skilled instructor.	£852	All children are given the opportunity to experience new sports and engage with new experiences.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Registered to Blackburn Primary School Sports Association (BPSSA)	To attend Blackburn meetings and form links with other schools. Organise school sport teams, staff and transport. Participation in football, cross country, and Blackburn Athletics competition.	£300	Unable to complete due to COVID. To continue next year.	