

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
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](http://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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-Before the COVID19 outbreak we had achieved a range of things in regards to each KPI the first one we continued with regular staff CPD. Before Feb half term we had completed 4 of our termly CPD sessions with staff. Followed by check ins with individual staff regarding their class topics and planning.</li> <li>-Staff continued throughout the pandemic to receive regular planning in regard to COVID space lessons.</li> <li>-Each half term before February, we had completed one after-school club plus lunch time provision.</li> <li>-Attend 3 virtually competitions by July 2020 that all children attended virtually.</li> <li>-Achieved a new PE Curriculum map in which has been rolled out this year.</li> </ul>	<ul style="list-style-type: none"> <li>-Y6 sport leadership had been completed; however, due to COVID was not able to be pursued. Therefore, there should be a new focus on starting that again this year.</li> <li>-Increase more staff CPD and ensure all PE quality is high.</li> <li>-Network with additional organisations that have not been utilised before and continue to network with pre-existing organisations.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over, you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31 March 2021.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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]?	%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/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: £17,780	Date Updated: JULY 2021	
<b>Key indicator 1:</b> 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				Percentage of total allocation:
				21%
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"> <li>-All children to receive a minimum of 2 hours of PE per week as PE lessons</li> <li>-Each child to receive high quality PE teaching through a range of different PE topics</li> <li>-Their knowledge to be extended further to additional and new PE topics specially: Balance Bikes for EYFS, OAA and Orienteering for KS1/KS2</li> <li>-Children to become confident in leadership and coaching within PE not just their physical skills</li> <li>-All students to be regular assessed to maintain and challenge them were required</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and followed by an announcement of the new WISEWOOD PE journey booklet with the new curriculum map (including the 3 I's) in September 2020 (including new Curriculum Map, Skill Progression Map, and assessment tools for EYFS/KS1 and KS2).</li> <li>-Equipment audited and bought where required to support the new curriculum</li> <li>-STAFF meetings and CPD with the PE Coordinator and additional coaches to improve and maintain high level PE lessons</li> <li>-PE Coordinator to work alongside staff (1 term for each member of staff) to provide 1 to 1 shadowing and team teaching</li> </ul>	<ul style="list-style-type: none"> <li>£645 (PE coordinator)</li> <li>£500 (external coaching provision)</li> <li>£645 (PE coordinator)</li> </ul>	<ul style="list-style-type: none"> <li>-Each student has received 2 hours as a minimum every week (1 outside and 1 inside).</li> <li>-Students have received age-appropriate subjects with additional ones that they have never covered for (focusing on additional specific topics)</li> <li>-ASSESSMENT DATA:</li> <li>-Each member of staff and class has received specialist coaching/team-teaching from the PE Coordinator for a full half term (certain half terms this was doubled up for a day to catch up with the potential terms that was missed due to the January lockdown).</li> </ul>	<ul style="list-style-type: none"> <li>-Curriculum evaluation from teachers and students</li> <li>-Continue to compare 2020-2021 assessment data to 2021-2022 assessment data</li> <li>-Evaluate the assessment tool</li> <li>-Include more student self-assessment tools into the PE Curriculum Journey</li> </ul>

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<p>-Provide opportunities to participate in external and internal events</p>	<p>-Develop a PE afternoon each half-term/termly that is dedicated to sport for the entire school to participate in</p> <p>-Develop an annual plan with opportunities provided by Arches SSP (can we look at 2 members of staff covering external ones)</p>	<p>£620 (Sport HT afternoons)</p> <p>£645 (payment for Arches SSP Package)</p>	<p>-All students have continued to have the opportunity to participate in 'external virtual opportunities' between home learning and in school learning</p> <p>-The focus of continued sport competition, we have noticed has help with individual student's mental health and to remain interactive with their class peers.</p> <p>-Their physical confidence to participate in further pressurised events has continued within KS2</p>	<p>-Once COVID restrictions are relaxed, refer to the original plan of organising external coaching and sports to attend school to conduct the afternoons</p> <p>-Keep home learning resources available to ensure if any lockdowns reoccur, they are available. But also, utilise these in the future for any child who is off school for a long period of time.</p> <p>-Make a new Arches Event calendar for when events restart</p>
<p>-All children to have 60minutes of exercise everyday (additional on the days of their PE lessons): organised sport clubs, lunch clubs, Sport leadership, class active 15 minutes</p>	<p>-Arches organised lunchtime clubs</p> <p>-Continue with SUFC after-school club</p> <p>-PE coordinator to continue with half term sport clubs</p> <p>-Morning 15 minutes shake up for all year groups</p> <p>-Sport Leadership to be completed for Y6 to complete activities at lunchtime on a rota</p> <p>-Develop opportunities where school hosts more intra-competitions for all year groups</p>	<p>£500 (external coaching provision)</p> <p>£100 (Student Leadership)</p>	<p>-Y6 training completed before Christmas, and they started lunchtime activities with Y3/4 instead of younger years due to COVID bubbles. As class they became more willing and mature to work with one another plus their confidence to talk in front of others. This project also helped with specific students' behaviour that was causing concern at lunch as-well.</p> <p>-5 HT themed weeks</p> <p>-5 HT Newsletters completed</p> <p>-HT Home physical challenges instead of clubs x5 by the end of the year</p> <p>-4 Virtual Events</p> <p>-Weekly Lunch-time clubs organised by lunch time</p>	<p>-Start Y6 leadership training sooner</p> <p>-Continue with the themed afternoons/weeks but organise external coaches to attend</p> <p>-Investigate school having a whole school sport competition similar to physical challenges</p> <p>-Continue with lunchtime supervisors conducting clubs but with 2 additional ones from external coaches</p>

-Children to continue and improve on their swimming competence/confidence.	-Y3 to attend as a whole class a block of swimming lessons -Review the data from the current Y4's who attended last year and send the lower abilities again for an extra block of swimming this year		supervisors  -Y3?	-Investigate providing an additional block of swimming lessons for the lower abilities
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

12%

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:
-Continue to develop and evaluate the NEW PE policy and PE Curriculum Booklet	-Announce the new WISEWOOD PE journey booklet with the new curriculum map (including the 3 I's) in September 2020 (including new Curriculum Map, Skill Progression Map, and assessment tools for EYFS/KS1 and KS2	£430 (PE Coordinator)	-Each student has received 2 hours of PE as a minimum every week. -Students have received age-appropriate subjects and sports with additional ones that they have never covered before (focusing on additional specific topics).	-Now the new curriculum has been running for a year, reflect on its implementation and update with any new sports or topic areas.
-Expose children to outdoor provision more especially OAA and orienteering including active lessons for Maths and English	-Network specifically with these sports NGB's. -Organise the schools orienteering resources to be revamped with staff twilights sessions (if these are cancelled in person due to COVID, alter to virtual or 1 to 1 session with staff and the PE Coordinator) -Revamp the lunchtime activities	£500	-Due to COVID, this had to be altered and has been moved to next steps for upcoming year.	-Implement the initial plan for orienteering and OAA once COVID restrictions are relaxed.

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	<ul style="list-style-type: none"> <li>with a new timetable.</li> <li>-Lunchtime supervisors to receive additional training</li> <li>-Y6 Sports leader training to be completed and a rota completed for KS1 to receive activities</li> </ul>	£200		-Start Y6 leadership training sooner
<ul style="list-style-type: none"> <li>-Continue to develop a positive sport environment where children build self-confidence through awareness of their achievements</li> </ul>	<ul style="list-style-type: none"> <li>-In specific lessons, being to incorporate the tradition of PE certificates followed by celebration assemblies and announcing sport stars on class pages</li> </ul>	£100	<ul style="list-style-type: none"> <li>-Continued with our termly newsletters and started to build school and community links.</li> <li>-Pupils enjoyed the fact they were being recognised outside of school as well as inside school by parents, teachers etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Keep implementing the newsletter and look to include pupil's achievements at external and internal events once COVID restrictions are relaxed.</li> </ul>
<ul style="list-style-type: none"> <li>-Expand the PE newsletter allowing students to promote their sport ideas and projects.</li> </ul>	<ul style="list-style-type: none"> <li>-Link with the redevelopment of the PE Sports Council but continue with the PE Coordinator's newsletter but add an additional section completed by the students</li> </ul>	£430 (PE Coordinator)	<ul style="list-style-type: none"> <li>-Due to COVID, the expansion to the newsletter with the Sports Council was altered slightly as pupils have had a Council within their class bubbles instead.</li> </ul>	<ul style="list-style-type: none"> <li>-Refer to the original plan for the PE Sports Council and include this section within the newsletter.</li> </ul>
<ul style="list-style-type: none"> <li>-Redevelop the student council post COVID19, allowing students to develop their own council structure.</li> </ul>	<ul style="list-style-type: none"> <li>-Select new students for the sport council (ideally across the school)</li> <li>-Confirm a council structure and what the PE priorities</li> </ul>	£430 (PE Coordinator)	<ul style="list-style-type: none"> <li>-Redevelop student council (see development plan) as COVID restrictions prevented this.</li> </ul>	

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
-Students to receive continuous high quality PE lessons through staff highlighting where improvements are required through Staff Competence Audits	-Continue to compare and gather data from the staff audit -Individuals who are more confident to team up with those who are less confident (sharing knowledge and expertise's)	£430 (PE Coordinator)	-Staff have become more confident within the audit data about the new sports and adaptations they can provide for their students	-Continue to compare and gather data from the staff audit. -Focus on staff audits who are more confident to work with those not as confident more (work with SLT or NH about teachers working together more in accordance with confidence levels)
-Network and continue to provide CPD opportunities with a high focus on onsite twilight sessions	-Network with external organisations to organise additional coaches across the entire school -Up to date opportunities from Arches SSP to be sent per half term to teachers and support staff -Increase EYFS and KS1 provision for this	£500	-During COVID19, we have continued our involvement with external organisations that we usually working alongside. Due to COVID we have adapted this to virtual challenges on external organisations platforms. -We have had 72% of our children take part in virtual challenges with 100% of our keywork/vulnerable children in school participating in all lockdown challenges.	-Explore additional resources from NGB's so staff are getting the most recent up to date information -Network with external organisations to organise additional coaches across the entire school -Continue to plan the logistics for Wisewood Sport Afternoons that were delayed and adapted due to COVID19.
-Create an up-to-date PE timetable that is altered each half-term with the	-Teachers and members of staff to team teach with PE coordinator	£430 (PE Coordinator)	-All teachers received 1 full half term with the PE Coordinator	-All staff continue to have a full half term with the PE

PE Coordinator	<p>and additional coaches</p> <ul style="list-style-type: none"> <li>-Ensuring each year group to have at least 2 terms as a minimum (PE Coordinator to double up on days to cover any terms that have been missed due to COVID)</li> <li>-Incorporate TA and support staff in team teach as-well to provide CPD to all staff and not just the schoolteachers</li> </ul>		<p>either shadowing or team teach.</p> <ul style="list-style-type: none"> <li>-TA's and support staff have been included in this training as-well</li> <li>-Students have been receiving more tailored specific progressions for their abilities with a range of different activities</li> <li>-The progressions and activities have been more accessible for all children including all children with SEND. Hence, improving the level of inclusion within all PE lessons due to teachers feeling more confident to adapt immediately and how to within PE.</li> <li>-Students are being more formally and informally assessed in lines with the new assessment tools.</li> </ul>	<p>Coordinator</p> <ul style="list-style-type: none"> <li>-The staff who scored lower on the skills audit have an additional half term</li> <li>-TA's and support staff work with the PE Coordinator for specific lessons</li> <li>-Lunchtime supervisors have additional training sessions for the lunchtime physical activity project</li> <li>-Children are assessed more regular with pre- and post-assessments</li> </ul>
<ul style="list-style-type: none"> <li>-CPD around the NEW PE curriculum-journey booklet therefore, students are getting specific continuous progressions due to teachers feeling more confident to adapt their PE teaching with their new and advanced knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Develop continuous half term or termly 'PE Check In's' with staff and the PE Coordinator</li> <li>-Providing weekly meetings where required to cover any specific PE topics or to check over teacher's plans</li> <li>-Each half term, there will be updated resources and schemes of work for PE which are a combination of the PE Coordinator and recent teacher's ideas/plans.</li> </ul>	£430 (PE Coordinator)	<ul style="list-style-type: none"> <li>-Staff had tailored and COVID19 related resources provided each half term for their PE lessons (which they worked alongside the PE Coordinator to continue to improve their knowledge)</li> <li>-Resources were continued through lockdowns.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore additional resources from NGB's so staff are getting the most recent up to date information</li> <li>-Network with external organisations to organise additional coaches across the entire school more regular each half term</li> <li>-Return to pre COVID data for specific goals to be met in relation to new sports per half term.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				41%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	

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>-All students to be physically literate alongside, competent by the end of the year in fundamentals.</p>	<p>-The start of the NEW PE Curriculum is focused towards fundamentals, and all year groups have either a full term or a starter into fundamentals that are age appropriate.</p>	<p>£430 (PE Coordinator)</p>	<p>-FS2 and KS1, children's agility, balance and coordination has improved which has been seen in lunchtime and break time provision. Children becoming more confident to play in different terrains and with different sport equipment due to their improvement of their fundamentals.</p> <p>-KS2, there has been an immense improvement in the transfer of fundamentals into sport specific topics. Students have become more consistent with their transfer of skills.</p>	<p>-Continue with the traditional start of fundamentals for FS2; however, introduce structured play by teachers with PE equipment more regularly.</p>
<p>-All classes have 2 lessons per week followed by, a termly rota around each class having the PE Coordinator for one half term as a minimum.</p>	<p>-The PE rota to be complete half term in advance. Followed by planning sent out at the end of each half term in order for the half term check ins to be completed for staff to go over their planning with the PE Coordinator.</p>	<p>£430 (PE Coordinator)</p>	<p>-Each class has had the PE Coordinator for one half term. Working on specific topics plus, a range of different sports through different approaches due to the COVID19 return.</p>	<p>-Increase the level of sport specific end topic tournaments for upper KS1 and include in newsletter.</p> <p>-Continue with the PE rota that is organised each half-term to allow for each year group to work with the PE coordinator for one half term</p>
<p>-Students to be assessed appropriately through the NEW PE Curriculum followed, developing their skills deeper through appropriate progressions.</p> <p>-Staff to provide with half term check ins around their PE planning and CPD additional support.</p>	<p>-Through the NEW PE Curriculum, children to be pre and post assessed in line with their specific topic.</p> <p>-Each lesson has a set structure of</p>	<p>£430 (PE Coordinator)</p>	<p>-Staff have observed student's progress further from basic skills into complexed ones with confidence. Student's physical literacy has increased which has</p>	<p>-PE Coordinator and PE lead to attend additional CPDs etc. to provide staff with resources and up to date information.</p> <p>-Return to completing half</p>



<p>Additional targets to achieve:</p> <ul style="list-style-type: none"> <li>-2 lunch time clubs every week throughout the year</li> <li>-3 half terms of KS1 After-school Clubs with the PE Coordinator</li> <li>-3 half terms of KS2 After-school clubs with the PE Coordinator</li> <li>-6 Additional after-school clubs</li> <li>-10 Intra-school competitions (competitions within school)</li> <li>-20 external competitions and festivals through-out the year</li> <li>-1 annual sports day</li> <li>-6 staff CPD sessions</li> <li>-8 curriculum bookings from external specialists</li> </ul>	<p>progressions and regressions.</p> <ul style="list-style-type: none"> <li>-All classes to have the PE Coordinator for one half term as a minimum (in school or virtually).</li> </ul> <p>-Due to the pandemic these targets changed slightly to the following:</p> <ul style="list-style-type: none"> <li>-2 lunch time clubs every week throughout the year</li> <li>-2 half terms of KS1 After-school Clubs with the PE Coordinator</li> <li>-2 half terms of KS2 After-school clubs with the PE Coordinator</li> <li>-8 Intra-school competitions (competitions within school)</li> <li>-4 virtual competitions</li> <li>-1 annual sports day</li> <li>-Staff Checks in termly</li> </ul>		<p>seen more Y2s confidently move up and ready for KS2 PE.</p> <ul style="list-style-type: none"> <li>-Students have become more accepting of PE routine again after the start of the pandemic and returned to feeling comfortable with doing PE and school sport.</li> </ul> <p>-Due to COVID, many of these targets weren't achieved; however, there have been:</p> <ul style="list-style-type: none"> <li>-7 lunch time clubs</li> <li>-3 virtual competitions</li> <li>-Intra-school competitions once a half-term</li> <li>-1 annual sports day</li> </ul>	<p>term PE CPD sessions.</p> <p>-As restrictions begin to relax, revisit the different external organisations for additional competitions.</p> <ul style="list-style-type: none"> <li>-Redesign a NEW Arches competition calendar.</li> </ul> <p>-Restart the intended targets from 2019-2020/2020-2021:</p> <ul style="list-style-type: none"> <li>-2 lunch time clubs every week throughout the year</li> <li>-3 half terms of KS1 After-school Clubs with the PE Coordinator</li> <li>-3 half terms of KS2 After-school clubs with the PE Coordinator</li> <li>-6 Additional after-school clubs</li> <li>-10 Intra-school competitions (competitions within school)</li> <li>-20 external competitions and festivals through-out the year</li> <li>-6 staff CPD sessions</li> <li>-8 curriculum bookings from external specialists</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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>-Children to continue to develop their skills and transition learnt skills to organised inter-competitions with Arches SSP and additional organisations such as SUFC</p> <p>-Children to develop autonomous within their skill development to learn/develop skills which they automatically transfer into term competitions</p> <p>-Children being to develop confidence within slightly higher pressurised environments within competitions</p> <p>-Children's engagement to continue outside of school plus, continue to develop their love for sport and PE</p>	<p>-Utilise the competitions that Arches provide through-out the year and organised by the PE Coordinator</p> <p>-Participate in virtual events and sport competitions</p> <p>-Through the NEW PE curriculum, link the lesson content to sport events that are happening that term</p> <p>-Organise specialist coaches to attend school to provide students extra opportunities to increase their sporting competence</p> <p>-Organise the logistics for the NEW Wisewood Active Afternoons (adapted for COVID by doing the same activities but altered for home environments)</p> <p>-Signposting and providing opportunities for children to continue their PE development outside of school</p> <p>-Research into transport (cheaper alternatives for post COVID)</p>	<p>£645 (Arches Package)</p> <p>£645 (PE Coordinator)</p> <p>£645 (PE Coordinator)</p> <p>£500 (External coaches)</p> <p>£500 (Transport)</p>	<p>-Due to COVID, competitions had to be altered to intra-school competitions (within school) and virtual competitions.</p> <p>-New curriculum and progression map meant there was an emphasis on healthy competition in school during PE lessons, lunch time clubs etc.</p> <p>-Due to Covid, the Active Afternoons and specialist coaches within school couldn't go ahead as planned.</p> <p>-External events were adapted to intra-school competitions through the curriculum, PE lessons, virtual competitions etc within class bubbles.</p>	<p>-Reimplement a new events calendar, which again looks to utilise Arches SSP and additional organisations such as SUFC.</p> <p>-Transfer this healthy competition from within school into external events once COVID restrictions are relaxed.</p> <p>-Aim to start organising the logistics for the Active Afternoons and networking with external coaches and organisations again once COVID restrictions are relaxed.</p> <p>-Focus on reimplementing a new events calendar, which again looks to utilise Arches SSP and additional organisations such as SUFC.</p>

Signed off by	
Head of School:	Ben Ramsden
Date:	July 2021
Subject Leader:	Ellie O'Brien
Date:	July 2021
Governor:	
Date:	