



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"> -Implementation of PE team -Val Sabin PE scheme acquired all staff trained -Training of sports leaders -Training of PE lead -Increased participation in wider sports events and competitions 	<ul style="list-style-type: none"> -Improve participation in active clubs. Current baseline of children attending an active club is 36% -Improve teacher skill and confidence of delivering PE -Investigate more opportunities for children to be active each day -Ensure progression of skills within PE over key stages -Improve assessment opportunities for PE -Develop subject of PE and PESSPA across school

Meeting national curriculum requirements for swimming and water safety.	
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.	90.9%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90.9%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90.9%
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?	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: 2019/20	Total fund allocated: £19,560	Date Updated: 17/07/2020		
	Total fund spent: £ £14,846	Part of fund not spent due to cancellations of events and competitions		
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: 31.39%
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?:
Provide children with a variety of opportunities for physical activity	All classes to regularly conduct 'Newman Mile' learning breaks Real play GoNoodle learning breaks in each class to give short burst physical activities Orienteering course to provide physical activity throughout lessons	(Cost allocated to Indicator 2)	Number of laps per child to be recorded and built on each session Children showing increased engagement after short burst Impact to be assessed after training	Use display board to track each class progress Survey how often it is used and child enjoyment
Promote sport leadership and encourage physical activity at lunchtimes	Year 5 children booked to go on Physifun course to be given skills and knowledge to lead games and sport activities to lower year groups at lunchtimes	£140	Due to lockdown, children who were trained this year will continue as PhysiFun leaders next academic year.	Next step: Chn to train rest of year 5 to help run games for KS1 during lunchtimes

Maximise opportunities for children to participate in regular physical activity during lockdown	Use of specialised sports coaching from Sports 7 to provide regular physical activity alongside teachers for critical worker children in school during lockdown and organisation of physical activities and videos sent to children during lockdown including organising a Virtual Sports Day	£6000	All children in school were engaged in 1 hour of physical activity daily. All children in school and 67 children learning from home took part in the Virtual Sports Day which involved completing events over a 6 week period.	Next step: Resources, videos and plans saved to be used in the future in the event of another lockdown and adapted to improve physical activity suggestions at home
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5.78%
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:
Provide further opportunities for physical activity to be applied across lessons	Mapping of school ground and plaques for orienteering course by Josh Jenner Orienteering	£1130	Staff training (Indicator 3)	Course is permanently installed and is adaptable for future years and can be used across curriculum Next step to train staff in effective use

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36.3%
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:
Provide training and support to new PE lead to allow for improved management of PE teaching and PESPPA across school	New PE Lead workshop attended with Active Surrey Active Surrey Membership purchased	£150 £950	PE lead becoming more confident in ensuring improvement of PE and PESPPA across school Aim to continue membership to develop yearlong action plan to drive improvement forward	Actions Plans in place to ensure continued improvement across year Next steps: CPD opportunities provided by Active Surrey as part of membership
All staff to be confident in teaching and planning PE curriculum to allow for progression and skill coverage for all children	Teachers working alongside specialised coaches from Sports 7 for 1 out of 2 weekly PE lessons to improve knowledge and skill base in teaching PE	£5500	100% of children taking part in broad and balanced PE lessons with skilled instructions. All teachers observed effective PE delivery to then use within own PE lessons	Observations of PE lessons to evidence improvement of PE teaching
Deliver professional training to staff to improve inclusion of active lessons across curriculum and use of new resources	Staff CPD on use of new orienteering course to plan lessons and use course across subjects	£500	Training to take place in March	Regular use of course cross-curricular in all phases Next Steps: Display of photos of course in use during lessons

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:
Improve delivery of broader range of activities and clubs through purchase of effective resources	Tag rugby kits purchased for afterschool club and use within PE lessons Wider range of equipment and resources purchased for teaching multiskills in Key Stage 1	£32.38 £247.78	12 pupils taken up tag rugby club after use within PE sessions. 6 Pupils identified to take part in specialised competition in March Resources ready to use from September to improve delivery	Quality of tags allow for extended use and adaptable to variety of PE lessons. Ensure use of kits across key stages to encourage more children to take part in club. Start lower KS2 Tag Rugby club to extend opportunities to find skilled players
Offer a wider range of sport and active opportunities for all pupils	After school clubs from specialised instructors (Sports Unlimited)	£300		Next steps: Promotion of Athletics Club in Summer Term; Sport Unlimited coaches to run taster sessions for all classes end of Spring 2.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.92%
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:
Prove opportunities for 100% of children to take part in some form of competition throughout the year	Pay for supply to cover teacher leading multi-skills intra school competition for all students to take part in	£180.86	100% of school pupils took part in intra-school sports competition across two days	All teachers observed and organisation of event is adaptable to take place 3 times a year, each year
Increase opportunities for all children to take part in interschool sports events	Use of Active Surrey, ERPSSA and School Games memberships to sign up for a variety of competitions in local area Use of school minibus to provide transport to events to allow more children opportunity to take part	Cost allocated to Indicator 3	All Y3 children had the opportunity to represent the school at Cleves mini-Olympics. Events and competitions attended in Autumn term: 8	Regularly check updated events and broaden criteria for child selection of events Investigate other transport options when minibus unavailable or requiring to transport more children

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	