

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2021/22

Commissioned by



Department
for Education



Created by



Additions by:



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



Funding Available for 2021/22

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to funding from the 2020 to 2021 academic year, and also to any carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2021/22

Total amount of any unspent funding at 31st July, 2021, to be carried forward	- £13,854
2021/22 Premium	- £17,790

Total Funding for 2021/22*	£31,644
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*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)

COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	Yes	Yes	Yes

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	Yes	Yes	Yes

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA
	✓		



COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	68 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	68 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	68%
<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>	Yes

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 2021:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Setting up a Girls Active Team (6 girls from Year 4) to highlight the importance of girls getting active and fit and to develop leadership opportunities for Key Stage 2 girls. Girls are now beginning to lead, resulting in their peers becoming more active and enjoying physical activity in their school. 2. A successful Healthy School/ School Sports Week- all children engaged from Nursery- Year 6. 3. Sport providers, working with our children to create a life- long love of PE and Sport. 4. CPD that took place has increased staff knowledge and understanding of skills in delivering PE. 	<ol style="list-style-type: none"> 1. To ensure that the new PE lead is fully trained and up-to-date with the latest PE guidance and given support through Academy CPD. 2. Support staff and LTS to provide opportunities to enhance the well-being of our children through, exciting, fun and healthy physical activity. 3. Embed the assessment system for PE across the Academy with all staff. 4. Build upon the CPD already taken place for staff. 5. Develop the Daily Mile in to all class and develop the 30 minute a day programme to ensure all children have the opportunity to engage in 30 minutes a day of physical exercise.



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: 2021/22		Total fund (Including any Underspend): £31,644		Date Updated: 1/6/22	
Key indicator 1: The engagement of all 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:
					%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to knowand 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 suggestednext steps:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	<p>We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding engaging external providers to work alongside staff and children with regards to activity provision.</p> <p>1. A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none">We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance.We will provide support for the teaching of outdoor activities in line with the OAA scheme of work that has been embedded.The PE Curriculum Map will be reviewed and developed in order to provide an extensive outdoor learning programme for September 2021.OAA files are to embedded and used throughout the academic year, September 2021-2022. These will include orienteering activities and team building exercises, problem solving.		<p>Internal and External provider costing of Unmatched Coaching £7,909.50 (£12,550) over the year to support 2.5 days a week.</p> <p>OAA equipment (See costs in Indicator 4)</p>	<p>Evidence</p> <ul style="list-style-type: none">External providers engagedCOVID19 safe-practice being followed by staff and childrenDaily Mile and 5 a day in placeIncreased outdoor opportunities being prioritisedAll programmes in place and children engaging on a regular basis30 Minutes a Day baseline data30 minute a day activity timetabled for each year groupExtended Extra-Curricular Sport and Physical Activity ProgrammeParticipation RegistersPE, School Sport and Physical Activity (PESSPA) noticeboard updatedAn increase in the amount of children working outside for lessons, embedding the OAA scheme of workProgrammes in place that are ambitious and engage our children.Pupil and Staff voice surveys	<ul style="list-style-type: none">The academy will continue to ensure that all national COVID19 guidance and local policy is followed with regards to engaging any external providers to work alongside staff and children with regards to activity provisionUse new Class Club Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are notCapture pupil and staff voice in to identify strengths, barriers to engagement of children and target solutionsPE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them

	<p>laps covered.</p> <ul style="list-style-type: none"> Be the best- children to keep a record of their own scores and try to beat them each time. <p>6. Playground Dance</p> <ul style="list-style-type: none"> Lunchtime programme for Autumn Term involving time-tabled classes taking part in outdoor dance classes in the playgrounds. – Provided by MAD2PERFORM <p>7. Children to be able to access five a day</p> <ul style="list-style-type: none"> Develop the programme in place across the school and track progress form Nursery- Year 2 only. <p>8. Internal staff to provide additional physical activity opportunities:</p> <ul style="list-style-type: none"> Lunch Time supervisors to play an active part during the 1 hour period for lunch. Staff on duty at play times/ lunches to make outdoor activity physical. <p>9. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Continue to use and re-stock the playground equipment to support engagement for children at lunch-times Purchase range of inclusive equipment 	<p>£560</p> <p>Included in GAT costings in Indicator 3</p> <p>See total costs in Indicator 4 below</p>	<ul style="list-style-type: none"> Increase participation of non-active pupils. Increased fitness levels for all, but with a particular focus on the less active pupil <p>See Impact and Evidence above</p> <p>See Impact and Evidence above</p>	<p>over the year based on number of steps achieved.</p> <ul style="list-style-type: none"> Classes and children can compete against self and others Pedometer competitions to be linked to learning in Maths Allison Consultancy to provide Active Playground Training to promote new activity opportunities at lunch-times Provide training for co -hort of young leaders Training also for LTS and Active Playground co-ordinator Look to put active zone playground markings onto playground and zone the playground Children to be able to access additional, less traditional activities Look at including cheerleading, yoga, boccia, New Age Kurling, Boxercise Engage Martin Smith to develop OAA opportunities and resources Staff continue to use Daily Mile and 5 a day – look to include pedometers as appropriate Continue and develop the Playground Dance programme Look at additional resources / programmes including Go Noodle and Super Movers to keep activity levels up and to promote the importance of a healthy lifestyle and for children to develop a positive self image.
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				<ul style="list-style-type: none"> • Display available clubs on PE board and develop additional clubs so that KS1 and KS2 have physical activity opportunities throughout the year. • Look at implementing the HLA, outdoor passport. This enables classes to achieve various targets across the academic year, focused on outdoor learning experiences. Year 1-6. • Look at developing it to include PESSPA statements / targets • Whole school to use the passport, showing clear progression in the skills being taught throughout the school
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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:
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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:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p>1. Strategic approach with focus on well-being</p> <ul style="list-style-type: none"> Develop links with and support whole-school priorities e.g. mental health and well-being, and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating Develop staff knowledge and confidence across whole school with a particular focus on outdoor learning which also supports the national COVID19 guidance. Engage Martin Smith to provide additional training and support for OAA and outdoor learning across the academy Children to take part in OAA challenges both individually and within a team to learn how to evaluate and recognise their own success <p>2. Ensure PE and Sport Premium Plans are embedded within and inform the school SIP</p> <p>3. 5 a day scheme</p> <ul style="list-style-type: none"> Continue to develop and use the scheme from Nursery-Year 2. <p>4. 30 minute a day</p> <ul style="list-style-type: none"> Specific planning and guidance to link 30 minutes a day, cross curricular (see section 1 also). Use of training in OAA and Active Science. 		<p>Evidence and Impact</p> <p>Also see statements in Section 5 below, but these would include:</p> <ul style="list-style-type: none"> COVID Safe Competition opportunities developed The Mintridge Foundation assisting young people of all ages, abilities and physical capabilities to develop confidence and resilience, and creates awareness of the importance of mental and physical wellbeing through sport. Sense of health and well-being improved Children bringing in healthier snack options Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Key Strategic Actions identified that will have the greatest, most sustainable outcomes 30 Minute strategies in place and enhanced engagement in lessons Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Increased understanding of the benefits of exercise for health Children take part in OAA challenges both individually and within a team to learn how to evaluate and recognise 	<ul style="list-style-type: none"> Work with Allison Consultancy to ensure a strategic approach to planning and provision, for example: <ul style="list-style-type: none"> Ensuring the 2022-23 plans continue to support and drive forward the achievement of whole-school priorities Developing the PE Curriculum Journey Booklet as developed by Kingswood Primary Academy in partnership with Allison Consultancy Developing the 'Subject Key Headlines on a Page' in partnership with Allison Consultancy Ensuring the PE Intent Statement supports and links to the whole-school Intent statement e.g. mental health and well-being, and healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating Ensuring links to and the embedding of Skills Builder

	<p>5. Mintridge Foundation</p> <ul style="list-style-type: none"> Bronze package- Olympians to come in to school on 3 separate occasions throughout the year The Mintridge Foundation is a registered charity dedicated to enhancing life skills in young people through sport They will provide a support network for young people by harnessing the power of positive sporting role models All children to work alongside the coaches. <p>6. COVID Safe- Competition</p> <ul style="list-style-type: none"> Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child Develop internal competitive opportunities to enhance the PE curriculum offer Develop competition opportunities, within in house and cluster. Unmatched Coaching to provide competitive opportunities Develop the skills involved in tracking personal goals. See Section 5 below <p>7. Girls Active</p> <ul style="list-style-type: none"> Girls Active and Sports leaders taking an active part in developing sport and running events. 	<p>(Assume from existing commitments)</p> <p>Unmatched Coaching costs in Indicator 1 above</p>	<p>their own success</p> <ul style="list-style-type: none"> Girls Active/ sport leaders taking on a lead role in the setting up and organisation of events. <p>See Evidence and impact statements in Section 5 below</p>	<ul style="list-style-type: none"> Further develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child Further develop internal competitive opportunities to enhance the PE curriculum offer Include pedometer competition programme Allison Consultancy to provide leadership and team-building opportunities for our children including Young Leader led competition (In-school / with Kingswood Primary Academy) This would include the Active Playground and Young Leader and Team-Building opportunities included in Indicator 1 above Engage Martin Smith to provide additional training and support for OAA and outdoor learning across the academy Liaise with Sport Coaching companies and providers to look at how physical activity can help support achievement of goals within their programme e.g. Survival and First-Aid Continue to engage with the Mintridge Foundation and Girls Active to support the enhancement of life skills in young people through sport
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				<ul style="list-style-type: none"> • Purchase additional training and resources to support the further development and delivery of our 30 Minutes a Day programme • Look at national programmes / resources that support learning in other subjects through physical activity, for example, Teach Active • This focusses on raising standards through active Maths and English lessons • Schools access lesson plans and resources designed to deliver the Maths and English curriculum through physically active learning • A nationally recognised and highly acclaimed online resource. • With classroom based, sports hall and outdoor activities. • Resources are mapped to the National Curriculum and covers all objectives from Reception to Year 6. • Link to our work around 30 Minutes a Day • Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. • This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect. • PE Lead to continue to raise profile of PE and the whole-school benefits – parent leaflets / staff meetings / newsletters • Capture pupil and staff voice
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				<p>to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development.</p> <ul style="list-style-type: none"> • Target the areas for development from the pupil and staff voice
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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?:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework Informal discussions with staff, building upon the audit last year Re-audit staff and PE equipment needed for any delivery Key focus on any new staff PE Learning Walks to help identify needs PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure future actions support Physical Activity requirements / recommendations from DfE <p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p>		<p>Evidence</p> <ul style="list-style-type: none"> Staff Voice / Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff aware of and following latest COVID19 – PESSPA Safe-Practice Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children following all latest COVID19 – PESSPA Safe-Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff Photographic evidence of PE 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure that CPD that has taken place this year is cascaded to any new staff next year Continue to engage with GAT Membership package that includes CPD Allison Consultancy to plan and deliver a strategic, comprehensive package of support for high quality PESSPA This includes the identification of needs across the academy and bespoke training and resources to meet identified need Work in partnership with the Executive Principal and the new PE Lead Professional learning will include whole-staff training, one-to-one support, work with the children and support for LTS on the Active Playgrounds programme Allison Consultancy to

£2,400

	<p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 • Sharing of best practice to support pupil well-being • PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of planning & delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>2 x In-school, bespoke days of support as part of GAT Membership + 2 additional days of support from Allison Consultancy</p> <p>(Dates: 23/5/22, 26/5/22, 30/5/22, 31/5/22)</p> <p>Support includes in-school provision, one to one support for the Executive Principal, the PE Lead, whole-staff training, and remote write-ups. Support covers the following:</p> <ul style="list-style-type: none"> • Orientation in relation to PE & Sport Premium: Conditions of Grant, DfE Guidance, and Action Plans • Review and update of PE & Sport Premium and PE Curriculum Sections of the website • Website compliancy review • In-school review of 2021/22 Plan and identification of next steps with the Executive Principal • Remote development and write up of 2021/22 PE and Sport Premium Action Plan 	<p>£1,000</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Bespoke, remote and in-school training days from Allison Consultancy taken place • Deadline for PE & Sport Premium Underspend met • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Discussions with staff and children • 2020/21 PE & Sport Premium Plan reviewed and developed • Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy to include COVID19 safe-Practice • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • PE Curriculum reviewed and developed • Templates on website and web-compliant • Quality Assurance of planning, QFT and learning and assessment • PE Learning Walks taken place • PE Learning Walk sheets <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • PE Lead has greater understanding and evidence of impact of CPD • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • Teachers using lesson plans – increased confidence, knowledge and understanding to plan and deliver more effective PE lessons that engage children • Staff upskilled to deliver enhanced provision in PE lessons 	<p>support the PE Lead to be able to provide internal PE CPD support for staff</p> <ul style="list-style-type: none"> • Carry out paired PE Learning Walks with support from Allison Consultancy • Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave • Staff to complete audit to identify further CPD needs • PE Lead to use resources from Allison Consultancy / Microsoft Forms to complete new audit of Staff PESSPA CPD needs • Based on outcomes of audit provide targeted support to meet identified need • Ensure that all planning documents are received from external providers working alongside staff to support the delivery of PE • PE Lead to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice. • Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) • Look at new schemes of learning including the P.E Passport which is GAT recommended) to support staff with their planning,
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	<ul style="list-style-type: none"> • Ofsted Evidence data pack • Data collection Resources for PE & Sport Premium • Review and development of PE Curriculum Map • PE Curriculum Journey Intent Statement • Linking PE Curriculum Intent Statement to whole-school curriculum intent • Resource for PE Learning Walks and paired PE learning walks • Work with the Executive Principal to review and update Long and medium-term planning for PE • Work with Executive Principal to develop a bespoke, strategic programme of support for PESSPA • Bespoke day of support for the new PE Lead <p>Support also includes the following:</p> <p>1 x Day (2/11/21) – Super Me!</p> <p>In-School Support to include:</p> <ul style="list-style-type: none"> • Modelled lessons with the children and staff • The sessions focus on developing the well-being of your children through simple, healthy, physical activity and relaxation strategies 	<p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children learning through all areas of PE as required by the National Curriculum • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Enhanced quality of learning • Improved challenge and engagement across all pupils • Enhanced pupil progression • Pupils develop FMS <p>Evidence</p> <ul style="list-style-type: none"> • Training taken place • Staff employing strategies and activities with children <p>Impact / outcomes for staff</p> <ul style="list-style-type: none"> • Greater understanding of simple, practical activities to support the development of children's well-being • Super Me! supports PE Lead and the school with the achievement of Outcome Indicator 2 <p>Impact / outcomes for children</p> <ul style="list-style-type: none"> • Development of self-esteem • Children know how to use simple movements to help them relax and focus their minds • Helps children to find the superhero power inside themselves, to have the confidence to tackle any situation and to understand their own behaviours a bit more 	<p>delivery and implementation of the PE curriculum</p> <ul style="list-style-type: none"> • Purchase PE Passport • Planning and delivery to include the development of transferable skills that focus on physical, cognitive, personal and health threads • With support from Allison consultancy, the PE Lead to monitor impact of the CPD through learning walks and Pupil + Staff Voice.
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	<p>3. Engage Sports Coaching Company to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) Working alongside teachers with the children to plan and deliver QFT PE lessons Coach to carry out planning and inter-school/ cluster competitions. Coach to carryout extra curricular activities weekly, through lunch and after school. <p>4. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> Sustainability: purchase new resources to support staff learning and delivery of QFT that can be used year on year (e.g. equipment / any additional schemes or units of work) Purchase staff PE Kit <p>5. Additional Package of PESSPA Professional Learning and Resources from Allison Consultancy</p>	<p>Unmatched Coaching costs in Indicator 1 above</p> <p>(See costs in Indicator 4)</p> <p>Staff PE Kit: Assume from existing commitments</p> <p>£11,000</p>	<p>Evidence</p> <ul style="list-style-type: none"> Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) Training arranged Lesson Plans Lesson Observation Learning walks Discussions with staff Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons This will support enhanced planning and delivery of PE lessons based on targeted needs of our children Sustainability: new schemes of work in place and can be used year on year Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons Improved quality in teaching, learning and assessment in PE for all children Increased pupil progress in PE Pupils developing enhanced Fundamental movement skills Improved challenge and engagement for all pupils 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	1. COVID19 - Safe-Practice: Physical Activity <ul style="list-style-type: none">Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirementsAmend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirementsIdentify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely providedWithin COVID19 safe-practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every classIdentify COVID safe-practice activity ideas from colleagues at GAT Network GroupRe-book activities that had to be postponed from last year due to COVID19		Evidence <ul style="list-style-type: none">All Physical Activities taking place meet all COVID19 – Safe-Practice requirementsChildren engaging on a regular basisNew equipment purchased and used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PEWidened range of healthy activity opportunitiesExtended Extra-Curricular Sport and Physical Activity ProgrammeParticipation RegistersIncreased number of children participating in school clubsPE, School Sport and Physical Activity (PESSPA) noticeboard updatedPupil voice surveys Impact / Outcomes for Children: <ul style="list-style-type: none">Increased awareness of the wide range of different types of healthy activity availableIncreased opportunities for healthy activity availableIncreased engagement in exerciseIncreased understanding of the benefits of exercise for healthImprovement in sense of health and well-beingIncreased participation by children who normally don't engage with sporting / physical activity opportunitiesIncreased number of children enjoying taking part in school clubsChildren are accessing structured, active games during lunchtimesEquipment available to ensure children are able to access active lunchtimes.	<ul style="list-style-type: none">Continue to Identify and develop healthy, physical activity opportunities that meet any COVID19 safe-practice requirements and can be safely providedEngage external providers to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activitiesAllison Consultancy to support the academy to further develop their Active Playgrounds programme
	2. Pupil Voice - Targeting Non-Engagement <ul style="list-style-type: none">Gather pupil voice, finding out what activities' children do and don't enjoy.Target children not engaging- why are they not?Girls Active/ Sports Leaders- to lead their own keep fit sessions with other children on the playground weekly.Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activitiesPE Lead to co-ordinate this		<ul style="list-style-type: none">Use new Class Club Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are notPE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome themComplete student voice to identify interests and barriers to participation in activities	

	<p>3. Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA safe-Practice On-going monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks) Coaches to provide an increased range of activities on the playground at lunchtimes. Coaches will have a particular focus to engage children who would not normally get involved in PE sessions. Coaches to use classroom spaces (RAINBOW room) if wet to get children involved in activities relating to physical activity. <p>4. After school clubs- school funded dance/ football</p> <ul style="list-style-type: none"> Support identified children (PP/ SEND) For Autumn Term <p>5. Purchase sports equipment to support new activities</p> <ul style="list-style-type: none"> Include the development of new types of sport eg cheerleading resources Includes repairs and maintenance on existing equipment to ensure sustainability of safe use (Sovereign) <p>6. Active Lunchtimes</p> <ul style="list-style-type: none"> Re-organise and provide equipment for outside storage system in place. Outside equipment trolleys for each class. Nets for badminton Gymnastics hall equipment New sports equipment bags- Boccia, boules, curling. 	<p>Unmatched Coaching costs-training leaders included in Indicator 1 above</p> <p>Assume from existing commitments</p> <p>£6,097.15</p> <p>£2,027 (Equipment From identified Left to Spend total)</p>	<ul style="list-style-type: none"> More children able to access equipment at lunch time and be involved in active lunches. <p>See Evidence, Outcome and Impact statements above</p>	<ul style="list-style-type: none"> Target and support children not engaging Strategically link new opportunities to the 30 minute a day programme Engage additional support including internal staffing and Young Leaders to extend opportunities Identify new staffing to further develop the Girls Active programme Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website Purchase sports equipment to support new activities and promote health and support learning in other subjects Link to the Pedometer Programme Within any COVID19 safe-practice, identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class
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	<p>7. 30 Minutes a Day</p> <ul style="list-style-type: none"> • Strategically link new opportunities to the 30 minute a day programme • Engage additional expertise / staffing to extend opportunities to support 30 Minutes a day • Raise awareness of 30 Minutes a day with key stakeholders including parents / carers • Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website - a primary focus of our curriculum is to enhance physical fitness opportunities, raise aspirations, develop a sense of personal pride in achievement, provide ways to help every student to find strengths and interests. 		<p>See Evidence, Outcome and Impact statements above</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in GAT and local Cluster Competitions</p> <ul style="list-style-type: none"> Engage in GAT and Cluster competitions ensuring that all national, Trust and local COVID guidance is adhered to If 'face-to-face' activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses Coach to teach and work with children before events come up <p>2. Participation in COTSSP Competitions</p> <ul style="list-style-type: none"> PE lead to follow the yearly calendar set for events and consistently review which tier level the government have set locally <p>3. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities All COVID guidance to be followed Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year 	<p>£650 North SSP Membership</p>	<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet Participation in GAT, Cluster and COTSSP events PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes accessible by all children.</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team Experience of competition against self and others Experience and understanding of rules and scoring systems 	<ul style="list-style-type: none"> Ensure any COVID19 safe-practice guidance is followed Continue to enter GAT, Cluster and COTSSP competitions Engage Allison Consultancy to provide their Young Leader Led Competition Programme This includes Allison Consultancy providing leadership and team-building training for our Young Leaders, preparing them to plan and deliver sports competition events both within school and with Kingswood Primary Academy Continue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all Allison Consultancy to work with the PE Lead to support them in further developing the internal, inclusive PE Curriculum Competition Programme Allison Consultancy and PE Lead ensure staff are

	<ul style="list-style-type: none"> • Competitions must involve ALL children • Develop new templates for scoring etc 		<ul style="list-style-type: none"> • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best 	<p>supported to provide competitive opportunities in PE lessons so competition is available to all children</p> <ul style="list-style-type: none"> • Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children • Look at competition between classes and competitive opportunities within the class that could link to 30 minutes a day • For example, develop use of Pedometers to increase competitive opportunities against self and others • Use of pedometers throughout KS1 and KS2 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle • Classes and children can compete against self and others • Pedometer competitions to be linked to learning in Maths • Use resources to record number of competitions and which children have engaged in competitive opportunities outside of the PE Curriculum
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Budget Summary as of 1/6/22

Total Funds Allocated (including any underspend) - **£31,644**

Total Spend so Far - Identified in Plan ('Blue' figures) - **£29,617***

(Includes 'Spend to date' and 'Committed - orders on system' – based on Budget Holder (Document Detailed) from Lisa Ritchie (1/6/22))

Left to Spend - **£2,027**

Additional Commitments to come from the current balance - **£2,027****

Balance (Final Total) - **£00.00**

*Committed Orders: Assumptions – that this figure covers the remaining costs for Unmatched Coaching and any other providers etc for the remainder of the academic year, and any other costs including travel, equipment and resources already ordered

****Additional Commitments to come from the balance of £2,027 (These have been highlighted in 'Yellow' in the Plan)**

- Equipment / Resources - (£2,027)