

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.

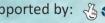
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 2020: Areas for further improvement and baseline evidence of need: Sports coaches have increased the breadth of study for the children Effective use of the school's Bluebell Woods with new sporting activities this year, including curling. Forest School training to develop the outdoor learning leadership skills The school staff have benefitted from boosting their own continuous of a dedicated teaching assistant professional development by observing high quality sports sessions in a Forest School provision for all children range of areas. Outdoor learning equipment to support cross-curricular learning Resources have been purchased to give active opportunities at Resources to support the development of fine motor and gross motor playtimes and lunch breaks. skills in the Early Years Foundation Stage and beyond. The playground astroturf and climbing frame continue to support the Sports coaches to lead and inspire the children as they develop children by creating spaces for gross motor skills and collaborative and physical skills and gain an experience of competitive sports Travel to other schools to take part in competitive sports and Country competitive play. dancing festivals











Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2020-2021	Total fund allocated: £16,440	Date: 20 th July 2	2020 Updated: 20 th July 2021	
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: 21%	
Intent	Implementation		Impact	
Clear School Focus: what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 For all pupils to have the opportunity to engage in physical activity at break and lunchtimes, in addition to cross-curricular lessons To make effective use of the Bluebell Woods and wooded areas by the classes 	development of fine motor and gross motor skills in the Early Years Foundation Stage and beyond. - Monthly landscapers to upkeep the areas and to	£1,500	The outdoor spaces are safe and well resourced, enabling all children to engage in physical activity throughout the day and their lessons. As a school, we prioritise active learning, making use of our rural setting and surroundings.	This should continue annually as the benefits for the children are high.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 30%	
Intent	Implementation		Impact	3070













Clear School Focus: what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-For quality Forest School learning to be delivered weekly for every class	- Funding of a Forest School Leader		The children have developed self- regulation, physical and team skills. This has not only had an impact on the children during the sessions but has generalised into all learning areas back in class.	benefits are high.











Key indicator 3: Increased confidence,	knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Clear School Focus: what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 Forest School training to develop the outdoor learning leadership skills of a dedicated teaching assistant Staff CPD 	- Sports Coaches to deliver 1 PE lesson per week for each class	£200		To share the Forest School philosophy with all staff, enabling them to use aspects within their own outdoor learning sessions.
Key indicator 4: Broader experience o	f a range of sports and activities off	ered to all pupils		Percentage of total allocation:
				29%
Intent	Implementation		Impact	
Clear School Focus: what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 Sports coaches to lead and inspire the children as they develop physical skills and gain an experience of a wide range of competitive sports 			football to curling. They look	This is essential to continue each year. The coaching from an expert and the resources brought in have been invaluable.











Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Clear School Focus: what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To travel to different schools and take part in a variety of competitive sports and festivals -learn how to record own levels -learn how to improve upon own levels and targets -to experience the emotions of winning and losing and how to acknowledge and then cope graciously in each scenario -to have a growth mindset approach to competition- practise makes progress	- travel costs		Due to covid restrictions, we were not able to travel to different schools. The funds have been spent on playground and PE equipment instead – providing opportunities for increased participation in competitive sport.	Add to next year's plan.

Signed off by		
Head Teacher:	Holly Swain	
Date:	20.7.20	
Subject Leader:	Holly Swain	
Date:	20.7.20	
Governor:	Vanessa Hughes Teaching & Learning Governor	
Date:	20.7.20	









