

# 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](#) 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>• The school teaches pupils the importance of regular exercise and healthy eating. The school promotes understanding of healthy lifestyles for the pupils and their families.</li> <li>• The provision of structured play provided by a specialist coach at lunchtimes has improved pupils' levels of fitness and developed social skills and teamwork.</li> <li>• Staff training has taken place to enhance teachers' skills and ensure the delivery of high quality P.E. lessons for all pupils at the school.</li> <li>• The school has developed an inclusive culture of participation in sporting activities.</li> <li>• The school have provided pupils with experience of a wide range of sporting activities to inspire their future participation in a variety of sports.</li> <li>• A calendar of competitions and events which the school would attend was prepared to ensure as many pupils as possible were able to take part.</li> <li>• A variety of competitions and inclusive events were attended by a wide range of pupils until lockdown in March, when virtual competitions were added to the opportunities available to the children.</li> <li>• The school ensured as many pupils as possible took part in extra-curricular activities provided as part of the CPRSSP offer until lockdown in March.</li> <li>• Key learning and key vocabulary is a focus in all curriculum subjects. This is evidenced in P.E. planning and through observations and discussions with the pupils.</li> <li>• Numbers of pupils attending activities and events have been monitored in order to apply for accredited School Games kite mark.</li> <li>• Lockdown March-July meant no face-face events were held.</li> </ul>	<ul style="list-style-type: none"> <li>- On the return to school after lockdown there needed to be a focus on wellbeing and physical activity.</li> <li>- Active wellbeing sessions were planned for all pupils in the school.</li> <li>- The need for young people to be more regularly physically active when in school and at home.</li> <li>- To access sport to build communication, resilience and team building.</li> <li>- In line with the SSP offer, the school will ensure that after lockdown a broader range of extra-curricular and sporting activities will be offered to engage more and different young people.</li> <li>- Staff training offered to help teachers recover and rebuild confidence for delivery.</li> <li>- To increase the range of opportunities available to pupils on the return to school.</li> <li>- To move from remote to face to face learning</li> <li>- To support those affected by lockdown/pandemic.</li> </ul>

- Coaches taught sports sessions daily with the key worker children during lockdown.
- Pupils in KS1 and KS2 were offered the opportunity to complete tasks and assignments in order to become Super Sports Leaders for their key stage during lockdown.
- A writing competition was undertaken during lockdown where pupils were invited to submit a piece about their favourite sports person.
- A Virtual Wimbledon Tennis competition was held during lockdown. All pupils from Y1-Y6 were invited to compete.
- Remote support was accessed for CPD from CPRSSP who delivered an INSET session focusing on socially distanced P.E. in order for teachers to be able to plan safe P.E. sessions for the return to school.
- All MDA's and TAs attended an online zoom webinar which shared information about socially distanced games during break and lunchtimes. Resources were downloaded to support the staff on the return to school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

**YES**/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: £15579</b>	<b>Date Updated: July 2021</b>		
What Key indicator(s) are you going to focus on? The focus is on Key indicators 1, 3 and 4 Engaging pupils in regular physical activity. Increased confidence, knowledge and skills of all staff in teaching PE and sport. Sports and activities offered to all pupils.			<b>Total Carry Over Funding:</b>	£15579
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		

<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity. To provide structured activity sessions for all children utilising the delivery expertise of SSP specialist sports coaches</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>To provide additional 'virtual' CPD and support with curriculum resources to raise the confidence and quality of PE provision delivered by teaching staff</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>We worked with the SSP to identify a suitable delivery programme to ensure all children could access a minimum of 1 session per week of structured physical activity.</p> <p>We identified activities which supported social interaction, communication and having fun.</p> <p>We worked with the SSP to organise and deliver additional staff inset CPD sessions on topics identified as areas of greatest need by the school teaching staff.</p> <p>We also worked with Get Set 4 PE to purchase a license to their online portal of teaching resources.</p>	<p>Carry over funding allocated: <b>£15579</b> Across all focus areas.</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS &amp; PA have made to pupils re-engagement with school. What has changed?:</p> <ul style="list-style-type: none"> <li>-316 children taking part between September – December 2020.</li> <li>-Sessions delivered <ul style="list-style-type: none"> <li>- Teacher observations and quotes as evidence of improved social re-interaction.</li> <li>- Levels of daily physical activity</li> </ul> </li> <li>- CPD sessions were based on asking staff informally which types of training they would find most useful.</li> <li>- Staff all made positive comments regarding Get set 4 PE CPD session, which prompted the school into signing up for this</li> <li>- CPD opportunities included planning for</li> </ul>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> <li>- Continued investment with 20/21 budget</li> <li>- Scale up the project and invest more so more children access increased number of sessions.</li> <li>- Involvement of school support staff ( LSAs and mid-days) so they can introduce some of the activities on other days.</li> <li>- Continued focus on 60 active minutes per day which this contributes to.</li> <li>- Next steps include: implementing new PE scheme and monitoring the school delivery of the new programme including feedback from staff as they begin to use it to teach from.</li> <li>- Team teaching</li> <li>- Sustainable change evidenced through confidence in topics covered</li> </ul>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>To provide 'virtual' live sessions to targeted cohorts/year groups of children during the lockdown period to engage students in a wide range of physical activity opportunities and maintain class relationships and interaction.</p> <p>Key Indicator 4: sports and activities offered to all pupils.</p> <p>On return to school after lockdown, all pupils took part in weekly dance/wellbeing sessions to promote activity and mental wellbeing</p>	<p>We worked with the SSP who delivered weekly live virtual PE sessions and after school clubs to all year groups through zoom including the teaching and support staff throughout the lockdown period. All staff had the opportunity to participate in weekly Yoga sessions for mental as well as physical wellbeing.</p> <p>All pupils took part in specialist coach led dance/wellbeing activities to promote mental health after lockdown.</p> <p>Whole school opportunity to take part in Yoga sessions to promote pupil wellbeing post lockdown.</p>		<p>Covid safe PE sessions in school, playground games training for support staff.</p> <p>Throughout lockdown, pupils were offered weekly live virtual PE sessions and after school clubs in a range of areas. this supported the well-being of the children during lockdown by improving their self-esteem, social interaction, engagement in school activities and mental wellbeing</p> <p>Pupils adjusted to the return to school through having the opportunities to explore mental health and ways to improve and maintain this through exercise which promotes wellbeing. Yoga sessions were organised for all classes, which promoted further the importance of mental health, health and physical wellbeing.</p>	<p>and use of resources.</p> <ul style="list-style-type: none"> <li>- Subject leader to monitor</li> <li>- CPD to continue to build staff confidence and ability to lead further active sessions.</li> <li>- Continue the activities in person in 20/21 plan</li> <li>- Build on this experience as we move out of lockdown</li> </ul> <p>Pupils adapted well to the different way of coming to school with covid safe restrictions and procedures in school. Moving forward - ensure that there are opportunities to involve mental health activities and discussion in PE sessions to promote mental, which leads to physical wellbeing</p>
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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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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?	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: £	Date Updated:			
<p><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</p>				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?:		
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands ( see attached) To impact on all students in Key Stage 1 and 2.</p> <p>Please note some aspects are deliberately targeted at least active children.</p> <p>To build regular physical activity into the school day for all students.</p> <p>To provide a breadth of opportunities for pupils to be active daily including break , lunch and cross curricular activities.</p> <p>To work with the wider school community and workforce through targeted CPD to ensure staff are competent and confident in implementing daily activity strategies.</p>	<ol style="list-style-type: none"> <li>SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. This was adapted delivery due to Covid. SSP provided a video recording of the Healthy Lifestyle assembly with a home learning or in-school task sheet to complete</li> <li>Deliver to a target group of children in Year 4 the SSP Fit4Action health intervention 6 week programme. Summer Term 2021</li> <li>Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the</li> </ol>		<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> <li>Follow up Q and A by class teachers on content. Production of follow up tasks and displays.</li> <li>Sessions took place in second half of summer term 2021. All pupils in one Y4 class took the sessions (to keep bubbles safe) Groups for tracking included ECHP, SEN, PP, Ethnic, EAL. Subject leader to monitor future engagement in activities.</li> <li>All pupils were all selected (which included all groups) to compete in active festivals where tasks were completed in school or</li> </ol>		<ol style="list-style-type: none"> <li>Staff attend assembly to gain knowledge. Staff to provide update assemblies in partnership with the SSP.</li> <li>Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</li> <li>Use the Personal Challenges to chart activity</li> </ol>

<p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p> <p>Through SSP membership – our school has participated in the provision documented in this section with the specific aim of supporting the wellbeing of our students during the pandemic (lockdown period). This has ensured opportunity and access to 60 active minutes per day.</p>	<p>school in personal challenges and to develop a love of being active. A virtual multi skills festival was completed in P.E. sessions during the autumn term so all children in the school were able to participate. During lockdown in the spring term, further virtual festivals and competitions were offered to all pupils. These opportunities included video instructions to allow children to complete the festival at home or in school</p> <p>4. Select and book appropriate staff to attend CPD Staff Wellbeing Adapted delivery due to Covid meant these CPD sessions were delivered virtually</p> <p>5. EYFS staff to attend ‘Healthy Movers’ CPD and utilize the resources to engage our youngest students and families in being more regularly active. Resources accessed online</p> <p>a. There has been a creation of a SSP web page for the storing and sharing of a wide range of remote learning resources.</p>		<p>at home during lockdown and submitted to CPRSSP. Activities included Get up and Dance festival, Spring into Fitness competition, multi-skills competition.</p> <p>4. Staff records of attendance. All staff attended wellbeing session offered by CPRSSP. All staff were also invited to attend weekly Yoga sessions via zoom, from January to Easter to promote wellbeing</p> <p>5. Staff records of attendance. Tracking of active minutes per day. EYFS pupils complete a daily mile every day, in addition to outside play with bikes, scooters, climbing equipment etc.</p>	<p>between festivals. If successful widen the project to a greater number of children.</p> <p>4. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school.</p> <p>5. Staff CPD and resources specific to the setting.</p>
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	<p>b. Between January – Easter 2021 the delivery of a daily ‘free to access’ virtual sports and activity club via zoom led by the SSP team. In place to allow children to access extra-curricular sport during the lockdown and restricted period.</p> <p>c. Throughout January, February and March – the SSP delivered a ‘live’ PE afternoon with KS1 and KS2 sessions available through zoom for students at home and in school to access.</p> <p>d. Throughout February and March (during lockdown period) the SSP Get Up and Active daily early morning club was free to access for all students to re-engage students with physical activity and get them ready for the school day.</p> <p>e. A large bank of pre-recorded video resources created by the SSP team to support at home/in school PE delivery and physical activity participation.</p> <p>f. The creation and delivery of regular physical activity challenges, festivals and competitions delivered virtually to increase participation.</p> <p>g. The SSP provided fortnightly ‘home learning’ activity cards and packs which were set as daily tasks for PE at home and used by staff in schools.</p>		<p>Evidenced through Google-classroom lessons provided using resources mentioned.</p> <p>Emails/letters to parents offering free Get up and move session, emails/letters offering virtual after school clubs and live P.E. lessons.</p> <p>Completed work samples on pupil’s google classroom portals, records of classes and teachers accessing support , evidence of parental engagement.</p>	
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area ( see attached)</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which , in turn, will raise the profile of the subject.</p> <p>To ensure the PE subject lead is given</p>	<p>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.( Adapted delivery due to Covid – SSP designed virtual sports leaders schemes for KS1 and KS2. These included SSP Mini Sports Leaders KS1 and Super Sports Leaders KS2 . Video resources , written tasks and documents produced and made available to all students at home and in school. On completion , certificates awarded.)</p> <p>2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.(Adapted delivery – a full offer of staff inset sessions made available remotely through zoom)</p>	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</p> <p>2. Attendance of staff at sessions, engagement, informal surveys of engagement. Tracking systems of use of new skills.</p>	<p>Sustainability and suggested next steps:</p> <p>1. Tracking of interventions against whole school priority of lunch time behaviour. Use of evidence to improve future plans and training needs.</p> <p>2. Survey pre and post CPD for staff on confidence of teaching socially distanced P.E. sessions. Raising profile of PE through staff confidence and engagement.</p>

<p>time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>3. Attendance at PE Lead meetings and share outcomes across whole school.( half-termly virtual meetings for PE Leads)</p> <p>4. A structured plan of staff across the whole school to attend and access CPD opportunities. (Adapted delivery – the CPD calendar for 2020/21 is available remotely)</p> <p>5. Engage with Team Teaching opportunities through SSP projects, PALs, Flying Start and Fit4Action for teaching and support staff. Due to lockdown these sessions needed to be rescheduled for Summer term 2021</p> <p>6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life ( Adapted delivery – all available through the virtual calendar)</p>		<p>3. Registers and staff attendance.</p> <p>4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator attending Active Literacy course.</p> <p>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants</p> <p>6. An annual plan of involvement in festivals was drawn up but due to lockdown festivals and competitions ran remotely. Aim to engage and raise profile across all staff.</p>	<p>3. Regular PE feedback slot at staff meetings to share knowledge.</p> <p>4. Sharing across all staff and informing schemes of work across a range of subjects.</p> <p>5. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>6. Develop an ethos of shared responsibility across PE and SSP</p>
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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?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1 and 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS 2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p> <p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly motivated and competent staff.</p>	<p>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.( Adapted delivery – virtual CPD through zoom)</p> <p>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact.( Adapted delivery – virtual delivery through zoom)</p> <p>3. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. (Autumn and summer term)</p>	<p>Points 1-6 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</p> <p>2. Details of topics covered, dates and resources collected.</p> <p>3. Staff records of project involvement. Staff records on follow up activities. Future interventions.</p>	<p>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</p> <p>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</p> <p>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</p>

<p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>4. Attendance at SSP PE Lead meetings to gain knowledge to share (Delivered remotely)</p> <p>5. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.( All videos , resources and fortnightly home learning tasks made available through the SSP web page)</p> <p>6. Wider use of SSP infrastructure to network and share ideas.</p>		<p>4. Records of meetings, notes and handouts.</p> <p>5. Making use of the SSP resource bank to support schemes of work and lesson planning.</p> <p>6. Attend and utilise SSP networking opportunities and sharing of ideas between schools.</p>	<p>4. PE Lead has the opportunity to share within whole staff meetings.</p> <p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how</p>	<p>1. Access to broad range of Festivals, competitions and leagues. Preparing children.(Adapted delivery – a full calendar of virtual events , competitions and challenges)</p> <p>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Key Stage 1 Winter Games.(Adapted delivery –</p>	<p>Points 1-8 are all funded through SSP Basic membership. Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<p>1. Records of events entered, records of children and participation levels and percentages across school.</p> <p>2. Records of events and students selected – track pre and post levels of activity</p>	<p>1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.</p> <p>2. Tracking of students attendance and engagement in broader extra- curricular sport</p>

<p>this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS 1 to enjoy a range of skills and activities to fully engage in active play and games.</p> <p>Students to be equipped by the end of KS 2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete.</p> <p>To support each individual child to find 'their' chosen sport or activity.</p> <p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>creation of virtual festivals with videos and resources)</p> <p>3. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.(Adapted delivery – remote learning provided for MDA's and TA's for socially distanced games, videos provided for all leadership schemes which included wellbeing inset for support staff)</p> <p>4. Engaging different students in performance based opportunities such as the Dance Festival, Cheerleading Competition and Skipping Festival. Ensuring children in school can access non-traditional sporting opportunities.(Adapted delivery – SSP Step Up and Dance Challenge (Spring)</p> <p>5. Engage with Active Kids Festivals (Adapted delivery – through virtual festivals , videos and resources)</p> <p>6. Use of SSP Community club scheme to offer a wider range of extra curricular clubs.</p>		<p>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</p> <p>4. Entry details in these events. Profile and details of students attending.</p> <p>5. As above</p> <p>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of</p>	<p>post event.</p> <p>3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</p> <p>4. A school plan to allocate different opportunities to different year groups and target groups of children.</p> <p>5. Tracking of engagement in broader clubs and extra-curricular opportunities</p> <p>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a</p>
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	<p>7.. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</p>		<p>breakfast, lunchtime and after school clubs.</p> <p>7. Keep a record of letters, invited students and those who attended</p>	<p>range of clubs.</p> <p>7. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent. To impact on all students and staff in Key Stage 1 and 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition ( appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<ol style="list-style-type: none"> <li>1. Involvement of a wide range of students in a broad offer of competitions (Adapted delivery – engagement in the virtual offer of competitions, festivals and challenges)</li> <li>2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</li> <li>3. Entry into Dance Festival (adapted to virtual event due to lockdown)</li> <li>4. Development of intra (in school) competitive opportunities.(adapted to virtual events during lockdown)</li> <li>5. Ensuring students access Gifted and Talented holiday camps to</li> </ol>	<p>Points 1-5 are all funded through SSP Basic membership</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390</p>	<ol style="list-style-type: none"> <li>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website.</li> <li>2. Records of fixtures, training and participants.</li> <li>3. List of students and programme from the event.</li> <li>4. Annual plan of intra competition to act as trials for inter competition.</li> <li>5. Records of students who attend, SSP links to local clubs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</li> <li>2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</li> <li>3. In school performance to engage and inspire future students.</li> <li>4. Build intra competition into whole school diary</li> <li>5. Celebrate the success of these students</li> </ol>

	support their development and pathway into community competitive sport and beyond. In addition, camps for vulnerable pupils was offered after lockdown (Easter)			
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Signed off by	
Head Teacher:	Miss C Redpath
Date:	July 2021
Subject Leader:	Mrs T Vickery
Date:	July 2021
Governor:	Mrs C Barratt
Date:	July 2021