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.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| 2 terms forest school  New equipment purchased (used daily during lockdown)  Extra staff at playtime and lunchtime to encourage activity |  |

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| Meeting national curriculum requirements for swimming and water safety. |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving  primary school at the end of the summer term 2020. | n/a |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | n/a |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | n/a |
| 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? | n/a |

**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.

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| **Academic Year:** 2020/21 | **Total fund allocated:** £ | **Date Updated:** | |  |
| ensuring high quality physical activity(60 mins per day) can continued in bubbles by providing necessary equipment | | | | 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: |
| For all children to participate in 30 mins + quality physical activity at playtimes and lunchtimes | To provide a variety of quality equipment for each bubble to use .  Teachers and TAs to set up and facilitate games and monitor which children are involved. | £5000 staff  £3000 equipment | Participation logs and targeted intervention to show increase in activity |  |
| **To facilitate specialist active days half termly** | | | | 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: |
| To raise profile of PE both within school and amongst school community and provide role model for good practice. | Lead PE teacher released for ACTIVE days (1 per half term)  To work within each class  Provide lesson plans and follow up activities for class teacher | £1500 staff  £1500 equipment | Staff confidence raised and shown in questionnaires |  |

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| **Provide high quality teaching of PE during current restrictions** | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To investigate possible online CPD and purchasing of a new scheme of work /guidelines to support teaching of PE under current restrictions. | 1.Review opportunities for CPD  2.Look at and review possible schemes of work  Look to buy into sports partnership | £1000  £2500 | Quality of lessons and structure improved |  |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Extra curricular sports activities  Use of the school grounds for forest school activities and staff to support | Children’s activity outside lesson times improved | £1000  £3000 | Increased uptake  Increased activity levels |  |

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| Signed off by | |
| Head Teacher: | Alison Marshall |
| Date: | April 20 |
| Subject Leader: | Penny Spencer |
| Date: | April 20 |
| Governor: |  |
| Date: |  |