



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 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.

Created by: Supported by:

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.

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.

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.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| Daily Mile 3 times a week for all classes on days when they don’t have PE.  Cross Country celebrated to promote running throughout the year.  3 children qualified for Cross Country National Finals.  Sports Crew help to deliver intra school/personal best competitions.  A system in place to track our young people's participation in the School Games.  We provide opportunities which attract less active young people to participate in physical activity.  We positioned 'personal challenge' as a key component of our School Games provision.  60% of our KS2 children participated in extracurricular activities each week.  20% of our least-active pupils are now engaged in extracurricular sporting activity every week. | Improve links with community clubs.  Train and engage wider school staff in the delivery of school sport and physical activity.  Increase the number of young people in our school that have been engaged in leading, managing and officiating our School Games activity.  Promote the School Games to parents and the local community once a fortnight.  Have over 10 teams compete at inter school level.  Have over 5 ‘B’ teams compete at inter school level.  Have 2 ‘C’ teams compete at inter school level.  Provide 7 or more different sports competitions at intra school level.  Provide 2 or more personal challenge competitions. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

# 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.

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| **Academic Year: September 2020 to March 2021** | **Total fund carried over: £** | **Date Updated:** |  | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| £ |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed? | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? |

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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?  **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. | 50% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 43% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 16% |
| 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? | Based on the outcomes identified above it is clear that opportunities for swimming have been significantly impacted by Covid. It is highly likely that this will continue into the next academic year so we have planned to analyse the Y6 data and make provision in Summer Term 2 2022 for additional swimming lessons to ensure 100% of our Y6 children can competently, confidently and proficiently swim over a distance of at least 25 mtres. |

**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:** £23000 | **Date Updated:** | |  |
| **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: |
| 11.4% |
| **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 amount of physical activity per day by increasing variety of physical activity options. | Netball posts x 6 including fitting | (2432) | More opportunities for extracurricular activity and competitions. | Train at least 3 staff in level 1 netball coaching or Bee Netball coaching. |
| Increase the amount of physical activity per day by increasing variety of physical activity options. | Mounted boards x16  Fitting of boards | (200) | Children are more active at break times. Used for orienteering in PE. | Sports crew to take ownership of and run competitions at break times. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 10% |
| **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: |
| Introduce table tennis as a new activity to experience. The tables are available for all to use all of the time | Purchase equipment to make table tennis style games an accessible sport for all of our children  10 x safaballs | 2247  58  (2305) | Children use the Safaballs with the table tennis tables at break and lunchtime to increase physical activity. | Intra school competitions using the throw table tennis format. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 12.4% |
| **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: |  |  |  |  |
| All PE lesson content to be improved. | Purchase of Real PE and associated Real schemes eg Real Gym/Dance etc  Tennis balls & beanbags | 2290  570.24  (2860.24) | Teachers deliver high quality lessons and confidence in teaching increased. | More training in September 2021 for teachers. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 2.6% |
| **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:  Introduce footgolf as a new sport to experience. | Purchase equipment to make footgolf an accessible sport for all of our children | (591.67) | Children use the Footgolf equipment at break and lunchtimes as a personal challenge activity. | An extracurricular club and intra school competition to be arranged. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 9.5% |
| **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: |  |  |  |  |
| Introduce a range of intra-school competitions to run throughout the year. | Equipment for;  Throw tennis competition + club  Table tennis competition + club  Cross country competition + club  Football competition + club  Tag Rugby competition + club  Cricket competition + club  Netball competition + club  Athletics competition + club | (1043.54) | More children active at breaktimes, before school and after school. Clubs are well resourced and children enjoy using the equipment. | Clubs to continue in September 2021. |
| Participate in a range of inter-school competitions | Join the Corby, Oundle & Thrapston School Sport Partnership  Cover member of staff to attend inter school competitions. | 650  500  (1150) | Increased opportunities for inter-school competitions and support in delivery of intra-school competitions. | Continue to be a member next year. |

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| Signed off by | |
| Head Teacher: | Glyn Rushton  Kim Kemp (June 2021) |
| Date: | September 2020 |
| Subject Leader: | John Fursdon & Jonathan Palmer |
| Date: | September 2020 |
| Governor: | Laura Shaw |
| Date: | September 2020 |