

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



YOUTH
SPORT
TRUST

Additions by:



ALLISON
CONSULTANCY

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](https://www.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 unspent funding from the 2020 to 2021 academic year, and also to any unspent, 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	-	£0
2021/22 Premium	-	£23120

Total Funding for 2021/22* **£23120**

*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
	Some carried over due to COVID	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
			/

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>(Please note that whilst we achieved key aspects of our planned programme for 2019/20, many aspects had to be postponed due to COVID19. Where appropriate these will now be carried over to this year.)</p> <ol style="list-style-type: none"> 1. GAT Membership including central training days and bespoke support enhance knowledge, skills, understanding and confidence of new PE Lead 2. Increased amount of participation in inter school competitions increasing wider sporting opportunities for children. 3. Children are accessing a wider range of sports (such as quidditch) during curriculum time and in after-school/ lunchtime clubs 4. Children were getting regular physical activity within school before covid-19. 5. Children have had a wide range of sports offered to them through, curriculum time and extra opportunities. 	<ol style="list-style-type: none"> 1. To further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities. 2. Re-engage with competitions that are provided by outside agencies (School Games etc..). This was lost due to Covid-19 restrictions. 3. Look at different activities to help promote children's '30 minutes a day.' 4. P.E lead to look at new schemes of learning to help staff with planning and delivery of the P.E curriculum. 5. To help children become increasingly aware of the positive impact physical activity and healthy lifestyles have on their bodies and mental-wellbeing.

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>	19%
<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>	24%
<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>	20%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	19%
<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

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): £	Date Updated:	
Key indicator 1: 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				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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p> <p>To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing.</p>	<p><i>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.</i></p> <p><i>We will work with Allison Consultancy to develop and implement our PESSPA COVID Systems of Control in line with al latest Government and Trust guidance.</i></p> <p>External coaches to deliver PE sessions alongside teaching staff for CPD and to help deliver the plans set out in curriculum map</p> <ul style="list-style-type: none"> Work across the school to deliver PE lessons to a range of year groups. Topics set out in curriculum map. External coaches include: <ul style="list-style-type: none"> NFFC EPIC Little Wickets Nottingham Tennis centre Joe Ashdown Cricket SE American Football The University of Nottingham – Sport in Schools programme. EPIC - Sport for Good Programme – ‘Transition Ready’ project <p>Engage external coaches to promote physical activity opportunities</p>	<p>(Through GAT package of support - £2400)</p> <p>£7593 in total for external coaches</p>	<ul style="list-style-type: none"> External coaches have been used to lead, co-teach and share good practice with staff. External coaches have been used during lunchtimes to promote physical activity opportunities. Updated clubs lists sent to children and parents on a half termly basis. Participation Registers. Range of sports offered to children to manage different interests. Children have experienced a range of competitions such as athletic, football and dodgeball competitions. They've also experience inclusion competitions e.g. ‘This Girl Can Sports Festival and ‘Her world, Her Rules’. Boys and girls football have been involved in cup and league competitions. The boys have had two football teams this year which has increased the opportunity for more boys to play. One of the teams entered was an inclusion team to ensure all boys got the opportunity to play - underachieving, disadvantaged and unengaged children were targeted. EPIC – ‘Transition Ready’ Project - The project ‘Transition Ready’ is about preparing year 6 students for transition 	<ul style="list-style-type: none"> COVID19: Safe Practice - In relation to our plans for next year we will ensure that we continue to follow all latest national guidance in schools with regards to COVID19 and PE, Sport and Physical Activity. We will continue to review and implement our COVID: PESSPA System of Controls and make changes in line with the governments recommendations. COVID19:PESSPA System of Controls - children will continue to come into school in P.E kit on the days that they have P.E. This means children have more time and a higher quality of lesson in P.E and more children are participating because they are already in kit. To continue to use external providers/coaches to CPD Staff in order to further enhance our school's delivery of P.E. - continue to use staff voice to identify which areas staff need

	<ul style="list-style-type: none"> Coaches to work with children during lunch times. Providing the children with different opportunities to engage in sport and physical exercise during the lunch hour. Provide additional healthy, physical activity opportunities outside of curriculum time and school, including activities the children haven't experienced before and Activities and coaches outlined in section 4. <p>Offer Children a range of extended extra-curricular sport and physical activities during and after school - clubs</p> <ul style="list-style-type: none"> Encourage staff to provide a range of extra-curricular sport and physical activities - review termly. Ensure underachieving, disadvantaged and unengaged pupils are targeted. Give children opportunities to participate in competitive competitions. <p>Provide Emotional Literacy Support Assistant (ELSA) training for support staff to support social and emotional learning.</p> <p>Allison Consultancy to provide Active Playground Training to extend activity opportunities at lunch-times</p> <p>Support to include:</p> <ul style="list-style-type: none"> Training for Lunch-time Supervisors Training for new co-hort of Young Leaders (Year 5's) - Year 5 to have training and run activities and sports based on their interests as part of their roles.- They will receive support to facilitate meaningful and productive child initiated play during the school day. Invest in and develop the playground resources to extend the activity opportunities to engage the children in healthy activity and ensure sustainability Purchase new equipment to support the programme <p>A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> We will identify programs/ 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. <p>30 Minutes a Day Programme</p> <ul style="list-style-type: none"> Continue to embed Moving and exercise / HIIT as part of the school's six daily fundamentals. All staff to continuously provide at least 15 mins of MVPA every day with their class to go towards 30 mins of exercise. Use the 5 a day, Go Noodle and other online resources to support teaching staff – encourage staff to use outdoor space for physical activity. 	<p>(included in cost above)</p> <p>£2000</p> <p>(Part of GAT package)</p>	<p>from primary to secondary school. Epic aim to improve educational attainment by supporting the most vulnerable children. They support the growth of the individual and develop life changing social skills, manage and improve behaviour and provide trusting adults that will support the transition through school and within their personal development.</p> <ul style="list-style-type: none"> EPIC to promote free school holiday camps throughout the year - keeping children active and giving them extra opportunities to experience a variety of sports outside of school time. 30 Minute a Day eTracker audit complete which shows progress made. Exercise and moving has and continues to be embedded in our school's daily routines. The tracker is with the P.E lead. All programmes in place and children engaging on a regular basis. In an attempt to raise levels of VPA staff use the 5 a day and go noodle resource to re-engage children at pinch points throughout the day. All children are encouraged to undertake short bursts of physical activity which makes them better prepared for learning. Pupil questionnaires and observations to ensure that this is happening daily. Staff identified and using additional resources and strategies to further develop active lessons and participation. PE, School Sport and Physical Activity (PESSPA) noticeboard updated. Pupil voice surveys. Staff voice. Equipment purchased. Teaching assistants who want to be able to develop and deliver emotional literacy support programmes for pupils who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available. Increased opportunities for healthy activity available. Increased engagement in exercise. Increased understanding of the 	<p>support.</p> <ul style="list-style-type: none"> Continue to engage sports coaches to extend competitive and uncompetitive opportunities in and outside of school for all children – whilst continuing to support underachieving, disadvantaged and unengaged children. To continue and to increase the amount of extra curricular activities we offer out pupils – use pupil voice to meet the needs of our children. We will also continue to use and develop the following to support the achievement of 30 minutes a day: <ul style="list-style-type: none"> Go Noodle HIIT and Movement Time Use learning walks to audit 30 minutes a day activity levels across the school Use the 30 Minutes a Day e-Tracker from Allison consultancy to support auditing. Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities to help meet 30 Minutes a Day requirements for every class Continue to use pupil voice to monitor children's engagement and enthusiasm in P.E and use the data make amendments to our delivery of P.E where possible. Continue to buy appropriate equipment for different ages to be purchased to support
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	<ul style="list-style-type: none"> Continue to use learning walks to monitor moving and exercise across the school. <p>30 Minutes a Day eTracker</p> <ul style="list-style-type: none"> Work with Allison Consultancy to use 30 Minutes a Day etracker to complete staff audits and establish baseline of provision for all classes and for the academy as a whole. Pre-populate class templates to support staff Target and support any classes/ children not achieving 30 Minutes. Put in place regular audits to monitor and evidence progress. Put in place termly learning walks to observe 30 minutes a day physical activity. Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class. Slots in briefings to share successes/good resources. P.E lead to deliver training opportunities (to new staff) on how to use resources bought in to promote the active 30 minutes a day. <p>Staff Voice</p> <ul style="list-style-type: none"> Capture staff voice to identify where staff would like to improve on their knowledge of the P.E Curriculum. Review to identify strengths and knowledge staff have gained and review area for development and build into next academic year. <p>Pupil Voice</p> <ul style="list-style-type: none"> Capture pupil voice to identify what areas are going well and what areas we need to develop. Review to improve children's experience. 		<p>benefits of exercise for health – physical and well being.</p> <ul style="list-style-type: none"> Increased participation by children who normally don't engage with sporting / physical activity opportunities or pupils that are disadvantaged or underachieving. Increased opportunities for children to play competitive sport. Increased number of children participating in school clubs. EPIC – 'Transition Ready' {project will build on resilience, confidence, self-esteem and enrich the lives of the participants by supporting their personal growth and ability to transition from a child to a young adult. Children are accessing structured, healthy physical activity at lunchtimes. Children are confident when discussing a healthy lifestyle and take responsibility for theirs. Children engaging in healthy, physical activity within other curriculum subjects e.g. Science, Maths. Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour. Socialisation with other children from other schools / backgrounds. Experience of the feeling of achieving their best. Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. Pupil Voice : Identify from the children activities that they enjoy, any new activities they would like to take part in, Identify areas for improvement for learners, barriers to their participation - target children not engaging. Staff Voice : Use staff voice to ensure that funding is targeted in the areas that staff feel that they need specific support. ELSA - A range of positive outcomes relating to the emotional wellbeing and mental health of CLA including enhanced social relationships, improvements in emotional regulation, increased 	<p>active playtimes and P.E lessons.</p> <ul style="list-style-type: none"> Introduce a Health and Well-being week <ul style="list-style-type: none"> Majority of lessons to have a focus on the importance of a healthy lifestyle fitness and wellbeing. Workshops at the end of the week to promote the importance of a healthy lifestyle. P.E lead to launch in assembly Further increase engagement of all pupils in regular physical activity <ul style="list-style-type: none"> P.E lead to introduce the Pedometer challenge (trial out in one year group) - in order to engage and encourage children's physical participation. E.g. Year 5 - Autumn term. Each class has pedometers for a week – encourage active learning, extra physical activity at playtimes - class with the most steps gets an extra afternoon of P.E/ sport/ games afternoon of their choice. P.E lead to introduce a sponsored run <ul style="list-style-type: none"> Classes to set target to run (appropriate for age groups) Children will use money to buy playtime equipment for their
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			resilience, confidence and improved attention and concentration.	<p>class to encourage responsibility of equipment.</p> <ul style="list-style-type: none"> Children will create posters (computing) and research online what equipment they will want so children understand the value/ concept of money – this will in turn have a positive impact on how children treat and respect equipment. P.E lead to ensure staff are given a one hour indoor and outdoor space for P.E a week next year – this will help improve the delivery of P.E and support the P.E lead monitoring.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>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>	<p>Strategic approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. <p>'5 a Day' Scheme</p> <ul style="list-style-type: none"> PE leader to continue the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format. Allow pupils choice to engage them further. Introduce active sessions in other curricular areas. Timetabled for all classes. Achieved by- go noodle, 5 a day, maths of the day. <p>30 Minutes a Day</p> <ul style="list-style-type: none"> Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects (see Sections 1 and 3). P.E lead to share resources with children. <p>Power of P.E and Val Sabin planning</p> <ul style="list-style-type: none"> To support colleagues plan and sequence their lessons ensuring they are well structured, differentiated and appropriately challenged. <p>COVID-Safe Competition</p> <p>See Section 5 below, but this would include:</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 non-contact opportunities for children of all abilities to support the development of the whole child. Develop internal competitive opportunities to enhance the PE curriculum offer <p>Update the Sports section on the School website to share achievements, photographs and curriculum map</p> <ul style="list-style-type: none"> Share the curriculum map devised for the year. Update clubs 	<p>(Part of GAT package)</p>	<p>See Evidence and Impact Statements in Section 5 below but these would include:</p> <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE. COVID Safe Competition opportunities developed. National template used and ready for uploading to academy website. <p>Impact / Outcomes for Staff:</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children. Increased awareness of the importance of PE for health and how it can help with learning in other areas. Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children. Increased sense of belonging and well-being. This is a great source to extend physical activity in the classroom, to have bursts of 5 minute 'brain breaks' or transitioning from one subject to the next. Staff feel well supported when planning P.E Some classes use this resource everyday and has had an impact on well-being in school. Used during 'wet break' for children to still get exercise. 30 minutes a day E-tracker shows impact and when staff are using this. COVID19 safe-practice being adhered to by staff and children. Competition Programme Summary Sheet. Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children. <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others. Experience and understanding of rules and scoring systems. Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. Confidence. 	<ul style="list-style-type: none"> Ensure future actions support the implementation and delivery of the new, whole-school Relationships and health education (RHE) for primary aged pupils. We will continue to review and implement our COVID: PESSPA System of Controls. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating. Develop links to and support PHSE programme around health. Continue with 5 a day programme. Increase the amount of competitions children compete in as COVID restrictions continue to ease – continue to use sporting partnerships to organise these events. Continue to increase the amount of staff that get to take children to competitions. P.E lead to continue to support staff so they feel confident leading events/trips. This will increase staff involvement and engagement in sport within the school and ensure it is a shared responsibility across the whole school. Continue to celebrate and share pupil achievements
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	<ul style="list-style-type: none"> Share sporting success 		<ul style="list-style-type: none"> Enjoyment of sport across the school. Opportunities to participate in a wider variety of activities. Audit of website complete. All DfE requirements met. PE achievements are celebrated as part of celebration assemblies (SB site). All children receive a consistent delivery of PE lessons. PE display in GR and SB hall celebrating sporting achievements. Website currently being updated to allow for more celebration of PE and sporting achievements. Awareness raised with children, staff, parents, carers. Develops a sense of achievement across the school. 	
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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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>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>	<p>Staff CPD Programme</p> <p>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. 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. <p>GAT Membership Support Package</p> <ul style="list-style-type: none"> Purchase membership of GAT PE and Sports Programme. Support to include: 	(2400 for GAT package)	<ul style="list-style-type: none"> Discussions with staff. Learning walk information. Updates from PE Lead. 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. Children following all latest COVID19 – PESSPA Safe-Practice. Children engaged in more effective, enhanced provision from upskilled staff. Increased PESSPA opportunities provided by staff. 	<p>COVID19: Safe Practice</p> <p>CPD - School staff / External Providers:</p> <ul style="list-style-type: none"> We will ensure that we follow all latest national guidance in relation to our plans for next year, with a particular focus on engaging external providers for CPD. We will continue to review and implement our COVID: PESSPA System of Controls. The academy will ensure that all national COVID19 guidance and local policy is

	<ul style="list-style-type: none"> • Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA. • 3 x Central GAT PE Co-ordinator Network Development Days - Support to include: <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 and 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). • 2 x In-school, bespoke days of support <ul style="list-style-type: none"> ○ Day 1: (26/05/22) – Bespoke Training for new P.E Lead <ul style="list-style-type: none"> ▪ PE and Sport Premium. ▪ New Conditions of the Grant. ▪ Developing 2021/22 PE and Sport Premium Action Plan. ▪ 30 Minutes a Day – collation of data onto e-Tracker. ▪ Assessment in PE. ○ Day 2: (19/05/22) Learning walks and PESSPA <ul style="list-style-type: none"> ▪ Updates and training for PE Lead depending upon needs. ▪ Focus on learning walks and the delivery of P.E across school. ▪ Tracked with 30 minute a day tracker. <p>Purchase two additional days of support from Allison Consultancy</p> <ul style="list-style-type: none"> • Active Playgrounds (Summer Term) <ul style="list-style-type: none"> ○ Training for Lunch-time Supervisors. ○ Support for the Active Playground Co-ordinator - Training for new co-hort of Young Leaders (Year 5's) - support and facilitate meaningful and productive child initiated play during the school day. ○ Invest in and develop the playground resources to extend the activity opportunities to engage the children in healthy activity and ensure sustainability. ○ Purchase new equipment to support the programme. 	<p>£2000 of Alison consultancy support)</p>	<ul style="list-style-type: none"> • Membership purchased. • Central Development Days attended. • 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. • Costed, 2020/21 PE and Sport Premium Plan in place using new national template. • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete. • Templates on website and web-compliant . • New PE MAPs being used across all classes. • Enhanced pupil progress and attainment data for PE available. • Quality Assurance of planning, teaching and learning and assessment. • Assessment scheme is being regularly used. • PE Learning Walk sheets. • 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 deliver more effective PE lessons. • Staff upskilled to deliver enhanced provision in PE lessons. • Increased confidence in making and recording assessments in PE. • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children. • Sustainability: new resource in place and can be used year on year. • Academy can track and monitor children's progress and attainment against national age-related expectations and target 	<p>followed with regards to engaging external providers to work alongside staff and children with regards to CPD support and activity provision.</p> <ul style="list-style-type: none"> • Continue with GAT Membership which includes high quality CPD opportunities. • Continue to use networking opportunities and sharing of resources. • Staff CPD has enhanced knowledge of how to deliver sports. Continue to look at this next year and book coaches accordingly to support. • Ensure that as many staff across the academy 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. • Continue with internal PE CPD support for staff led by the PE Lead. • Engage CPD providers to meet identified needs and to work alongside internal staff. • PE Lead to monitor impact of the CPD – Observations / 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). • PE Lead to use and update PE Deep Dive Evidence and Impact resources. • Continue to carry out PE Learning Walks • Staff to continue to access SportPlan and 5 a day resources.
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	<ul style="list-style-type: none"> Year 5 to have training and run activities and sports based on their interests as part of their roles. <ul style="list-style-type: none"> Focus on staff CPD – organise twilight/PDM in relation to staff voice (Summer Term) <p>Engage Coaching companies and local clubs to work with staff and children</p> <p>Academy Staff Internal CPD Programme</p> <ul style="list-style-type: none"> PE coordinator to conduct a new staff PE audit of training needs. PE Coordinator to deliver new staff CPD session to develop assessment in PE. PE coordinator to carry out learning walks to assess impact of training/quality of PE provision. PE coordinator to disseminate key information and training to teaching staff throughout the school. <p>Premier League Primary Stars Coordinator (PLPS) Partner School Teacher Conference event</p> <ul style="list-style-type: none"> A Review of PLPS 21/22 Networking between schools Guest Speakers Focus Groups.. <p>P.E lead relayed the information to staff.</p> <p>First Aid for P.E Co-ordinator</p> <ul style="list-style-type: none"> P.E lead to attend emergency first aid training. Encourage more staff to be first aid train to be then able to give others the opportunity to attend events and competitions. <p>Coaches to support staff with CPD</p> <ul style="list-style-type: none"> Coaches purchased based on Staff Voice. Support provided in areas of need. Teachers work alongside coaches to deliver high quality P.E lessons. <p>Access to SportPlan and Power of P.E for all staff which supports teachers with the planning process.</p> <p>Subscription to 5 a day for all staff</p> <p>Staff to observe and team teach alongside trained PE and sport specialists.</p> <p>PESSPA safety advice available through the support package for all staff</p> <p>Additional support for staff includes:</p> <ul style="list-style-type: none"> Monitoring schedule in place across school to ensure that teachers are assessing PE in class accurately. Membership to Sports Plan which supports teachers with the planning process. 	<p>(Cost included in section 1)</p> <p>(part of Gat package)</p> <p>(Cost included in section 1)</p>	<p>intervention and support for staff and children where required.</p> <ul style="list-style-type: none"> Improved assessment and monitoring Assessments in PE (including swimming) are clear and accurate, with input from teacher and coach. PE Lead upskilled and ready to support implementation of PE assessment system. <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. Children engaged in enhanced, more effective PE lessons. Enhanced pupil understanding of and learning across all four areas of National Curriculum PE. Children will have the opportunity to develop each aspect, not just the 'Physical'. Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need . Greater pupil progress and attainment in PE against national, age-related expectations. Increased pupil progress in PE. Enhanced quality of learning. Improved challenge and engagement across all pupils. <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. 	
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	<ul style="list-style-type: none"> • Access to Power of PE resources previously purchased through the schools account. • Summer term- staff to have the opportunity to work alongside external providers delivering PE sessions. CPD opportunities. 		<ul style="list-style-type: none"> • Lesson Plans. • Lesson Observation. • Learning walks. • Discussions with staff • Equipment / resources purchased <p>Impact on staff :</p> <ul style="list-style-type: none"> • Improved confidence in teaching good and outstanding PE lessons. • 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. 	
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</p>	<p>COVID19 - Safe-Practice: Physical Activity</p> <ul style="list-style-type: none"> Review each term and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements. Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements. Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided. Within 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. Identify COVID safe-practice activity ideas from colleagues at GAT Network Group. Re-book activities that had to be postponed this year due to COVID19. <p>Pupil Voice</p> <ul style="list-style-type: none"> PE Lead to develop Microsoft resource. Use with children in the Summer Term. Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation. Target children not engaging. <p>Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide the whole-school with a wide range of different sporting experiences/opportunities. This has been carried over to next Year. 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 lunch-times. Coaches will have a particular focus on engaging children who do not normally take part. <p>Build on links formed within the community last year:</p> <ul style="list-style-type: none"> Nottingham Forest Football Club Developed partnership. They will now be working within Y6 for initially 1 day a week to offer us: <ul style="list-style-type: none"> PE sessions Reading support 	<p>(Costs outlined in section 1)</p> <p>(Costs outlined in section 1)</p>	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements. Children engaging on a regular basis. 30 Minutes a Day activity timetabled in for every class. New equipment purchased and used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PE. Extended Extra-Curricular Sport and Physical Activity Programme. Children participating in school clubs. PE, School Sport and Physical Activity (PESSPA) noticeboard updated. Pupil voice survey completed using new Microsoft resource developed by the PE Lead. New playtime and P.E equipment <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available. Increased opportunities for healthy activity available. Increased engagement in exercise Increased understanding of the benefits of exercise for health. Improvement in sense of health and well-being. Increased participation by children who normally don't engage with sporting / physical activity opportunities. Increased number of children enjoying taking part in school clubs. Children are accessing structured, active games during lunchtimes Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. Children will be using age appropriate equipment e.g. Size 3 footballs – Under 7, Under 8 and Under 9. Size 4 footballs – Under 10, Under 11. There will be more equipment which will improve engagement and increase physical activity within lessons. 	<ul style="list-style-type: none"> COVID19: Safe Practice - Extra-Curricular Provision: <ul style="list-style-type: none"> In relation to our plans for next year we will ensure that we continue to follow all latest national guidance in schools with regards to COVID19 and PE, Sport and Physical Activity. We will continue to review and implement our COVID: PESSPA System of Controls. Afterschool clubs and lunchtime clubs have had an impact on non-engagers. Continue to deliver this programme next year. Use pupil voice to guide next years curriculum and extra opportunities children would like Strategically link new opportunities to the 30 minute a day programme. Continue to engage the very wide range of additional expertise / staffing to extend opportunities including sports coaches. Continue to develop the high quality community links we have that supports us to provide extensive additional opportunities for our children. Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website. Identify COVID safe-practice activity ideas from colleagues at GAT Network Group. Re-book activities that had to be postponed this year due to COVID19 - Due to restrictions not all external providers have been able to be in schools. Provision of after school clubs to be more consistent
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	<ul style="list-style-type: none"> ○ Mentoring ○ Lunchtime club ○ After school club ● Nottinghamshire CCC ● School Sports Partnership ● Little wickets ● Nottingham Tennis centre ● SE American Football ● EPIC ● Wildcats <p>Develop and improve the equipment that children use at playtimes and during P.E lessons</p> <p>P.E lead involve and encourage a wider range of staff to lead sporting events/trips</p> <ul style="list-style-type: none"> ○ P.E lead to organise Evolve training to support staff leading sporting trips ○ P.E lead to create a checklist tool to ensure staff are considering all important aspects when organising sporting trips. <p>Year 5 and 6 residential:</p> <ul style="list-style-type: none"> ● Broaden children's horizon to a range of activities – children learn new skills ● Develop their: <ul style="list-style-type: none"> ○ Independence ○ Leadership skills ○ teamwork skills ○ Self esteem. ○ Resilience ○ Focus/engagment 	<p>£9192</p> <p>(Cost included in section 5)</p>		<p>now COVID restrictions continue to ease.</p> <ul style="list-style-type: none"> ● P.E lead to continue to increase the amount of staff that get to take children to competitions. P.E lead to ensure any new staff get Evolve training and they use the checklist tool to ensure they have considered all important aspects when organising events/trips. This will increase staff involvement and engagement in sport within the school and ensure it is a shared responsibility across the whole school. ● Scooterbility/ Bikeability Teachers' children how to be safe on the roads and how to use scooters correctly. ● Include opportunities for children to experience non-traditional to engage all children especially non-engages– continue to work with SE American Football. Include opportunities for children to experience other sports such as pickleball, spikeball and boccia.
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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: Red = Underspend	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>Participate in GAT Competitions</p> <p>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. Currently these will be non-contact in nature. 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. Competitions must involve ALL children. <p>School Sports Partnership</p> <ul style="list-style-type: none"> Continue with membership of Nottingham School Sport partnership and take part in an increased range of competitive opportunities ran by Nottingham School Sport. <p>Boys football – Nottinghamshire cup and league fixtures</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition based setting. <p>Girls football – Nottinghamshire cup and league fixtures</p> <p>Additional Internal and External Competitions</p> <ul style="list-style-type: none"> Organise and take part in an increased range of internal and external competitive opportunities. Year groups to run internal tournaments to provide children with greater opportunities. 	<p>(Part of GAT package)</p> <p>£370</p>	<p>Evidence This was our planned evidence we were looking to collect. Unfortunately, some plans we had in relation to competitions did not take place due to COVID related issues. As a result, it was not possible to collect all the evidence identified below.</p> <ul style="list-style-type: none"> GAT Sport Premium Package. PPA- tournaments run in the sport they have focused on at the end of each half term. Participation Registers. Nottingham SSP Competition Programme. Competition Programme Summary Sheet. New, additional competitive opportunities now in place. PE Units of Work developed to include competitive opportunities. Pupil voice. Inclusive teams – Boys football team entered an additional team into all competitions this year. This gave everyone who had an interest in playing football for Nottingham Academy, the opportunity to play competitively, Mixed dodgeball team Inclusive competitions e.g. This Girl Can Mega Festival, Wildcats – Basketball festival – ‘Her World, Her Rule’. School Sports Partnership - competition and events e.g. Year 5 and 6 Quad Kids Athletics, Year 4 This Girl Can Mega Fest, Year 4 Dodgeball Festival. Boys and girls football fixtures. Internal competitions – Year 6. Caythorpe Schools Cricket Programme - Cricket Competition at Caythorpe Cricket 	<p>COVID19: Safe Practice - We will ensure that we follow all latest national guidance in relation to our plans for next year Due to COVID19 we have been unable to fully complete some of our planned actions. These actions and any associated funding will now be carried over until next year.</p> <ul style="list-style-type: none"> GAT Competitions Nottingham SSP Continue to develop partnerships and extend our network to provide a greater range of activities for our children. Continue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all. Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children. Ensure individuals and teams are celebrated within assemblies for children who have taken part in competitions. Staff should acknowledge their success within lessons and class competitions e.g. for: <ul style="list-style-type: none"> team work leadership fair play

	<ul style="list-style-type: none"> Sports days organised in Summer 2. 		<p>Club – Years 5 and 6</p> <ul style="list-style-type: none"> Elite Football Development - Primary school football tournament – Years 2 and 6 <p>Increased pupil: Impact / outcomes for children:</p> <ul style="list-style-type: none"> Experience of competition against self and others. Experience and understanding of rules and scoring systems. Experience and understanding of how to work as a team. Understanding of how to handle winning and losing and the importance of good sportsmanship. Confidence. Enjoyment of sport and games 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. Achievements recognised and celebrated. Leadership and team-building skills. Experience of gaining awards and certificates and the feelings of achievement. 	<ul style="list-style-type: none"> improved confidence physical ability learning a new skill showing resilience showing focus encouragement of others. <ul style="list-style-type: none"> Staff to use registers to target any pupils with non-participation/ engagement.
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Additional Outcomes and benefits of the funding			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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children</p> <p>Top up Swimming</p>	<p>The Academy Website</p> <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders. <p>Additional Funding to support Year 6 children not achieving national target for swimming</p>	£1595	<ul style="list-style-type: none"> Audit of website complete All DfE requirements met Awareness raised with children, staff, Trust, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the academy <p>Evidence</p> <ul style="list-style-type: none"> Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> More children achieving national Swimming and Water-Safety targets Academy performance against national targets improved 	<p>Continue internal audit to ensure website is up to date.</p> <p>If needed, continue to spend money on top-up swimming to ensure Y6 meet the national requirements.</p>

Signed off by	
Head Teacher:	Jo French
Date:	22.7.22
Subject Leader:	Xavier David
Date:	22.7.22