



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](http://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 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>K1 &amp; K3- Professional sports coaching- the children have experienced high quality PE lessons including a variety of sports and improved their fitness. This enables class teachers to develop confidence in delivering PE lessons and teaching new skills. Our sports coach have also had targeted groups slotted into their timetable to develop healthy lifestyles and fitness further. This has also encouraged and motivated children's mind-set to support a healthier outlook towards physical activity.</p> <p>K4 &amp; K5- Children have been entered in various competitions and always show great enthusiasm and give their all in every event that we enter. We have entered as many events as possible to give the opportunity for many children to attend an event and cover as many year groups as possible.</p> <p>K4 &amp; K5- Sports Games Mark- Due to an increase in student participation in competitions and after school clubs in 2019 we achieved the GOLD sports games mark at Southglade for the second year in a row, we are extremely pleased with this and hope to maintain this achievement.</p>	<ul style="list-style-type: none"> <li>● Overall fitness levels and physical activity across school still needs to improve- physical activity bursts throughout the day. Look for daily exercises for teachers to access to encourage physical activity</li> <li>● Look at implementing a daily mile scheme (Sheriffs Challenge)</li> <li>● Increase activities happening at lunchtimes ran by Sport Ambassadors</li> <li>● Use sports coach to create a baseline fitness assessment for every child in school in the autumn term and again in the summer term as a personal best challenge and monitor fitness levels in school</li> <li>● Maintain the Gold School Games Mark</li> <li>● Alter and implement a sports day to include and promote fitness as well as encourage all children to take part in physical activity</li> <li>● Find out from staff their views on PE and how it could improve / CPD training for staff</li> <li>● Fitter future to improve daily 30 minutes of exercise</li> <li>● PE Scheme to improve PE lesson structure and coverage across school</li> <li>● Staff to be teaching explicit healthy living lessons within their PE lessons termly</li> <li>● Implement talk in PE to evaluate lessons and reflect on the PE learning</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p> <p><b>Data from year 6 cohort in Y5</b></p>	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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: 2019/20		Total fund allocated: £19,554		Date Updated: 21.7.20	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<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>To improve activity levels, fitness and attitudes towards PE and physical activity across school.</p>	<p>To implement a daily mile scheme</p> <p>To introduce daily bursts of activity in classrooms</p> <p>To promote fitness in assemblies</p> <p>Sport Ambassadors to run Change 4 Life, healthy lifestyle group with Y3 children</p> <p>Train sport ambassadors to run lunchtime clubs</p>		<p>£420</p> <p>Fitter Future Yearly Membership</p>	<ul style="list-style-type: none"> <li>All pupils are more active during the school day, contributing to 30 daily active minutes</li> <li>Improved behaviour and concentration</li> <li>Staff and pupil questionnaires</li> <li>Drop in notes</li> <li>Children and staff encouraged to complete more Fitter Future challenges- children more inclined to take part in Fitter Future</li> <li>Improved fitness levels and attitude towards exercise</li> <li>Healthy lifestyle group carried out, ran by Sport Ambassadors promoting making informed choices with regards to lifestyle and diet (pupil feedback)</li> <li>Lunchtimes are more active (contributing to 30 active</li> </ul>	
				<ul style="list-style-type: none"> <li>Staff are equipped to continue to build daily physical activity into the school day</li> <li>Taking inspiration from fitter future to create own daily classroom activity bursts.</li> <li>Using free resources such as Cosmic Yoga, Just Dance and Go Noodle</li> <li>Y5 Sport Ambassadors can continue to support next year's sport ambassadors in running the club and giving suggestions for activities</li> <li>With play leader training children can train others and</li> </ul>	

	Utilise PE coach to deliver fitness testing at the start and end of the year Use PE coach to run additional focussed fitness groups		minutes) <ul style="list-style-type: none"> <li>Children had play leader training</li> <li>Baseline Measurement testing happened at the start of the year not end due to COVID-19.</li> <li>Fitness test data collection enabled us to look at patterns and identify the children with low fitness levels- from this we created intervention groups to up the fitness levels of these focus children</li> </ul>	<p>carry the skills learnt over to next year.</p> <ul style="list-style-type: none"> <li>Train support staff/sport ambassadors to lead with booster sessions and rotate the children that are being targeted each term</li> </ul>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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 inform staff and children about the importance of PE and physical activity and its impact.	School Games Mark maintain Gold-meeting the requirements to achieve this mark.		<ul style="list-style-type: none"> <li>School Games Mark outcome at the end of the year has been awarded as GOLD – last year mark carried over due to COVID-19. Also awarded School Games Recognition award and Virtual award for the work on PE prior to COVID-19.</li> <li>We have taken up as many opportunities as possible to ensure we maintain gold including high participation levels in after school clubs and competitions 356 club spaces were allocated to children from year 1-6 since September to March. 50% of children in clubs</li> </ul>	<ul style="list-style-type: none"> <li>To host more intra-sport competitions/festivals in school</li> <li>To host competitions for local schools (no cost)</li> <li>Continue to offer free afterschool clubs ran by staff members weekly</li> </ul>

	<p>Promoting Fitter Future with house points for the best class each week</p> <p>Promote and setting weekly challenges for each class to be involved with the Sheriffs Challenge</p> <p>Staff meetings delivering information to all staff about PE and what is expected in school</p> <p>Providing staff with knowledge of PE impact on attainment</p> <p>Promoting PE on the school website and updating information</p> <p>Completed the Active Lives survey with children from Year 1, 3, 5, parents of Year 1 children and a teacher survey.</p>		<p>were pupil premium</p> <ul style="list-style-type: none"> <li>• Keeping gold games mark sets a high standard of physical activity for next year</li> <li>• The promotion of fitter future with a trophy has seen an increase in classes contributing to daily bursts of activities which contribute to the 30 daily active minutes in school.</li> <li>• Children’s fitness levels have improved with the implementation of Fitter Future and contributes to the daily 30 minutes (data collected)</li> <li>• Staff are kept up to date with the primary PE expectation and national statistics about the health and fitness of primary aged children. Staff are reminded how important PE is and what we should be doing as teachers to ensure PE lessons are being taught and children remain active</li> <li>• Staff input and survey results collected/analysed</li> <li>• Gaining views on PE in school and from parents – children talking about how they feel about PE to give an overview of what exercise they enjoy and do at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking inspiration from fitter future to create own daily classroom activity bursts.</li> <li>• Using free resources such as Cosmic Yoga, Just Dance and Go Noodle</li> <li>• Easily sustainable as it is free to implement and uses the playground space which is measured out and can take as much or as little time as the teacher wishes</li> <li>• Offer more CPD PE opportunities to all staff including HLTA staff especially free training opportunities</li> </ul>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

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 enable staff to deliver high quality PE lessons with confidence and motivate pupils attitude towards physical activity.	<p>Teachers and PE coach to teach high quality PE lessons</p> <p>Teachers to develop skills from working alongside PE coach</p> <p>Teachers and PE coach to teach a variety of sports and activities to their class</p> <p>Buy into a scheme for 2020-2021 to improve teachers planning and CPD in PE</p>	<p>£9820 £3789.60 (premier)</p> <p>£455</p>	<ul style="list-style-type: none"> <li>Confidence in teachers teaching PE lessons</li> <li>PE coach enables a variety of sports including OAA</li> <li>Inclusive well planned PE lessons</li> <li>Teachers are upskilled through observing and working alongside the PE coach</li> <li>Children are all involved and work at their level</li> <li>Improved performance from all pupils throughout the school year enhancing the overall PE curriculum</li> <li>Well-structured planning</li> <li>Children meeting curriculum requirements</li> <li>Teachers creating thorough lesson plans that cover all curriculum areas</li> <li>Staff knowledge, skills and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Staff learn skills and develop lessons taught by PE coach</li> <li>Staff are able to continue to develop skills children learn with PE coach</li> <li>Staff are confident at delivering their own lessons</li> <li>Get support staff to observe PE lessons to enable their confidence in teaching PE</li> <li>Offer team teaching opportunities for less confident teachers</li> <li>Well-structured PE lesson plans for teachers to follow in future years</li> <li>A scheme of work that flows throughout school and follows structure including warm up and cool down.</li> </ul>



	<p>Ensuring apparatus equipment is in good condition and safe to be used or repaired if needed</p> <p>Purchasing new equipment to ensure a variety of sports can be taught PE Kit</p> <p>Basketball WOW day- Rescheduled to next year due to COVID-19</p>	<p>£2038</p> <p>£150</p> <p>£480</p>	<ul style="list-style-type: none"> <li>• Equipment repairs and sports equipment purchases enable teaching staff to teach a range of sports including gymnastics on the apparatus</li> <li>• Raising the profile of PE</li> <li>• Children to work with Professional Basketball Player</li> <li>• Children inspired to live healthy lifestyles</li> <li>• Children experience a sport they have not had the opportunity to do before</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure children know the expectations with equipment and how to look after equipment by talking to teachers and relaying the message</li> <li>• Staff and children to use the skills and ideas from the WOW day</li> </ul>
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**Key indicator 5: Increased participation in competitive sport**

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>To enable as many children to take part in a sporting competition as possible including SEND children. Ensure inclusivity for sports relief and encourage all children to take part and compete in all events.</p>	<p>Use Sheriffs Challenge and Fitter Future to compete against other classes</p> <p>Enter a variety of competitions and provide as many opportunities for children to go as possible</p> <p>Develop and implement an inclusive sports relief celebration day for all children to take part in</p> <p>Attend local sport competitions with other schools- none this year due to COVID-19</p>	<p>£440 Entries into competitions</p> <p>£1166 Travel cost</p>	<ul style="list-style-type: none"> <li>• Enables children to try harder, complete more miles/more fitter future challenges and work as a team to achieve this</li> <li>• Character building as children learn to work as a team and how to lose or win effectively</li> <li>• Pupils learn a variety of sports, skills and techniques prior to the competitions through after school clubs or PE lessons</li> <li>• Children learn a range of skills through competitive sports and have additional opportunities to have a go at new sports (curling)</li> <li>• New equipment purchased to widen opportunities and for SEND children</li> <li>• Competitions are inclusive and allow all children to take part, some are specifically for inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to prepare children in PE lessons and after school clubs for upcoming competitions</li> <li>• Ensure that different children attend competitions to give as many children an opportunity to take part</li> <li>• Host competitions and attend local school competitions</li> </ul>
<ul style="list-style-type: none"> <li>• Total Cost - £19,361.10</li> </ul>				