

BISHOP CREIGHTON ACADEMY

Sport Premium
21-22



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



Additions by:



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 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	-	£4980
2021/22 Premium		£ 17,710

Total Funding for 2021/22*

£22690

*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
	Yes	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



Swimming Data

Please report on your Swimming Data below.

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 which you can transfer to the pool when school swimming restarts. 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.	
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 2021. Please see note above.	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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?	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): £22960		Date Updated: 24/9/21	
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: £11430 -50 %
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?:	
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	<p>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.</p> <p>1. To continue to use external coaches (YDP) to provide additional physical activity opportunities through delivering sessions:</p> <ul style="list-style-type: none"> Provide additional physical activity opportunities outside of curriculum time (after school club), ensuring the adoption of Covid-19 Safe Practice. Lunch time clubs to provide and encourage pupils to participate in a range of different sports Following the latest guidance, children do not now have to remain in Bubbles. <p>2. 30 Minutes a Day</p> <ul style="list-style-type: none"> Identify strategies and programmes to develop 30 minutes a day across the school: Daily Mile, 5-a-day, Go Noodle, active playgrounds, Skip2Bfit 		£5000 £5000	<ul style="list-style-type: none"> External staff engaged Additional sessions have been delivered, increasing opportunity for physical activity, including the opportunity for all pupils to attend holiday sport camp fully funded. This will ensure all chdn have the opportunity to access sports and physical activity opportunities during the holidays. Go- Noodle, 5-a-day used mostly in KS1, however KS2 engage heavily with being active at playtimes and lunchtimes. Use of orienteering maps has also increased physical activity within the school day. All training taken place COVID19 safe-practice being 	
				Sustainability and suggested next steps: Continue to use YDP to deliver after school clubs. Chdn have built strong relationships with coaches and see them as aspirational role models. Pupil voice to investigate what clubs the chdn would like to offer for next academic year. Lunchtime clubs have seen increased participation although for future, offer of activities needs to be broader. Sport Lead to create timetable to include a wider range of sporting activities. Again, use of pupil voice to find out what pupils would like to have offered. Track 30 minutes a day activity to identify pupils who are not engaging.	

	<p>challenge.</p> <ul style="list-style-type: none"> Allison Consultancy to provide one-to-one training for PE Lead who can then cascade to all staff Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class <p>3. 'Go Noodle'</p> <ul style="list-style-type: none"> Promote the use of Go Noodle across the curriculum. Sport Lead to track usage through pupil voice and staff voice questionnaires. <p>4. '5 a Day' Scheme</p> <ul style="list-style-type: none"> Further develop the Programme across the EYFS and track engagement Scheme involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format. <p>5. Introduce the Daily Mile</p> <ul style="list-style-type: none"> Re-launch the Daily Mile Initiative Tracking to be more comprehensive PE Lead to get ideas from other PE Leads at GAT Network Sessions All classes to run the Daily Mile on the artificial running track. Children to record times and personal bests 	<p>No charge</p> <p>No charge</p> <p>(Through GAT package of support)</p>	<p><i>followed by staff and children</i></p> <ul style="list-style-type: none"> <i>Increased outdoor opportunities being prioritised</i> <i>All programmes in place and children engaging on a regular basis</i> <i>Extended Extra-Curricular Sport and Physical Activity Programme</i> <i>Participation Registers</i> <i>Pupil and Staff voice surveys</i> <i>Equipment purchased</i> <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> <i>Increased awareness of the wide range of different types of healthy activity available</i> <i>Increased opportunities for healthy activity available</i> <i>Increased engagement in exercise</i> <i>Increased understanding of the benefits of exercise for health</i> <i>Improvement in sense of health and well-being</i> <i>Increased participation by children who normally don't engage with physical activity opportunities</i> <i>Increased number of children participating in, and enjoying, school clubs</i> <i>Children are confident when discussing a healthy lifestyle and take responsibility for theirs.</i> <ul style="list-style-type: none"> <i>Increased use of Go Noodle by staff across the academy</i> <i>Increased healthy activity for the children</i> <i>Most classes accessing the track and completing a run regularly, but not completing a</i> 	<p>Raise the profile of these programmes through regular monitoring and CPD for new staff.</p> <p>Plan how to relaunch daily mile and set up intra competitions for classes to compete against one another. Look at purchasing Moki bands to track steps.</p>
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	<p>6. Active Playground</p> <ul style="list-style-type: none"> Engage a Play Leader/Dance teacher to work with children at lunch-times on the playground Organise a structured programme so this activity can be included in the 30 Minutes a Day data for each class Lunchtime supervisors and sports coaches to facilitate and encourage participation and adherence to Covid-19 Safe Practice <p>1. Swimming and water safety</p> <ul style="list-style-type: none"> The academy recognises the fundamental need for all pupils to have enhanced water confidence and increased lifesaving skills in line with the new national priority concerned with safe-self rescue over the swimming of 25m. We are planning to deliver sessions for swimming so that our children have opportunities to achieve the national water-safety and safe-self rescue targets and then also the 25m target. We will follow all national and GAT guidance regarding returning to swimming and COVID19 	<p>£1000</p> <p>£430</p>	<p><i>mile nor every day. This is something that needs to be revisited for next year.</i></p> <ul style="list-style-type: none"> <i>Children beginning to develop stamina and increase distance they can run, but progress is slower than hoped for.</i> <i>Recruitment planned to engage dance teacher/Play Leader</i> <i>Structured programme organized and implemented</i> <i>Increased opportunities for children to be active within the school day</i> <i>Part-funded midday supervisor to facilitate active playgrounds</i> <i>Equipment purchased</i> <i>Leading to enhanced engagement of children in exciting, healthy physical activity</i> <i>Swimming and Water-safety data</i> <i>More children achieving national Swimming and Water-Safety targets than previously</i> <i>Academy performance against national targets improved</i> <i>Children had additional lessons above the suggested amount across KS2.</i> 	<p>Sport Lead to support active playgrounds, advise and create rota based on pupil voice feedback.</p> <p>Next year, only Year 4, 5 and 6 classes will swim. Each class will have a whole term to swim in order to support progress and development, rather than split blocks.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			£900 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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
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>1. Strategic approach with 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 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 	NA	<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 RHE taught to all classes by PSHE lead. Pupils have greater understanding of the importance of healthy eating and the benefits of exercise Sense of health and well-being improved Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Improved engagement in curriculum opportunities and enhanced development of personal and social skills and behaviour Key Strategic Actions identified that will have the greatest, most sustainable outcomes
			Well-being week will go ahead next year and build on learning from this year. Look out for national days that support healthy lifestyles/well-being to celebrate across the whole school and feed into assemblies.

	<p>2. Well-Being Week</p> <ul style="list-style-type: none"> • Host a well-being and health week to encourage staff and pupils to develop positive life-style choices (Summer term 1) • Children to learn and practice: Healthy eating, mental well-being and the importance of healthy lifestyles • This week is to be further developed to include involving some parents and carers, and the purchasing of food and additional resources to support the activities • Each Year Group to experience Yoga and mindfulness meditation. • Inflatables hired for all pupils to engage with fun, adventurous obstacle courses. <p>3. Expand Curriculum Opportunities to focus on well-being and mindfulness</p> <p>To develop each aspect of the curriculum and make it appealing/ engaging to the children.</p> <ul style="list-style-type: none"> • Purchase a Yoga programme in order for teachers to deliver Yoga sessions Purchase Yoga/ Exercise Mats 	<p>£500</p> <p>£400</p>	<p><i>Well-being week taken place between 4th and 8th of July. Well-being and health week to coincide with sport week in Summer 2. All children participate in physical activity and activities that support well-being, in addition to completing lessons on how to live healthy lifestyles. Children have increased understanding of the benefits of healthy eating and physical exercise Parents and carers engaged with Sports Day and invited to watch.</i></p> <p><i>Luke Steele (ex-professional football player) launched week in order to motivate, inspire and highlight the importance of health and well-being. Chdn showed increased levels of engagement.</i></p> <p><i>Enhanced sense of well-being for pupils and their parents / carers. Children could explain what well-being is and strategies they could use to ensure wellness.</i></p> <p><i>Yoga sessions and meditation booked for sport week through external providers, Enhanced sense of well-being for children Yoga mats purchased</i></p>	 <p>All chdn participated in well-being activities including: cooking healthy meals, fruit & veg tasting, yoga, mindfulness activities and active activities outside of the traditional curriculum. Chdn were able to confidently talk about wellbeing and why it's important. Well-being week will be held annually and will try to build on previous year's learning. Sport lead captured all well-being week activities to support planning for next year.</p> <p>Yoga mats purchased to use alongside PPP planning. Sport Lead to look into CPD for staff specifically focusing on Yoga.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: £3895 17%
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: Red = Underspend</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>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>1. 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 • Informal discussions with staff, building upon the audit last year • Key focus on any new staff • 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 • Ensure future actions support Physical Activity requirements / recommendations from DfE 		<p>Evidence</p> <ul style="list-style-type: none"> • <i>Discussions with staff</i> • <i>Learning walk information</i> • <i>Updates from PE Lead</i> <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • <i>Staff aware of and following latest COVID19 – PESSPA Safe-Practice</i> • <i>Identification of strengths and areas of staff need with regards to training</i> • <i>More effective subject leadership</i> • <i>Subsequent CPD bespoke to meet identified needs</i> <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • <i>Children following all latest COVID19 – PESSPA Safe-Practice</i> • <i>Children engaged in more effective, enhanced provision from upskilled staff</i> • <i>Increased PESSPA opportunities provided by staff</i> • <i>Photographic evidence of PE</i> <p>Evidence</p> <ul style="list-style-type: none"> • <i>Membership purchased</i> • <i>Central Development Days attended</i> 	<p>Programme of monitoring to be planned for entire year.</p> <p>Support for new staff and early career teachers.</p>

	<p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements regarding COVID19 PESSPA Safe-Practice • Includes information from DfE, YST, 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) <p>2 x Remote bespoke days of support + 1 carried Over from last year not delivered due to COVID</p> <p>Day 1: (23/9/21) Strategic Support for the PE Lead</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Teams Training session – PE & Sport Premium / GAT Website Audit / Updates • Remote updating of 2020/21 PE & Sport Premium Plan • Remote review, development and write up of 2021/22 PE and Sport Premium Action Plan 	<p>£2,400</p>	<ul style="list-style-type: none"> • <i>Bespoke, remote training days from Allison Consultancy taken place</i> • <i>Dance and Gymnastics training taken place</i> • <i>Deadline for PE & Sport Premium Underspend met</i> • <i>Staff aware of and following latest COVID19 – PESSPA Safe-Practice</i> • <i>Discussions with staff and children</i> • <i>2020/21 PE & Sport Premium Plan reviewed and developed</i> • <i>Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy to include COVID19 safe-Practice</i> • <i>All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete</i> • <i>Templates on website and web-compliant</i> • <i>PE Curriculum reviewed and developed</i> • <i>PE Intent statement developed</i> <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • <i>PE Lead has greater understanding and evidence of impact of CPD</i> • <i>Staff aware of and following latest COVID19 – PESSPA Safe-Practice</i> • <i>Enhanced subject leadership</i> • <i>Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template</i> • <i>Clearer understanding of the updated National Outcome Indicators</i> 	<p>Membership will be purchased again next year.</p> <p>Sport Lead attending training days and developed on subject knowledge which allowed information to be disseminated back to staff at own academy.</p> <p>Development days also allowed for Sport Lead to network and make connections with other sport leads in order to plan events for pupils.</p> <p>Alison Consultancy training days were extremely beneficial and will be booked for next academic year at the start of year to support sport lead.</p>
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Day 2: (7/10/21) Strategic Support for the PE Lead

Support to include:

- Teams Training session – Developing PE Curriculum Map and PE Intent Statement
- Remote review, development and write up PE Curriculum Map and PE Intent Statement

Day 3: (4/1/22) Gymnastics / Dance

Support to include:

- Modelled sessions with children and staff
- Discussion with PE Lead on resources to use to develop Dance and Gymnastics

- *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*
- *New curriculum resources supporting staff planning and delivery of PE*
- *Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons*
- *Staff upskilled to deliver enhanced provision in PE lessons particularly in Dance and Gymnastics*

Impact / Outcomes for children:

- *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*
- *Children engaged in enhanced, more effective PE lessons*
- *Enhanced quality of learning*

Session with specialist for all teachers and support staff to develop subject knowledge. Sport lead to review teacher voice to identify what to focus CPD on next year.

	<p>3. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> Continue to engage with Primary PE Planning to support teachers with the delivery of PE lessons Purchase annual subscription Sustainability: purchase new resources to support staff learning and delivery that can be used year on year This includes technical equipment to allow staff and children to view video clips of lessons / teaching and learning activities / children's work and performances <p>4. Staff Voice</p> <ul style="list-style-type: none"> Staff to complete audit to identify further CPD needs PE coordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Based on outcomes of audit provide targeted support to meet identified need 	<p>£495</p> <p>£1000 – screen in hall</p>	<ul style="list-style-type: none"> Improved challenge and engagement across all pupils Enhanced provision for children in Dance and Gymnastics Sustainability: new resources / equipment purchased, in place and can be used year on year Enhanced quality of learning through visual and audio input using the new technology equipment Enhanced teaching and learning Increased pupil understanding of skills and tactics and how to improve their work <p>Evidence</p> <ul style="list-style-type: none"> Staff audit complete and CPD provided <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff 	<p>Renewal of Primary PE Planning to support teachers in planning and delivering PE lessons.</p> <p>Screen installed. This will have huge impact for teachers delivering lessons in order to show resources and model.</p> <ul style="list-style-type: none"> All shared with staff. Staff voice suggests that staff find the new resources useful and they are confident to teach with them.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

Intent	Implementation		Impact	£5765 - 25%
<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: Red = Underspend</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>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</p>	<p>1. COVID19 - Safe-Practice: Physical Activity</p> <ul style="list-style-type: none"> Review 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 from last year due to COVID19 <p>2. Pupil Voice</p> <ul style="list-style-type: none"> With the use of electronic forms, identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation 	<p>NA</p> <p>NA</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 Circus Skills workshop taken place and all children participated 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys <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 	<p>Will continue to follow any guidance and safety requirements published.</p> <p>Pupil voice to be carried out termly next year, in order to capture views and feedback.</p>

3. Extend the range of sporting activities across the school to engage children

- Deliver BMX workshop day (run by Mike Mullen) Y5/6 participate in skills/growth mindset workshop. Whole school assembly to inspire and motivate.
- Terry Price – scooter champion – workshop. Offer Y3/4 pupils opportunity to participate in scooter skills workshop. Whole school assembly to inspire and motivate: You can do this!
- Offer all children the chance to participate in Bikeability (those who do not have a bike can use bikes/helmets owned by school)
- Opportunities to experiences sports beyond their daily reach: lido (outdoor swimming), outdoor and adventurous activities
- Opportunity for all children to experience and participate in a circus skills workshop
- Sport lead to explore the idea of purchasing circus equipment to run a circus skills after school club

£730

£625

£0

£480

£430

4. Enrichment: OAA

- 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 school clubs
- Bikes are taken out of storage each morning and available to be used by chdn/classes throughout the day. Specific chdn identified and use the bikes in a weekly well-being session. Bikes have supported chdn in biking confidence and developed skills – some chdn have been taught how to cycle purely through school sessions.
- Children are accessing structured, active games during lunchtimes
- Class sets of equipment available to ensure a high quality to PE and a range of activities are available.
- 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.
- As result of Circus Skills Workshop children developed non-traditional sport skills including juggling, plate spinning and feather balancing. Many chdn that had previously taken part were able to remember and develop existing skills.

Evidence/Impact

- Support from Martin Smith taken



We will continue to have Mike deliver workshops and assemblies each year in order for all Y5/6 pupils to develop biking skills, confidence and growth mindset. In future, we look to start offering a BMX extra-curricular club and purchase clubs.

Uptake for Bikeability was minimal. Next year, we will try new strategies to encourage more pupils to participate. Parents of the chdn that did participate were eager for their chdn to complete their level 2/3 Bikeability in future years.



The feedback from the children was incredibly positive: Y3/4 were thrilled to participate in the scooter workshop. Many of our chdn have scooters so all age groups were motivated and

	<ul style="list-style-type: none"> To raise children's awareness of the diversity of Sports, particularly within OAA, to allow them to take part in an enrichment opportunity or an adventurous sport, such as climbing and archery. Opportunity for Y5-6 pupils to experience a range of water sports (canoeing, kayaking and raft building) Link to the day of support on OAA from Martin Smith from GAT Opportunities for Y3-Y6 to participate in team building and OAA activities usually experienced on residential (problem solving, bushcrafts etc) <p>5. Purchase additional equipment and resources to support additional physical activity</p> <ul style="list-style-type: none"> Continue to purchase and re-stock the playground equipment to support engagement for children at lunch-times, so more children can be using equipment at the same time. Purchase a range of new, inspiring equipment in order to broaden sporting opportunities and further develop and encourage physical activity 	<p>£3000</p> <p>£500</p>	<p>place</p> <ul style="list-style-type: none"> Continued use of the OAA photo trail around the school grounds for both KS1 and KS2 Positive feedback from children Enrich Outdoor Education continue to support teachers' subject knowledge of OAA. All children participated in a whole school archery day Developed and experience new skills. Feedback was incredibly positive amongst children and staff. OAA days to take place – excellent experience for children Children will experience activities they would never normally have the chance to take part in Positive sense of enjoyment and well-being 	<p>inspired by the day. Next year we would look to book Terry Price for 2 days, so Y5/6 could also get involved.</p> <p>Equipment purchased to broaden sports and support active playgrounds. Sport Lead to audit equipment next year in order to identify what equipment will need restocking for future.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£700 -3%
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>1. Participate in GAT (and other local) Competitions</p> <ul style="list-style-type: none"> Engage in GAT competitions ensuring that all national, Trust and local COVID guidance is adhered to If 'face-to-face' activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses <p>2. 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 All COVID guidance to be followed 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 Develop new templates for scoring etc <p>3. Purchase new school kits appropriate for competitive meets</p>	£330	<p>Evidence</p> <ul style="list-style-type: none"> Participation in GAT events PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme Competition sports kit purchased <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver COVID19 – safe competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes <u>accessible by all children.</u></p> <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 Enjoyment of sport 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 	<p>Due to Covid, some GAT competitions did not go ahead however these will resume next academic year. Children attended dodgeball tournaments, basketball tournaments, dodgeball and football. Chdn had opportunity to develop teamwork and strategy skills.</p> <p>Kits purchased.</p>
		£370		

			other schools / backgrounds <ul style="list-style-type: none"> • Experience of sense of well-being and the feeling of achieving their best • Sense of belonging • Understanding and experience of personal pride and independence whilst recognising the value and enjoyment of being part of a team 	
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Budget Summary as of 24/9/21

Total Funds Allocated (including any underspend) - £22690

Total Spend Identified in Plan ('Yellow' figures) - £22690

Balance - (Any Underspend to carry over) - £0

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>J Roberts</i>
Date:	Autumn 2021