



It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use

the Primary PE and sport premium to:

* Develop or add to the PESSPA activities that your school already offer
* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your

provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

# \*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must

be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

Created by: Supported by:

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

|  |  |
| --- | --- |
| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| \*Invested in quality equipment to support the teaching of PE.  \*Invested in new PE scheme Getset4PE.  \*Staff training to use new scheme via zoom.  \*Swimming (25m) | \*Increase participation in School Games Competitions at BANES/SDP partnership  \*Key focus of PE and sports being increased across the school and the community.  \*Invest in quality provision for outside play.  \*Improve teaching and learning of PE across St Mary’s Writhlington  \*Use the assessment tool provided by Getset4PE  \*Increase the level of children reaching 25m at the end of year 6. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO \* Delete as applicable

# If YES you must complete the following section

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year: September 2020 to March 2021** | **Total fund carried over: N/A** | **Date Updated:**  **12.09.2020** |  | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| £N/A |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed? | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? |

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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/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:** 2020/21 | **Total fund allocated:** £17,000 | **Date Updated:12.09.2020** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 41% |
| **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: |
| \*Increased pupil participation  \*Purchase of play equipment.  \*Top Up Swimming Lessons so pupils are able to use swimming as a lifelong activity. | \*Investing in SSP Games Association.  Specialist coaches to work with high level and low level children.  \*A variety of equipment needed to appeal to a wide range of groups during lunchtime and break times.  \*Ensure children at St Mary’s leave school being able to swim 25m. | £2000  £1500  £3500 |  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 7% |
| **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: |
| \*Raise profile of PE in school by providing branded clothing.  \*Raise a PE at home momentum by creating online platform  \*Improve and maintain outdoor facilities for PE and sport.  \*To celebrate success of pupils in PE, school sport and physical activity, focussing on performance, progression and life skills.  \*Raise profile of PE | \*Design and order clothing. Pupils representing School in competitions and staff.  \*Provide on the school website ideas for parents and children to enjoy together outside of school.  \* Mark school field for different sports  \*Celebrations in assembly, newsletters, classroom and school website.  Getset4PE | £500  £200  £550 |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 28% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | Changed? |  |
| consolidate through practice: |  |  |  |  |
| \*To improve teaching and learning of PE.  \*To provide staff with training to increase confidence and competence. | \*Invite a range of coaches to come in and work with different year groups through joint teaching practice.  \*Sports specific TA/teacher to take children to a range of events during the school day if possible, as well as offering a wide range of clubs.  \*Disseminate PE Professional Development courses provided by B&NES SSP to staff.  \*Advertise opportunities provided by other sporting bodies and providers.  \* Attend PE meetings to gain ideas and seek out best practice and disseminate ideas to SLT.  \*Attend other meetings as appropriate. | £4000  £250  Supply cost  £500 | Football coaches came in to work with Year 3, 4, 1 and Reception teachers.  Dance coach to work with all year groups.  Cricket and Gymnastic coaches provided through SSP.  Record of events and activities attended – Sports Diary Record of actions undertaken by PE Lead  Effective monitoring undertaken |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 14% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | Changed? |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  \*Costs to run forest school  \*Costs to take children to local sports centre. | Physical opportunities provided through forest school to open horizons to new activities. Teachers provided with opportunity to plan and design new activities working with forest school lead.  Physical opportunities provided to encourage other outside activities-Tennis, climbing wall. | £2500  Term 5/6 |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | Changed? |  |
| consolidate through practice: |  |  |  |  |
| \*School Sport Partnership membership to allow entry into competitive sport events | \*Enter as many competitions/festivals as possible. Ensure opportunities are available for a range of ages and sports. | £1000 |  |  |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Mrs R K Dobson |
| Date: |  |
| Governor: |  |
| Date: |  |