

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





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
- 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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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.

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.

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:
<ul style="list-style-type: none"> <li>• CPD – delivered to majority of staff in the school.</li> <li>• Completed year 5 training as Play leaders, trained LSA as well, AW will be able to support play leaders at lunchtimes and monitor its impact upon the playground.</li> <li>• Children were all provided with different ways to access physical activity virtually during the schools closure caused by COVID-19.</li> <li>• Over half the children participated in a virtual Sports Day, children competed in a variety of activities at home, results were then sent to PE lead and scored fairly depending on numbers participating. Leading to Phoenix house winning, Dragons in second and Griffin in third.</li> <li>• Year R completed their balance bike session.</li> <li>• Year 6 were still able to complete their level 2 Bikeability training, as arrangements, risk assessments were organised to ensure their safety during the pandemic. Children are now able to cycle on the road safely, if they took part.</li> <li>• Continued to develop schemes of work for use by school staff.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD – to be carried over for year R (Butterflies and Ladybirds), Year 1 BW and Year 2 AR.</li> <li>• CPD to be delivered across a different subject area from last year.</li> <li>• Increase the opportunity for competitive sport – this will probably be done virtually, taking into consideration the current COVID Pandemic</li> <li>• Children who were not able to complete cycle ready session to participate in T1 as year 1's.</li> <li>• Broad range of clubs offered T1-T6 for all age groups.</li> <li>• Look to develop competition further, this will need to be on a virtual basis due to current circumstances.</li> <li>• Ensure Year 6 are offered the chance to complete Level 2 Bikeability.</li> <li>• Ensure year R complete balance and cycle ready sessions during term 3 and T4.</li> <li>• Continue to develop schemes of work for use by school staff, looking to provide these for different and alternate sports or upon teachers request.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES.

<b>Total amount carried forward from 2019/2020</b>	<b>£5,046.66</b>
<b>+ Total amount for this academic year 2020/2021</b>	<b>£ 17,416.12</b>
<b>= Total to be spent by 31st July 2021</b>	<b>£ 4,314.54</b>

<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><b>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.</b></p>	<p>All pupils have attended 2 – 30 minute sessions at Mote Park leisure centre, where they were taught how to perform self-rescue and be safe in water.</p> <p>PE Lead also delivered 1 PE session in class on dry land.</p>
<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 2021.</p> <p>Please see note above.</p>	<p>End of Year: 26 out of 31 children can swim a range of different strokes.</p> <p>Percentage:</p> <p>All year 6's who did not achieve 25m at end of term 5 completed extra swimming lessons in term 6.</p>
<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>	<p>26 out of 31 children can swim a range of different strokes.</p> <p>Percentage: 84%L</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>All children will have 2 specific weeks set aside for them in term 5, where they will learn personal survival skills. This will be taught in pools suitable for the individuals, so no child is out of their depth.</p> <p>100%</p>
<p>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?</p>	<p>Yes – Year 6 swam in term 5, those who did not achieve 25metres went swimming again in term 6. Funding was used to support this.</p>

## 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: £	Date Updated:	
<b>Key indicator 1:</b> 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Develop playground activities – encourage more active playtimes for all pupils.	<ul style="list-style-type: none"> <li>Create a box of equipment per pod that can be used that lunchtime.</li> <li>Equipment not to be mixed across Pods for safety.</li> <li>PE lead to train midday meal supervisors in delivering different lunchtime activities.</li> <li>Maintain level of equipment to ensure a wider variety of activities offered to all pupils.</li> <li>Deliver CPD to support staff including lunchtime supervisors to encourage active play.</li> </ul>	£400.00	<ul style="list-style-type: none"> <li>More pupils are engaged in a physical activity during their lunchtimes.</li> <li>Regular discussions with midday meal supervisors to discuss what is going well / what needs development.</li> <li>Behaviour improvement, less accidents on the playground.</li> <li>Links with government outline Active 30 – all children should be offered an extra 30 minutes per day of physical activity.</li> <li>New equipment to purchase (ensure equipment levels kept to a good level, so activities can be offered).</li> <li>Playground has changed due</li> </ul>	<ul style="list-style-type: none"> <li>To continue to monitor the lunchtime activities for whole school.</li> <li>Offer further training where needed.</li> <li>Continue to expand equipment in relation to playground development.</li> <li>Assess current playground situation, moving forward into new academic year.</li> <li>Meetings to discuss playground usage following playground development on completion of the build.</li> <li>5 Minute brain activator between lessons – this could link to subject (Use Supermovers – Premier</li> </ul>

<p>2. Re-subscribe to Sports Leaders UK – train pupils within the school to deliver activities at lunchtime to engage more young people in activity.</p>	<ul style="list-style-type: none"> <li>• Re-Subscribe to Sports Leaders UK.</li> <li>• Train sports leaders Term 3 in core PE lessons (6 hours), ready to start next academic year.</li> <li>• Provide equipment and games for Sports Leaders to use during lunchtime with lower key stage 2.</li> <li>• Rota for Young leaders created to fit around what they are doing in their lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Licence to Sports Leaders UK £48.</li> </ul>	<p>to extension of school and playground changing shape, school intake increasing.</p> <ul style="list-style-type: none"> <li>• Year 5 qualified sports leaders, competent to lead other children in activities. Completed – Term 3 Time table made - this may change Sept 2021 as they may have other responsibilities in school.</li> <li>• LKS 2 activities being offered by young leaders.</li> <li>• Support offering of Active 30 for all children across the school.</li> <li>• AW to monitor numbers participating in play leader activities.</li> <li>• AW to support play leaders offering activity – T1-6.</li> </ul>	<p>League BBC sport, maths and literacy), or completely separate e.g Mile a week (3 laps of playground per day).</p> <ul style="list-style-type: none"> <li>• Currently COVID has stopped play leaders from leading sessions. 2020-2021.</li> <li>• Moving forward 2021-2020 this year's trained year 5 will lead activities as year 6's – training completed T6, ready to lead in September.</li> <li>• Brief re-cap September 2021 with year 6's to refresh how to be Sports Leader, expectations, how to access support.</li> <li>• Refresher with LSA responsible for play leaders – meeting to discuss expectations, monitoring and support of leaders.</li> </ul>
<p>3. To improve the playing fields accessibility for PE lessons and all times in the school day (lunchtimes and afterschool).</p>	<ul style="list-style-type: none"> <li>• Research the cost of Portaloos to buy.</li> <li>• Research the cost of cleaning the Portaloos once per week during term time, toilets to be cleaned on the last day of each term prior to school holiday for</li> </ul>	<ul style="list-style-type: none"> <li>• 2 @ £345.00 plus £18 delivery.</li> <li>• Plus maintenance.</li> <li>• £20 per</li> </ul>	<ul style="list-style-type: none"> <li>• 2 portaloos purchased and installed up the field.</li> <li>• This has led to an increase in field use for PE lessons.</li> <li>• To enable full length PE lessons to take place on the field for all year groups as</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead to monitor usage 2021-2022.</li> <li>• PE lead to develop use of the field further – look to use at lunchtimes.</li> <li>• Further development needed as limited shade.</li> </ul>



	<p>hygiene purposes.</p> <ul style="list-style-type: none"> <li>• Install permanent base for Portaloos to be fastened to.</li> <li>• Children come into school in PE kits on days they have PE</li> </ul>	<p>toilet per week.</p>	<p>they won't have to need to walk back to school to go to toilet which requires a minimum of 2 adults.</p> <ul style="list-style-type: none"> <li>• Monitor usage by classes.</li> <li>• Less time changing – can go straight up to the field and longer PE lessons.</li> </ul>	
<p>4. Brain breaks - New equipment – Pod equipment for lunchtimes and brain breaks during the day.</p>	<ul style="list-style-type: none"> <li>• PE lead to organise equipment, skipping ropes, beanbags for each child. CPD to be provided where needed for skipping and when safe to deliver this.</li> <li>• Each child to have a beanbag and skipping rope.</li> <li>• Year R just beanbag as can use hoops for skipping.</li> <li>• Order Beanbags and skipping ropes</li> <li>• CPD for staff on skipping.</li> <li>• Review what children and staff thought about the activity.</li> <li>• Delivery of training on different resources that can support active learning in class – BBC Super movers.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of CPD</li> <li>• Skipping ropes and Beanbags - £303.78.</li> </ul>	<ul style="list-style-type: none"> <li>• All children encouraged to participate.</li> <li>• Help to improve children's well-being.</li> <li>• Engage children more in their learning, by preparing them for lessons, waking their brains up.</li> <li>• All children will learn how to skip and skip in different ways.</li> <li>• Children in all year groups are more active during the day – 2x10 mins brain breaks.</li> <li>• The majority of children can now skip.</li> <li>• Took part in National Skipping Day.</li> <li>• Staff very positive about leading active session in the morning and during learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Previously wake and shake carried out in previous years. Due to COVID – we are not able to mix bubbles, this is another way of introducing activity for all children.</li> <li>• Link with SEN – Sensory circuit. Waking up session – big success, supports by providing the activating section of the circuit.</li> <li>• Ensure all staff are competent in leading the session.</li> <li>• Review needs to be carried out at end of year, discuss highs/lows for teaching staff along with moving forward. Staff meeting T6 2021 – Staff Questionnaire September 2021.</li> <li>• Introduce long skipping ropes, teaching big rope skipping, jumping in etc.</li> <li>• CPD – lunch time supervisors.</li> </ul>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. To install new playground equipment and markings to enhance the physical, social and emotional well-being of pupils.</p> <p>2. Sustainable use of the school field. Allowing all children and classes to access the school field for PE lessons all year round. Shelter is provided from different weather fronts ensuring children safety. Toilets are accessible, no walking back to school to the toilets.</p> <p>3. Introduce alternate sports into the curriculum – New Age Kurling.</p>	<ul style="list-style-type: none"> <li>Re-development of the school playground / playing field following the construction of the new school.</li> <li>To install a shaded area on the school field, including picnic benches and storage for PE equipment.</li> <li>Source trees for shaded area on the playing force.</li> <li>Research the cost of Portaloos to buy.</li> <li>Research the cost of cleaning the Portaloos once per week during term time, toilets to be cleaned on the last day of each term prior to school holiday for hygiene purposes.</li> <li>Install permanent base for Portaloos to be fastened to.</li> <li>Purchase 4x Kurling kits.</li> </ul>	<p>Carried over from 2019/2020</p> <p>New Age Kurling Kits -</p>	<ul style="list-style-type: none"> <li>Monitoring of pupil's behaviour and number of accidents that occur.</li> <li>LSA and staff feedback once playground in use.</li> <li>Container moved from playground to field, more PE lessons taking place on the field!</li> <li>Once built, monitor field usage for PE.</li> <li>Increased use by all year groups.</li> <li>Increase accessibility for lunch time clubs.</li> <li>See item 3 in Key indicator 1 regarding Portaloos.</li> <li>Broaden the curriculum for</li> </ul>	<ul style="list-style-type: none"> <li>Due to the build still not commencing, money carried over to next academic year – build has now commenced, money will need to be carried over to 2020-2021 budget.</li> <li>New playground developed.</li> <li>New equipment ordered Term 6, 2021.</li> <li>Installation Term 1 and 2, 2021.</li> <li>CPD for all staff on using the equipment during curriculum as well as lunchtimes, possibly afterschool school club.</li> <li>Monitor usage of field.</li> <li>Teacher questionnaire and Pupil Voice see what they would like.</li> <li>Looking to develop a</li> </ul>



	<ul style="list-style-type: none"> <li>• Write Scheme of work for KS1 and KS2.</li> <li>• PE lead to teach this in term 3 and 4 – to check planning.</li> <li>• CPD for staff.</li> </ul>	<p>£919.00.</p> <ul style="list-style-type: none"> <li>• CPD for staff.</li> <li>• Scheme of work to write.</li> </ul>	<p>children.</p> <ul style="list-style-type: none"> <li>• All staff trained how to deliver Kurling – see next steps.</li> <li>• Scheme of work (SOW) available for staff to use when teaching – completed end of Term 4 2021.</li> </ul>	<p>Winter Sports Competition in school.</p> <ul style="list-style-type: none"> <li>• After school club opportunity.</li> <li>• Mini topic based on Winter Olympics Term 3, linking with Beijing Winter Olympics February 2022.</li> <li>• CPD to be delivered to staff – unable to do this due to COVID.</li> </ul>
4. New equipment for the hall.	<ul style="list-style-type: none"> <li>• Purchase new 2 new benches for the hall, to be used for gymnastics etc.</li> </ul>	<p>£241.16 per bench. Total £482.32</p>	<ul style="list-style-type: none"> <li>• Improve availability of equipment for PE lessons – more than class can use equipment during gymnastics lessons. (COVID restrictions mean that equipment has to be cleaned between sessions and have a number of days before another class can use them.</li> <li>• Smaller groups per activity increase number of goes.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanding school – enough equipment to ensure access for all children.</li> </ul>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. To provide all children with high quality PE and promote a healthy lifestyle.</li> <li>2. To develop teachers' knowledge, skill base, understanding and ability to teach a variety of sport.</li> <li>3. Ensure staff are confident with the use of the new PE assessment framework and planning for development within their PE lessons.</li> </ol>	<ul style="list-style-type: none"> <li>• To ensure the PE lead is highly skilled and can mentor teachers to gain confidence in teaching all aspects of PE.</li> <li>• PE lead to monitor lessons regularly observing the use of the new framework, supporting staff with its implementation and assisting with planning for development if required.</li> <li>• Training for staff within school using new assessment format developed by PE lead.</li> <li>• Training for all staff within school – sport specific, T1,2,3 and 6. Improve subject knowledge and confidence when delivering PE.</li> <li>• CPD through staff meetings, whole staff to choose an area that they would like to improve</li> </ul>		<ul style="list-style-type: none"> <li>• PE lead to deliver assessment CPD on new format for school assessment. (Cognitive, social and emotional and physical), a tick sheet for staff for end of year.</li> <li>• PE lead to continue to write schemes of work where requested or a new sport is introduced.</li> <li>• PE lead supporting teachers with PE lessons.</li> <li>• Staff more confident in sports they were less confident in.</li> <li>• Good observations of teachers following CPD.</li> <li>• LSA – completed coaching course for Tennis, able to lead extra-curricular club and support teachers in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher audit – what would they like to improve on.</li> <li>• Following Audit - PE Lead to deliver 6 week CPD blocks to all classes within the school to ensure teachers are competent in the delivery of their chosen area.</li> <li>• To continue to support staff in 2021-2022, CPD in different area of PE.</li> <li>• New Assessment format to be continually monitored.</li> <li>• New staff to receive training of assessment documentation and support in using the assessment sheets for PE.</li> <li>• Deliver CPD to LSA's where required.</li> <li>• Whole staff training on skipping to be delivered, not delivered due to COVID-19.</li> </ul>

	<p>their understanding. PE lead to deliver.</p>			<p>Meeting took place 16/07/2020, PE moving forward in September – see new plan PE lead to write by end of September 2021.</p> <ul style="list-style-type: none"> <li>• Staff meetings.</li> <li>• Continue to write Schemes of work as requested or when introducing a new sport.</li> <li>• Run extra-curricular Tennis club – 2021-2022.</li> </ul>
<p>4. Develop and improve pupils understanding within PE, ensure that they meet more National Curriculum assessment criteria for PE. Through more accurate peer and self-assessment.</p>	<ul style="list-style-type: none"> <li>• To develop the use of ICT within Physical Education.</li> <li>• National Curriculum – Assessment focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Printing of journals – A3 folders. £33.30.</li> <li>• £9.45 ream of paper.</li> <li>• Copying 10 pence per journal. Total cost of printing = 70pence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will have evidence on shared area, photographs and videos of pupils performance.</li> <li>• More accurate assessment in PE.</li> <li>• PE Journal in class.</li> <li>• This has been hugely impacted by COVID 19.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with SLT's and teachers regarding the use of journals – what could we do if we don't use these?</li> <li>• Could each child have their own?</li> </ul>
<p>5. Aid teachers by providing visual evidence that can be used to make more informed decisions about pupil assessment.</p>	<ul style="list-style-type: none"> <li>• Teachers will make use of PE camera to film pupils' performance, this can be used to support assessment of pupils in PE.</li> <li>• These can be used to model</li> </ul>		<ul style="list-style-type: none"> <li>• Not been focus for education this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions to be had with staff regarding moving forward.</li> </ul>

<p>6. To continue to develop the PE leads subject knowledge to enhance PE within the school offered to pupils.</p>	<p>the correct anatomy of movement; pupils can then film each other and compare their performance with this. Improving peer and self-assessment in lessons.</p> <ul style="list-style-type: none"> <li>• Possible PE courses – virtual PE lead to be vigilant.</li> <li>• Annual PE conference to be attended 25<sup>th</sup> February 2021. Delivering PESSPA in temporary Covid world. Supporting Mental health and wellbeing. Inclusive delivery.</li> <li>• AfPE/YST – webinar (Evidencing the impact of the primary PE and Sport Premium).</li> </ul>	<ul style="list-style-type: none"> <li>• Supply cover.</li> <li>• £60.00 for course.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop PE lead's subject knowledge.</li> <li>• Look at ways to implement new relevant ideas.</li> <li>• Meet with AWD – discuss outstanding PE and the ways forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with SLT – moving forward with PE.</li> <li>• Particular focus on outdoor learning and evidencing the impact that this can have on the learner.</li> </ul>
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ol style="list-style-type: none"> <li>1. Complete year R (2019-2020) Cycle ready session which should have been done in April 2020.</li> <li>2. Cycle Ready programme – to provide pupils in Year R with the opportunity to learn how to ride a bike, (life skill). (2020-2021).</li> </ol>	<ul style="list-style-type: none"> <li>• 2019 – 2020 Year balance session and cycle ready session booked July 2020 for September 2020</li> <li>• Dates booked for Balance ready session and cycle ready session. 2020-2021.</li> </ul>	<p>Balance ready session £150 plus Cycle session 2 @ £300.00 (2019-2020)</p> <p>Balance ready session £150 plus Cycle session 2 @ £300.00 (2020-2021)</p>	<ul style="list-style-type: none"> <li>• A trial programme took place in 2016-2017 for year R, this was organised by the PE Lead, free for the school as it was a new programme. This was very successful with 19 able to ride bikes without stabilisers.</li> <li>• Cycle ready team provide training for pupils and monitoring sheets, for balance session and cycle ready sessions, identifying those pupils that can ride a bike.</li> <li>• 2019/2020 Children (Year 1) completed September 2020 due to Covid 32 children out of 36 were able to ride a bike independently.</li> <li>• 2020/2021 Children (Year R) completed April 2021: 28 out of 44 children were able to ride a bike independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Book Sessions for 2021-2022 Summer Term – Booked June 2021.</li> </ul>

<p>3. Year 4 Bikeability Level 1 (2019-2020) This session should have been carried out in April 2020.</p> <p>4. Bikeability programme – Year 4's Level 1. (2020-2021)</p>	<ul style="list-style-type: none"> <li>Dates booked for 2020/2021.</li> </ul>	<p>Partial funding – Children pay £10 contribution. £300.00 per day (2019-2020) Year 5.</p> <p>Partial Funding – Children pay £10 contribution. £300.00 per day (2020-2021) Year 4</p>	<ul style="list-style-type: none"> <li>Prepare themselves for a journey – I know I am ready to ride, check my clothes, check and fit my helmet.</li> <li>ABCD – check my bike is ready for the journey – know the main parts of the bike, check the tyres, brakes, handlebars, check the bike is the correct size.</li> <li>Start and Stop – Set off, slow down and stop – get on the bike, sit securely, look for hazards, set pedals, set off, brake smoothly, brake quickly, get off the bike.</li> <li>Pedal – look behind, 1-handed riding, look left and right, avoid hazards, control speed, cover brakes, share space and use gears.</li> <li>2019-2020 Year 5 completed September 2020 due to COVID cancelling it in April. All 20 children that participated passed! 100%</li> <li>2020-2021 Year 4 completed April 2021: All 27 children that participated passed! 100%</li> </ul>	<ul style="list-style-type: none"> <li>Book Session for 2021/2022 June 2021.</li> </ul>
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<p>5. Extra Curricular Clubs – A variety of different clubs to be offered to all year groups.</p>	<ul style="list-style-type: none"> <li>• TBC – this will greatly be influenced by COVID pandemic and new build. No hall space as after school club using due to individuals PODS.</li> <li>• T4-6 offer outside club using field space.</li> </ul>		<ul style="list-style-type: none"> <li>• Clubs to be confirmed.</li> <li>• Due to Covid clubs have not happened 2020-2021 this is because classes have been restricted to bubbles, leading to very low numbers, restricted space due to new school build and afterschool club.</li> </ul>	<ul style="list-style-type: none"> <li>• 2021-2022 reignite school clubs, pupil voice to see what clubs children would like to do.</li> <li>• More staff on board – perhaps training. Staff audit.</li> <li>• More alternative sports offered to engage more children.</li> </ul>
<p>6. Attend a professional game, so children can improve their understanding of professional sport, how it is organised and the diversity.</p>	<ul style="list-style-type: none"> <li>• This will be dependent upon current COVID-19 Pandemic.</li> <li>• PE lead monitor current situation and make sure opportunities are not missed once they are available.</li> </ul>		<ul style="list-style-type: none"> <li>• Possible impact!</li> <li>• Children get the opportunity to see 2 live Basketball playoffs at the O2 arena.</li> <li>• Children experience what a professional game of Basketball is like.</li> <li>• Develops pupils PSHE understanding and how diverse sport is.</li> <li>• Develops good sportsmanship and understanding of being part of a team.</li> <li>• Understand the different roles within a team including the professionals behind the scene (coaches, managers etc).</li> <li>• Gain an understanding of how sport is greater than participation and offers many opportunities within the wider working world.</li> <li>• Quality family time.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to COVID – Schools unable to attend an external competition.</li> <li>• Moving forward – 2021-2022 perhaps source opportunity for children to watch professional competition.</li> <li>• 2018-2019 – Cricket was a huge success, this is something we would love to continue.</li> </ul>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Increase the participation in both intra and inter schools sports competition.	<ul style="list-style-type: none"> <li>• Competition will look very different this year – Virtual competitions.</li> <li>• Book Primary Fitness. Summer 2020.</li> <li>• Personal best book for years 1-6, looking at 6 different sports over the year, they compete against each other (intra competition) and create a personal best which they can try and improve upon each year.</li> <li>• Organising virtual competition.</li> <li>• Processing the results.</li> <li>• Running the event.</li> <li>• Certificates, medals etc.</li> </ul> <p>At end of fitness unit of work – pupils to compete in Primary Fitness Challenge.</p>	<p>£350.00 approx for primary fitness activity / day.</p> <p>We have for 2 days.</p> <p>Medals / trophies for inter school competition.</p>	<ul style="list-style-type: none"> <li>• All children participating in 6 intra competitions a year, monitored by PE Lead.</li> <li>• Competitions organised and local primary schools compete virtually increasing the opportunity for inter competition.</li> <li>• Monitor numbers of children participating in inter competition.</li> <li>• Primary Fitness - KS1 multi skills and SAQ (Speed, Agility and Quickness), KS2 Fitness unit of work. Intra/Inter competition.</li> <li>• Year 3 and 4 have all competed in Lenham Primary Schools Multi skills event. T2</li> <li>• Year 5 and 6 have all competed in Virtual Sports Hall competition organised by The Lenham School in T2.</li> <li>• All children in school T3-4 Lockdown 3 took part in Learning Discovery Festival –</li> </ul>	<p>Agree a calendar of events at the end of term 6 prior to next academic year.</p> <ul style="list-style-type: none"> <li>• Sadly, Primary Fitness no longer exists due to COVID.</li> <li>• Look to develop more intra competition – house competitions (Football huge success this year).</li> <li>• To continue to participate in competition outside of school, maintain links with Sports Development officer at The Lenham School, to ensure access to external competitions.</li> <li>• To encourage teachers to complete intra house competitions on a termly basis.</li> </ul>



			<p>results were sent off and we had success with our Year 2 team coming 3<sup>rd</sup> in KS1 competition for Maidstone District.</p> <ul style="list-style-type: none"> <li>• Term 3 basketball competition against other school – all children in school during lock down 3.</li> <li>• Term 5 – year 3 and 4 Tri Golf competition. Harrietsham did brilliantly winning the Maidstone district area. Top 10 scoring children to attend Kent School Games Competition at Princes Gold Course in Sandwich and then go and watch the first practice afternoon to the Open at neighboring Golf Course ST Georges. (Monday 12<sup>th</sup> July)</li> <li>• Term 5 completed whole school intra football competition. KS1 and EYFS – skills based, KS2 Football tournament house competition.</li> </ul>	
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Signed off by	
Head Teacher:	Alison Waller-Davies <i>A. Waller-Davies</i>
Date:	15 <sup>th</sup> July 2021
Subject Leader:	Jacqueline Frost <i>J. W. Frost</i>
Date:	15 <sup>th</sup> July 2021
Governor:	Louise Wickenden <i>L. Wickenden</i>
Date:	15 <sup>th</sup> July 2021