



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.

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| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: |
| - Continued participation in the School Games competitions.  - KS2 Football team continued to embed into the culture of the school.  - Both KS1 and KS2 have a sport specific approach to the PE curriculum.  - Sports Captains pupil leadership has been re-established and relaunched. | Continue to participate in a wide variety of school games competitions  Raise the attainment of children in KS2 swimming.  Further develop playtime activities to ensure 30 minutes of physical activity for each child per day. |

Did you carry forward an underspend from 2020-21 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 2020-21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

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| **Academic Year: September 2020 to March 2021** | **Total fund carried over: £** | **Date Updated:** |  | |
| What Key indicator(s) are you going to focus on? | | | | Total Carry Over Funding: |
| £ |
| **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?: |

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| --- | --- |
| 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 2022. | 75% of children can swim 25 metres |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 60% |
| 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? | 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.

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| **Academic Year:** 2021/22 | **Total fund allocated: £5000** | **Date Updated:17th July 2022** | |  | |
| **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: | |
| 60% | |
| **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: | |
| Active travel through OPAL  Children have access to appropriate resources to experience and enjoy PE including outdoor play equipment for lunchtimes on KS1 and KS2 playgrounds. Revamp old and unused equipment to encourage active movement during lunchtimes. | * OPAL Training for staff * OPAL lead * Equipment   All children to participate in physical activity and be responsible for how much activity they take part in. New lunchtime equipment bought for KS1 and 2. More children have the chance to participate in equipment and activities at lunchtime. Children have a designated area and shed that has a large range of sport equipment to use during lunch and free times. | £1,500  £1,500 | Since using OPAL the behaviour levels during playtime have dropped and we have seen children working together as a team to build structures.  The full impact of OPAL hasn’t been shown yet due to COVID Restrictions but it will be continuing onto this year.  Children enjoy learning new sports and accessing appropriate resources. Children know how to use the equipment and will have further motivation to challenge themselves. Children excited and enthused to use new equipment in and repeat this outside of lessons (lunchtimes). Equipment can be easily found and a greater range of items are being used during lunchtime with a rotation of different sports by play leaders. E.g. basketballs in the winter and playing tennis in the summer. | The equipment will remain available to the students.  Equipment will be used daily across all age groups. Review resources and update where necessary. Now that it is set up, children will continue to use the equipment and rotation next year. | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: | |
| 18% | |
| **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 raise the profile of PE (and Physical Education, School Sport and Physical Activity) across the school for whole school improvement. To purchase PE uniform for children and staff.  Continue to raise awareness of how important sport is on our mental health and well-being. To raise the profile of different sports across the school. | To ensure every child has suitable clothing to take part in PE safely. To encourage more children to try new sports by funding appropriate equipment. Target: girls and football kits.  Purchase trophies, certificates and medals to celebrate sporting achievements in whole school assemblies and sports day. | £500  £400 | Children will feel more enthused about PE sessions and will raise the profile of the subject further. Children have more opportunities to try sports and parents do not have a costly initial outlay.  Children enjoyed assemblies and were able to celebrate physical achievements and PBs. Children know crucial link between mental and physical wellbeing and the importance of doing both and how they are linked. | | PE kit and uniform will be sustainable each year.  Trophies can be reused next year. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 10% |
| **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: |  |  |  |  |
| Provide training that will support the development of skills of a range of staff and give pupils access to a wider range of opportunities. | Get Set for PE subscription – lesson planning, assessments gives ideas for all abilities across EYFS – Year 6. | £500 | Lessons continue to have structured activities. | The development of the revised PE curriculum, with training, will continue through next year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 0% |
| **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:  Children are exposed to a variety of different sports throughout the year within lessons. All children to have access to extra lunchtime activities. Deliver a range of extra-curricular sports clubs in school. | Having new equipment at lunchtime, staff are able to play games with the children which promotes the importance of physical health and its impact on mental health for example arts & crafts, bottcha, and cricket. Focus on developing the school’s football team in line with the school’s achievements before COVID. Develop the revised PE curriculum to ensure a variety of sports. | £0 | All children continue to learn good playground behaviours, social skills and sporting values by participating in school sport and games activities during events, matches, break and lunchtimes. | Hopefully, we are able to build upon foundations set this year for next year. Play more matches involving a greater range of schools. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 12% |
| **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: |  |  |  |  |
| SGO buy in | To allow children to participate in high level inter school competition | £150 | Children pride themselves on succeeding in tournaments.  KS2 accessing regular inter-sport competitions.  Sports tournaments entered into through SGO:  Tri-Golf  Athletics  Special school Football league  Curling  Penathlon | Would be paid for from school budget if no Sport Premium. |
| South London Special League | To allow children to participate in high level inter school competition | £150 | Taking part and working as part of a team in competitive football matches.  Developing self-esteem.  Team leadership.  Working in different groups. | Would be paid for from school budget if no Sport Premium. |
| Transport | Transporting children to different events and staffing. | £300 | If transport isn’t available we wouldn’t be able to attend the events. | Would be paid for from school budget if no Sport Premium. |

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| Signed off by | |
| Head Teacher: | Rob Freeman |
| Date: | 20th July 2022 |
| Subject Leader: | Jaime Binder |
| Date: | 20th July 2022 |
| Governor: |  |
| Date: |  |