



# Evidencing the Impact of the Primary PE and Sports Premium

Review of spending for academic year 2020 – 2021  
Predicted spending for academic year 2021 - 2022

The review of key successes below takes account of the use of the premium from **September 2020 – June 2021** when school was open as usual and some activities undertaken during school closure.

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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions</li> <li>• Good breadth of traditional sports with increased uptake of afterschool sport clubs by children in our school. This was facilitated by the promotion of an afterschool rugby club which was delivered by a former international rugby player</li> <li>• Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime</li> <li>• Key Stage 3 children received specialised sports coaching in small groups</li> <li>• Sports coaches used in year group zones during playtimes to facilitate active play and improve engagement and coach LSAs on duty</li> <li>• Increased focus on fitness with large scale outdoor gym equipment purchased to better facilitate PE teaching</li> <li>• Positive outcomes with improved children’s self-esteem measures on completion of new Forest school provision.</li> <li>• Sports coach employed during lockdown to provide outside activities to Key worker and vulnerable children</li> <li>• Live PE lessons delivered throughout lockdown via Microsoft Teams with children and members of their families joining in fitness classes led by the school’s PE Lead and delivered in the style of Joe Wicks</li> <li>• High level of pupil engagement in PE lessons with a low number of non- participants</li> <li>• Sports house day competitions including an annual sports day</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing investment in resources for the teaching of PE whilst simultaneously maintaining high quality equipment and expanding the resources to enable our school to offer a wider range of sports</li> <li>• Continued staff training (teachers and TAs) in supporting active playtimes with the purchase of further resources to support this</li> <li>• Build further on links with local sports clubs and coaches to encourage a continued high take up of sports out of school hours</li> <li>• Continue to use sports coaches to broaden and invest in staff CPD</li> <li>• Expand and evaluate lunch time and afterschool clubs with continued investment in resources to support this</li> <li>• Confirm new external OSHL provider to improve sports opportunities</li> <li>• Provide top up swimming at KS2 and KS3 for children affected by pool closures during national lockdowns</li> <li>• Deliver swimming lessons for KS2 and KS3 for children affected by pool closures during national lockdowns</li> <li>• Improve number of sporting fixtures attended</li> <li>• Implement and evaluate a Year 6/8 dance project, employing specialist dance instructors to support delivery</li> <li>• Launch the West Moors Middle School Sports Academy, promoting the roles of house captains with prize rewards and celebrations of the children’s efforts via tweets, Lizard newsletter etc.</li> <li>• Deliver outdoor lunchtime fitness training programme using new outdoor gym equipment and the daily mile</li> <li>• Train break and lunch time supervisors on active playtimes drawing on Jenny Moseley’s recommendations</li> <li>• Liaise with feeder schools to arrange sporting competitions for children in Lower Key Stage 2</li> <li>• With removal of Covid-19 restrictions, provide formal sports leadership training for Sports Leaders in KS2 and KS3</li> </ul>

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

If YES you **must** complete the following section

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

At the time of writing (July 2021) the school has been through periods of lockdown due to the coronavirus pandemic however we hope we have been working within Government guidelines. As a result of Covid-19, this has impacted on our P.E offer and reduced what we have been able to offer. For example, the school has not been able to run swimming sessions or after school clubs as we would in normal circumstances. The school is committed to active healthy pupils as we appreciate that the best way to fight the virus is to promote healthy active lifestyles but we will put pupil and staff safety first.

### Carry Forward 2021

As a result of the coronavirus (COVID-19) outbreak, the Department for Education took steps to relax the ring-fencing arrangements for the PE and sport premium in the 2019 to 2020 academic year to allow any unspent grant to be carried forward into the 2020 to 2021 academic year. The carry forward must be spent by 31.03.2021.

## 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.

Meeting the National curriculum requirements for swimming and water safety

Please complete all of the below:

Swimming lessons in school did not take place due to the Coronavirus pandemic.

N/A

Academic Year: 2020/21	Total fund allocated: £17125 Plus £12000 carried forward for significant school project	• July 2021		
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 (excluding the carry forward that was spent before March 2021): <b>35%</b>
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 improve structured play during break-times, including more pupils and improving playground behaviours and choices	Invest in PE/playground equipment (including court markings) and storage.  Invest in the daily use of external sports coaches to support active lunchtime sports sessions throughout the academic year, including during lockdown periods	£700  £5350	Monitoring of the incidence of break and lunch-time behaviour related concerns have evidenced a reduction compared with data from 2019/20. In addition, child conferencing on the use of sports coaching at break and lunch times has yielded positive feedback from the children, adding structure and supporting the inclusion of further physical activities during the school day. The use of external sports coaches at lunch times in KS2 has also	It is recognised that behaviour data is affected by national lockdown periods during the pandemic so continued close monitoring of children's behaviours at break and lunch times will take place during 2021/22.  KS3 Playground Leaders to train the next cohort of leaders when Covid-19 restrictions are lifted.

Created by:



Supported by:



	<p>for vulnerable and key worker children. To ensure that children can participate across all year groups, implement a year group bubble rota across the year.</p> <p>Purchase of outdoor gym equipment</p>	<p><b>£12000 (money carried over)</b></p>	<p>helped to upskill TAs in the KS2 bubble play zones. Pupils are regularly using the equipment on their daily rota and where possible in PE lessons.</p>	<p>Train children to be Playground Buddies in each year play zone, introducing the bubby bench in KS2.</p> <p>Due to staff changes, continue to invest in CPD of LSAs supervising break and lunch times, using external coaches. Invest in staff to complete online course 'Jenny Mosely Positive Playtimes' course.</p> <p>Further invest in a bank of PE/playground equipment, bolstered by PTFA fund raising to keep well-maintained.</p> <p>School to timetable weekly outdoor daily mile rota keeping a record of personal best times.</p> <p>Include this as a key objective in the School Development Plan, monitoring and evaluating progress every half term to feed back to school governors.</p>
<p>Deliver staff training on outdoor gym equipment to support active break and lunchtime fitness opportunities.</p>	<p>CPD on use of outdoor gym equipment provided.</p>	<p>Nil- internal training delivered by the school's PE Lead</p>	<p>Staff covering break and lunchtimes have been trained to support the safe use of outdoor gym equipment.</p> <p>Increased staff confidence observed with guidelines being met for running sessions safely.</p>	<p>Develop into general PE CPD related to high quality PE sessions.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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 introduce new Forest School outdoor physical activities, embedding active outdoor physical activities into the school day. Children will be exploring, playing and problem solving within the forest school area which aims to encourage learning using a range of activities (both designed by the leader and instigated by the children themselves). Simultaneously, it will support children to develop a sense of independence, high self-esteem, teamwork and resilience, participating in outdoor activities where health and safety considerations are always of paramount importance.	Employ a Forest School Leader one day a week to deliver and develop provision in a forested area on the school's grounds. (Costings supplemented by Pupil Premium Funding)  Using quantitative and qualitative data, evaluate the effectiveness and impact of Forest School provision over the course of the academic year.	£5250 (£170 for Forest School expert Lead one day a week throughout the academic year)	Three impact measures were used: The first involved exploring how engaged a child is in a physical activity; the second was a child's well-being based on the Leuven well-being scales 1-5; and the third impact measure is Resilience Ladder. These were taken at the beginning and end of the physical activity timetabled Forest School programme and evidenced the positive impact this provision has had over the course of the academic year for the majority of children. In addition, a detailed impact report has been shared with governors at the Full Governing Board meeting in July 2021.	In light of the positive impact that this programme has had on children's self-esteem, resilience and team-working skills, we intend to include this significant investment in continue to invest in Forest School provision, supporting children's mental health and wellbeing.
To establish a competition framework for feeder first schools	Calendar of events for lower key stage 2 pupils. to include: <ul style="list-style-type: none"> <li>Year 4 Football</li> <li>Year 3 Cricket</li> </ul>	£200 (affiliation)  <b>Fund allowance re-allocated</b>	Due to restrictions linked to the Covid-19 pandemic, it was not possible to deliver this competition framework, involving our feeder schools. <b>This Sports Premium funding was reallocated in-year to support the implementation of physical activities via Forest Schools in 2020/21.</b>	Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22.

Use school and outside media to raise the profile of pupils representing at and/or leading in sporting activities.	Teachers to be proactive in sending media images and text to office staff for internal and external coverage.	Nil	Images of sporting representation displayed on the website and twitter with reference to sporting activities included in the school's weekly bulleting and/ or half termly Lizard newsletter.	Support Sports Leaders to become editors, writing articles to be included in the school's weekly bulleting and Lizard newsletters.
To promote sports provision across KS2 and KS3 in the local community and beyond.	Join Youth Sport Trust core membership  AfPE quality mark application  Health Schools Award  PEDSSA	£240  £275  £200	Staff and student access resources to raise profile of PE across the school.  Ongoing collation of evidence to support the submission of an application in 2021/22.  Competition framework displayed on PE display but not implemented due to Covid-19 restrictions.	Continued collation of evidence to support the school's applications for the AfPE and Healthy Schools Awards.
Funding for all year groups to attend swimming sessions.  NO SWIMMING DURING THIS TIME DUE TO CORONAVIRUS.	All Year groups from Year 5-8 attend swimming sessions across the year. Funding to supplement transport to the pool for all children, and additional costs for children who have not met the statutory requirements by the end of Year 6, including those who are vulnerable and/ or Pupil Premium.	N/A	All children to attend sessions regardless of year groups in 2021/22 as swimming has not been possible over the past two years due to national restrictions with Covid-19.	Continue to fund to ensure that this can be maintained seeking additional support from the school's PTFA.

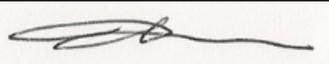
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff training to facilitate active playtimes to encourage more children to engage in independent or structured physical activities at playtimes.	All staff to attend in-school training on the promotion of physical activity to support this objective. This includes shadowing and supporting external sports coaches as part of their ongoing CPD daily during lunch times.	£500	Children are more active at playtime and as a result, this has impacted positively on children's behaviour choices as evidenced in behaviour logs, quantitative survey data and qualitative feedback from staff and children in the school community.	Continue the focus on training staff within the school community who support playtimes. SLT to work with support staff. Governor visits planned to monitor the impact.
Provide specialist PE cover when PE teacher attends fixtures to deliver sports activities, providing supporting LSAs with CPD.	Establish a link with local provider company and confirm arrangements.  Liaise with sports coaches in relation to sports planning.	£30ph pro rata (£3000)- <b>Nil due to Covid-19</b>  <b>Fund allowance re-allocated</b>	N/A Due to the impact of the pandemic, external fixtures in person were not possible. However, children engaged in inter-school virtual sporting competitions, yielding positive feedback from children in our school community. <b>This Sports Premium funding was reallocated in-year to support the use of an external sports coach for daily lunch time sessions in 2020/21.</b>	Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22, arranging internal staff cover when the PE Lead is attending sports fixtures to reduce additional funding wherever possible. These events should be organized during afternoon slots wherever possible.

Monitor and evaluate swimming, taking a critical role in motivating an inspiring children to meet statutory requirements and select children for swimming galas.	Continue to provide swimming opportunity for children in KS2 and KS3 who have not met the statutory requirements, whilst recording their improved ability and selecting pupils for school representation.	£2000 for two Year groups (carried over) <b>Fund allowance re-allocated</b>	Due to the pandemic, it was not possible to fulfil this area of the national curriculum. <b>This Sports Premium funding was reallocated in-year to support the use of an external sports coach for daily lunch time sessions in 2020/21.</b>	Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22.  Swimming will be a focus in 2021/22 with reference to this in the School Development Plan.
Invest in a specialist dance instructor to support the PE teacher to implement a dance programme for KS2&3.	Liaise with a local club to support the delivery of dance at KS2 and KS3 in the summer term.  Draw on an external dance instructor to support staff CPD.  Conduct a students' evaluation of the impact of dance lessons in the curriculum.	£1500 <b>Fund allowance re-allocated</b>	Due to Covid-19 restrictions, this Classes to be led by dance specialist and supported by the teacher in lessons to develop knowledge. <b>This Sports Premium funding was reallocated in-year to support the implementation of physical activities via Forest Schools in 2020/21.</b>	Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22, developing a link with a local dance club.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:  <b>26%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Deliver Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	To provide children in year 5 with safety awareness training so that they can travel into school by bike. Additional cost for adult supervision.	£200	Most children took part in the training programme and used SUSTRANS survey.  All children in school took part in the Big Pedal event.	Maintain links with Sustrans to arrange the programme for the next academic year. Send bikability letter to new Year 5 transition cohort in Summer term.

<p>To increase the number of after school sports clubs to promote the importance of physical activities and healthy lifestyles.</p> <p>Increase opportunities for children to participate in extra-curricular clubs by local providers.</p> <p>Subsidise afterschool clubs fully to ensure that all children can access these clubs and do not miss out due to costs.</p>	<p>Produce timetable of extra-curricular sports clubs delivered by staff and external coaches.</p> <p>Research local club providers to broaden the curriculum offer, providing two afterschool clubs delivered by external companies.</p>	<p>£4210</p>	<p>Increased student engagement with evidence of attendance available through our clubs' registers.</p> <p>External sports coach register to ensure that there is a range of activities on offer for children and that participation levels remain high.</p>	<p>Monitor and support children who are FSM to access extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit.</p> <p>With support from the school's SENDCo, ensure children with SEND needs are planned for in sessions.</p> <p>Maintain subsidy where possible at points throughout year. Ensure clubs are well publicised to parents and children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Provide specialist PE cover when PE teacher attends fixtures to deliver sports activities, providing supporting LSAs with CPD.	<p>Establish a link with local provider company and confirm arrangements.</p> <p>Liaise with sports coaches in relation to sports planning.</p> <p>Encourage the children to engage in virtual inter-school and national sporting competitions and events.</p>	<p>£30ph pro rata (£3000)</p> <p><b>Fund allowance re-allocated</b></p>	<p>N/A</p> <p>As stated under Key Indicator 4, due to the impact of the pandemic, external fixtures in person were not possible. However, children engaged in inter-school virtual sporting competitions, and virtual national sporting events, yielding positive feedback from children in our school community. <b>This Sports Premium funding was reallocated in-year to support the use of an external sports coach for daily lunch time sessions in 2020/21.</b></p>	Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22, arranging internal staff cover when the PE Lead is attending sports fixtures to reduce additional funding wherever possible. These events should be organized during afternoon slots wherever possible.
Continue to promote local sports clubs to encourage children take up of sports outside of school and reach their full potential.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	£200	Despite restrictions with Covid-19, the number of children taking up sports outside of school has increased. Such clubs include multi-sports, rugby and athletics.	<p>Build on initial success of take up of current pupils at local clubs.</p> <p>Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.</p> <p>Launch the West Moors Sports Academy in 2021/22.</p>

<p>To develop participation in sporting fixtures.</p> <p>Transport for sporting fixtures to give children the opportunity to play competitively.</p>	<p>Provide opportunities for pupils across the school to participate in local sporting events and competitions.</p>	<p>£1500</p> <p><b>Fund allowance re-allocated</b></p>	<p>The School maintains its Gold 'School Games Award'</p> <p>The school has participated in more sporting events as a result of additional funding for coaches and transport. <b>This Sports Premium funding was reallocated in-year to support the use of an external sports coach for afterschool sports opportunities in 2020/21.</b></p>	<p>Set objectives when Covid-19 restrictions have been lifted in Sports Premium spending plan for 2021/22.</p>
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Signed off by	
Head Teacher:	
Date:	11 <sup>th</sup> December 2020
Subject Leader:	M Malone
Date:	10 <sup>th</sup> December 2020
Governor:	Mr Derek Brooks (Chair of Governors)
Date:	14 <sup>th</sup> December 2020
Reviewed by:	
Head Teacher:	
Date:	30th July 2021

## Planned Expenditure 2021/2022

Academic Year: 2021/22		Total fund allocated: £17, 096		• July 2022	
<p><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</p>					<p>Percentage of total allocation (excluding the carry forward that was spent before March 2021):</p> <p style="text-align: center;"><b>21%</b></p>
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:	
Provide children with high quality resources via further investment in equipment and maintenance of sports facilities. Ensure that there are enough resources to enable all children to access sporting opportunities.		Carry out an audit of current provision and purchase additional PE resources to support PE lessons. Ensure that all individuals have access to sufficient resources to enable them to engage fully in lessons.		£700	
To proactively improve both structured and unstructured play to impact positively on behaviours and behaviour choices at break and lunch times.		Further invest in PE/playground equipment drawing on child conferencing to inform decisions.  Train LSAs to support active break and lunchtime sessions throughout the academic year with their completion of Jenny Mosely's online 'Positive Playtimes' training.  SLT to monitor behaviour at playtimes, drawing on quantitative and qualitative data, with Governor Learning Walks on a half-termly basis.		£200  £200	
					Sustainability and suggested next steps:

Broaden the range of extra-curricular opportunities offered to children.	Invest in specialist sports coaches whilst simultaneously encouraging all staff to deliver either an active lunch or an afterschool club during the academic year.			
Deliver staff training to new members of staff on children's safe use of the school's outdoor gym equipment to support active break and lunchtime fitness opportunities.	CPD on use of outdoor gym equipment provided.	Nil- internal training		
Funding for additional lining on the field to facilitate a wider range of sports and coaching activities.	Put in place a rotation of linings to support curriculum activities and free play at play times.	£1000		
Funding for a Sports coach to run a lunchtime active sports session once per week throughout the academic year.	Use an external sports coach and create a rota for children's access to this sporting opportunity to ensure that all children can participate across the academic year.	£1550		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				43%
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:
Continue to deliver Forest School outdoor physical activities, embedding active outdoor physical activities into the school day, supporting children’s mental health and well-being. Children will be exploring, playing and problem solving within the forest school area that aims to encourage learning using a range of activities (both designed by the leader and instigated by the children themselves). Simultaneously, it will support children to develop a sense of independence, high self-esteem, teamwork and resilience, participating in outdoor activities where health and safety considerations are always of paramount importance.	Continue to employ a Forest School Leader one day a week to deliver and develop provision in a forested area on the school’s grounds and invest in Forest School resources.  Using quantitative and qualitative data, evaluate the effectiveness and impact of Forest School provision over the course of the academic year.  Report impact of Forest Schools to Governors twice a year.	£5000 (£170 for Forest School expert Lead one day a week throughout the academic year)- Plus further funding from Pupil Premium		
Improve children’s emotional and mental health and wellbeing through a mixture of teacher led and specialist visitor led workshops.	Book in a series of workshops with a focus on children’s mental health and wellbeing to improve concentration, health and resilience.  Develop staff expertise on delivering wellbeing and mental health sessions.	£546		

To establish a competition framework for feeder first schools	<p>Calendar of events for lower key stage 2 pupils. to include:</p> <ul style="list-style-type: none"> <li>• Year 4 Football</li> <li>• Year 3 Cricket</li> </ul>	£100 (affiliation)		
Use school and outside media to raise the profile of pupils representing at and/or leading in sporting activities.	Teachers to be proactive in sending media images and text to office staff for internal and external coverage.	Nil		
Monitor FSM and SEND children's experiences to facilitate their full engagement in sporting and physical activities.	<p>Children who are FSM are supported to access extra-curricular activities either financially or through the provision of sports equipment or kit.</p> <p>SENDCo to monitor the provision for children with SEND to ensure that they are planned for and supported in all sporting and physical activities.</p>	£100		
Funding for all year groups to attend swimming sessions.	<p>All Year groups from Year 5-8 attend swimming sessions across the year. Funding to supplement transport to the pool for all children, and additional costs for children who have not met the statutory requirements by the end of Year 6, including those who are vulnerable and/ or Pupil Premium.</p> <p>Monitor and evaluate swimming, taking a critical role in motivating an inspiring children to meet statutory requirements and select children for swimming galas.</p>	£1500		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
Staff training to facilitate active playtimes to encourage more children to engage in independent or structured physical activities at playtimes.	All staff to attend in-school training on the promotion of physical activity to support this objective. This includes shadowing and supporting external sports coaches as part of their ongoing CPD daily during lunch times.	£400		
Invest in a specialist dance e.g. modern/ street dance and gymnastic instructors to support the PE teacher to broaden both dance and gymnastics opportunities in KS2&3.	Liaise with a local club to support the delivery of (i) dance and (ii) gymnastics at KS2 and KS3.  Draw on an external dance and gymnastic instructors to support staff CPD.  Conduct a students' evaluation of the impact of dance and gymnastic lessons in the curriculum.	£1500		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
Deliver Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	To provide children in year 5 with safety awareness training so that they can travel into school by bike. Additional cost for adult supervision.	£200		
<p>To increase the number of after school sports clubs to promote the importance of physical activities and healthy lifestyles.</p> <p>Increase opportunities for children to participate in extra- curricular clubs by local providers.</p> <p>Subsidise afterschool clubs to ensure that all children can access these clubs and do not miss out due to costs.</p>	<p>Produce timetable of extra-curricular sports clubs delivered by school staff as well as external, specialist sports coaches to meet the varied interests of children within the school and cover all of the main sports. The school will aim to have at least one sport that the children may not have experienced before, and identify children to be targeted and encouraged to attend an afterschool club.</p> <p>Additional clubs to be decided upon after consultation with children.</p> <p>Research local club providers to broaden the curriculum offer, providing two afterschool clubs delivered by external companies.</p>	£2500		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
Promote local sports clubs in the community to encourage children to take up sports outside of school and further develop their skills sets.	Continued promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	£100		
To attend local sports competitions to both work alongside and compete against other local schools. As a result, all children will be given an opportunity to compete and represent the school. This will also include children's involvement in other local sports festivals that will give children experience of taking part in organised sporting events at a different venue (e.g. local upper school).  Arrange and fund transport for sporting fixtures to give children the opportunity to play competitively.	Provide opportunities for pupils across the school to participate in local sporting events and competitions.  Organise and fund fully transport to sports events, promoting inclusivity.  Arrange staff cover in school to meet the required staff-student ratios at sporting events.  All children to be offered the opportunity to represent our school at a range of competitions, including hockey, football, rugby, netball, cricket and rounders.	£1500		

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