



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

* Develop or add to the PESPA 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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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. Under the [Ofsted Schools Inspection Framework](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk/government/publications/governance-handbook) hold them to account for this.

Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 **31 July 2019** at the   
latest.   
  
We recommend regularly updating the table and publishing it  
on your website throughout the year, as evidence of your   
ongoing review into how you are using the money to   
secure maximum, sustainable impact. To see an   
example of how to complete the table please   
click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| New PE equipment to support the teaching of PE including a wide range of balls.  Tag Tiv 8 workshop for the whole school with staff CPD.  Weekly Active Learning morning with specialist teacher for Key Stage 2.  PE coaching for football, badminton and gymnastics with after school sessions.  Active workshops in 2019/20 include dance and skipping.  Weekly yoga classes for the whole school for a term.  KS2 children have attended a range of sports events and competitions including the local Skipping festival.  All children from Nursery to Year 4 swam weekly. | Develop active learning across the whole school in maths and literacy.  Introduce daily mini activity sessions including ‘Move a Mile’, Go Noodle videos and virtual yoga.  Replace any old PE equipment as required.  Introduce weekly outdoor learning sessions with large amounts of active learning.  Create an orienteering course on the school field. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving  primary school. | N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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 - All children from Nursery to Year 4 swam weekly (Until March 2020 - Covid-19) |



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| **Academic Year:** 2019/29 | **Total fund allocated:** £16,240 | **Date Updated:** July 2020 | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 6% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To provide daily opportunities for children to be active outside of playtimes through Go Noodle dance sessions, short virtual yoga and ‘Move a Mile’ and during playtimes. | Virtual resources to support class based activity including subscriptions.  Embed a weekly ‘move a mile’ session across the school. | £500    £500 |  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 3% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Embed active learning across the school and the curriculum. | Teachers will include active learning activities throughout their planning each week.  Purchase necessary resources to support this.  Identify CPD opportunities to increase teacher knowledge. | £500 |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 18% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To increase confidence and knowledge in teaching PE across the school. | CPD through sports coaches and attendance at courses. | £3000 |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 63% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Additional achievements: To ensure children experience a broad range of physical activity through curriculum PE, coaching, swimming, yoga and workshops.  Year 4 to experience adventurous activities as part of our residential.  To introduce weekly outdoor learning lessons with a focus on being active outdoors and to experience some adventurous activities. | Rugby, football, gymnastics, hockey, cricket, athletics, swimming, dance, circus skills, skipping, hula hooping, Bikeability and cheerleading have all taken place this year.  Children visited Hawkhirst Scout Camp and experienced bell boating, climbing, abseiling, orienteering and walking.  Appoint lead outdoor learning teachers. Provide resources to support active outdoor learning. | £3000 (as above)  £2000  £6000 |  |  |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 10% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Year 3 and 4 children to attend sports competitions and festivals within the Berwick Partnership.  Whole school sports day with a competitive aspect. | Provide coach travel to events.  Stickers, medals and trophies. | £1500  £200 |  |  |