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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Raised profile of physical activities and equipment outside Coaching programme put into place targeting schools weaknesses. | Gymnastics Outcomes (See base line and impact percentages on the website)Assessment for learning used throughout lessonsDevelopment of vocabulary throughout sessions. |

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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? | 50% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 50% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Yes/No |
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\*Schools may wish to provide this information in April, just before the publication deadline.

**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 students today and for the future.

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| **Academic Year:** 2020/2021 | **Total fund allocated:** £17,786 | **Date Updated: June 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: |
| 37% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE coaches (Elite) and Forest Schools and play leader to deliver dinnertime activities.Forest Schools to be complete afterschool provision for Younger children to build confidence and knowledge in regards to the outdoor curriculum.Purchase of new fine and gross motor equipment. | Discussions of expectations with Midday Supervisors and sports/ playtime leaders. Discussions with coaches of expectationsIntroduce sports leaders and expectations of red and blue team. Rota system of red and blue team leading activities throughout the week. Discussions with teachers of expectationsOrdering and organization of equipment.Sources play companies to develop the playground. Whole school community working party to develop the outside area, taking in account of pupil voice.Playground markings. | (£1105)£720£4744 | Discussions with coaches and midday supervisors. Pupil Conversations | Replacement scheme + Pupil Voice through MRE to ensure children’s interest are at forefront of the decision-making.  |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Children receiving a music curriculum built with PE principles for all classrooms.Forest Schools to reflect topic led sessions to build upon knowledge and skills of their Pinders designed curriculum. Develop of key vocabulary within the Physical Education curriculum.  | Class education packs containing planning, resources and vocabulary for each lesson pre-prepared to ensure school priorities are being taught. | - | All staff are using PE education packs to develop the vocabulary strand and a consistent level of language.  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 63% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Pre-Planned teaching models to support class teaching in a coaching model to teach gymnastics and achieve good data outcomes.Forest schools external teacherPurchase of PE Hub to supplement the teaching of skills and rules of a range of different sports. Class education packs containing planning, resources and vocabulary for each lesson pre-prepared to ensure school priorities are being taught.  | Organisation of coaches that is able to implement Pinders SIP actions and PE Action Plan.Rota timetable throughout the year.Letters and tracking system to be put into place to track which children have accessed clubs. Creation of new impact bundles and assessment criterias.  | 26 weeks of dinnertime/curriculum coaching and after-school clubs for the year will be £5525 (£42.50 a hour, 6 hours a week)Oak Forest Schools - 38 weeks of 2 hour sessions (£160 a day) £5760  | Do children achieve better outcomes in dance?Do staff feel more confident in teaching gymnastics?Do children achieve better outcomes in gymnastics?Are children making progress? Has the gap been reduced resulting in more children achieving age related expectation?Do children feel their fitness level has improved?Do class teachers feel more confident in coaching?IMPACT bundles to be completed.  | Staff will teach these objectives in the following year. Drops in will be put into place to check impact.Coaching systems will be implemented to match staff’s identified weaknesses.Coaching system to be put into place. To ensure staff teaching at the end of the topic.  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| PE coaches to deliver after school clubs, which may include athletics, dance, multi-skills, football, benchball, striking and fielding, badminton, basketball, handball, hockey, kwik cricket, netball, rock-it-ball, rounders, tag-rugby, tennis and volleyball.SEND children to be involved within the disability athletics competition to ensure all pupils are involved in physical sport. Purchase of PE Hub to supplement the teaching of skills and rules of a range of different sports.  | Rota timetable throughout the year.Letters and tracking system to be put into place to track which children have accessed clubs. Sign up to disability athletics + transport needs to be organised.  | £455 | Do children enjoy and improve within their extra-curricular club?Is there a bigger percentage of children experience physical experiences compare to the previous year? Any medal or trophiesPupil Conversation | Student voice on clubs that they want.Impact criteria programme to measure progress within the club. |
| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| PE co-ordinator to organise competitive sports within the pyramid.Pinders to attend and participate in sporting events.Training programmes to be put into place to allow additional practice for sporting events groups.Interhouse competition at the end of the coaching blockSEND children to be involved within the disability athletics competition to ensure all pupils are involved in physical sport.Participation in Elite Moki Walking challenge. | Timetable for the year with key events throughout the year.Sign up to disability athletics + transport needs to be organised. | Built free with the other packages | Children enrichment overview.Any medal or trophiesPupil Conversation | Pinders staff to attend event to build up the network links to continue with these games in the future.  |