



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Woodland Infants and Nursery School

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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

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. To see an example of how to complete the table please click [HERE](#).

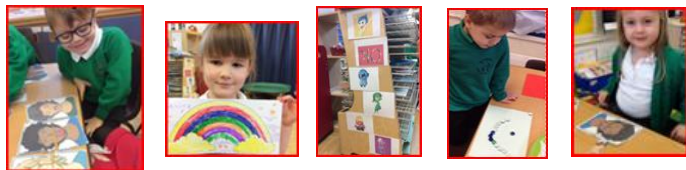
Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity 12 more bikes and helmets were purchase. This now means we have full class set of bikes. Impact : The children have had more opportunity to be outdoors on the bikes as every child in the class can assess the bikes at the same time. They are learning a life skill whilst developing awareness of space, balance and co-ordination. It also helps the children develop a healthy life style completing frequent exercise. With increased access to the bikes the children have developed a willingness to preserve and improve their skills on the bikes.</p> <div data-bbox="353 571 593 702"></div> <div data-bbox="647 549 792 716"></div> <div data-bbox="828 539 967 710"></div> <p>Children complete regular exercise inside and outside of school and understand the importance of exercise (SEF form 08/01/2020) <i>Ronnie P "I like to run and play football at lunch times" Year 2</i> <i>Effie " we play crocodile crocodile can we cross the river at lunch time " Reception</i> <i>Evie "After school I do dance. We warm up, we dance and we play games. " Year 1</i> <i>Ashton "I go in the front garden and play football with my daddy. That's exercise. I will get strong" Year 1</i> Impact: children live an active life style and are aware of what is involve in being 'active' Children are beginning to talk about when they do exercise and how they ensure they are healthy. The children did not just focus on PE but also recognised that games at lunch/playtime and sports out of school also help them to be active and healthy.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement Links across the Birchwood schools. The ambassadors came into school and completed a sports afternoon.</p> <div data-bbox="188 1176 300 1347"></div> <div data-bbox="322 1176 470 1351"></div> <div data-bbox="508 1171 705 1351"></div> <div data-bbox="728 1176 831 1340"></div> <div data-bbox="851 1176 996 1337"></div> <div data-bbox="1021 1182 1142 1339"></div> <p>Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport</p>	<p>Further development of the outdoor area to continue to promote regular exercise.</p> <p>Continue to develop further links with the other schools around sports and fitness.</p>

Impact – It provided the children with role models. Research shows that when children learn from each other, they are more likely to remember the information learnt. It allowed the children to make friends with older children, making the transition between the schools easier. For the ambassadors, it gives them ownership, responsibility and allowed them to be role models.

Health and Well Being Curriculum Days to ensure all pupils are equipped with the knowledge to lead a healthy lifestyle.

Marvellous Me Monday



Impact –The children learnt about looking after their own mental health and know ways to seek help in times of distress. The knowledge and skills pupils gained was carried out through lots of hands on identifiable and engaging activities. The children learnt how important their well- being is and how to express themselves through words and facial expression. By the end of the theme day, the children linked colours to feelings and demonstrated a wider vocabulary of ways to express feelings. They also showed an awareness of feelings through actions and facial expressions

"Prior to the day, many children would use the terms 'happy 'and sad'. Following the activity, the children were able to use a wider breathe of words to express their feelings. Being able to express themselves and their feelings is important in EYFS as many find it hard to express themselves as they do not have the vocabulary to explain" Reception Teacher VB

"That we are important and have value and are cared for as part of our class team, looking at feelings and emotions and being able to identify these. Know what people see as our strengths " JB Year 1

Long term impact-

"The long term building children's resilience and self- belief as well as correctly identify their emotions to be able to manage their mental health by understanding what they feel. This can't be achieved in a day but is on the journey to developing this as part of a rounded and balanced curriculum." JB Year 1

"We set up a feelings chart in the classroom where children can place their name on the emotion they are feelings. This helps them to express their emotions without verbalising it if they are finding this tricky. We have continued this from Marvellous Monday and it has been positive to use daily" AC Rec/Yr1

Feel Fabulous Friday. – Active and healthy life style



Impact : Through the theme day the children learnt the importance of daily exercise, good nutrient and sufficient sleep. The activity promoted being active and taking part in daily exercise. Development of gross motor skills as well as developing problem solving skills.

Further theme days to build on
2019/2020 Marvellous Me and
Fabulous Friday

Healthy life styles – looking after our body



Impact: The children learnt a life skill of cleaning teeth and the reason why teeth need to be kept clean and the affect certain food has on teeth. The children practise cleaning teeth using tooth brushes. This skill can be applied every day. The children can now brush their teeth independently.

Impact: Children demonstrate understanding of why they need to look after their body (SEF 08/01/2020)

Leo "we need to eat fruit to keep us healthy and so are teeth don't hurt" Year 2

Freya "we need to eat vegetables. They give us energy" Year 2

Maicie "it's good to try food so you can find food you like " Year 2

Ronnie P " it won't help you because it has loads of sugar in and its bad for you teeth " Year 2

Teresa "if you eat too many sweets your teeth will rot " Year 2

Leo "and you have to go to the dentist and get fillings" Year 2

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

CPD opportunities for staff

" It is always good to refresh and remind ourselves about the importance of movement for young children and have new games/activities to draw upon." KT Year 1.

"Session 1 was brilliant and that there were lots of practical fun ideas that we can apply to PE sessions ourselves and use in a range of settings. It was also lovely to see staff in action and this is great as it impacts direct day to day practise and was enjoyable for staff so will also be for children." JB Year 1

"Session 1 - The noughts and crosses format, created large scale, I felt was most adaptable for Nursery. It encourages the children's listening skills, physical skills, teamwork, turn taking and problem solving which are all beneficial for this age range." JH Nursery.

Impact: Provide teachers with activities that can encourage the children to be more active and live an active life style. Meets the recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Bring the teachers focus to increase activity in school with fresh ideas, impacting on day to day practise.

Impact - How CPD changes practise

"One of the things I would change in the future is to use some of the games we learned during the first CPD" AT Year 2

"I will refer back to the games, to help the children to be more active especially when the children are more unlikely to go outside as much due to weather." VB Reception

Impact: children to part take in more active lessons

CPD the sports progression plan was share and added to. Physical activity has clear progression from Nursery to Year 2.

"The second CPD was useful for getting a better understanding of the progression of skills in PE. It helped highlight the sorts of skills that should be taught in each year group and how they are built upon and developed year on year. The progression of skills was clear and easy to

Further CPD for staff,
More observations of practise to
ensure continuous development of PE.

understand." AT year 2

"1 thing I learnt from the CPD - how the skills progressed from each other for the year groups. This is especially helpful in my mixed year group class and how to ensure the Y1's are progressing from Reception skills. It makes it clear when it is on one document. " AC Reception/ Year 1

Impact: Staff have clear understanding of the progressions of skills in PE. With teacher's awareness of the skills learnt in each year, it will ensure the lessons taught will be progressive and targeted at specific skills. This will mean lessons are of a high quality

How CPD changes practise

"During the Summer term, I will ensure that Nursery have plenty of opportunity to ride on balance bikes, tricycles and scooters, developing their physical skills, balance and co-ordination. This will also prepare them for bikeability in Reception." JH Nursery.

Impact : Nursery children will be ready to access the balanceability when they are in Reception and have better gross motor skills and awareness of space that can be applied to other areas of PE and the EYFS curriculum.

"1 aspect of teaching I will change - be more consistent in PE of the differentiation of Reception and Y1 skills following the progression document. " AC Reception/ Year 1

"I will refer back to the progression grid, to help with planning and teaching of PE lessons. It will also be of use when the external provider is not in school, teaching PE alongside myself and other teachers" VB Reception.

Impact : Lesson will be specific to children's needs and be of a high quality.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

EYFS were given the opportunity to experience and challenge themselves on the climbing walls at the Leisure centre.



Impact : The children developed team work, resilience, they learnt to perseverer, whilst also develop their gross motor skills and upper body strength. The activity helped to develop a close relationship between the children and the adults. The children supported each other and recognised that the adults find things scary to, but it is important we all push ourselves. Being a role model.

Children's comments –

Alice - "I went to the top of the climbing wall, it was tricky but I tried and tried all over again and I went to the top, I was happy because I like jumping off the climbing wall off the top."

Jacob - "I was scared when I couldn't get on the green pole but I tried again and again and again and I did it. "





Impact: Children developed perseverance, determination when challenged occur, pushing their own boundaries and develop a can do attitude.


Provide further opportunities for the children to develop perseverance, determination when challenged occur, pushing their own boundaries and develop a can do attitude.


Meeting national curriculum requirements for swimming and water safety.	
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 2020.	n/a infants school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a infants school
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a infants school
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 n/a infants school




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: £23,951 Carried forward 19/20: £ 7,364 May 2020 allocation(April to Aug): £6,950 September to March 20/21: £9637			Date Updated:28.06.21
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer 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:	Impact	
Increase children walking to school and children to part take in regularly physical activity across the school – recommend that primary school children undertake at least 30 minutes of physical activity a day in school	EYFS to have continuous access to the new bikes every day. Children will take part in Balanceability 'Learn to Cycle' programme	£0	Evidence: observations on tapestry of the children using the bikes more confidently over time Impact: Through using the bikes on a regular basis the children will develop core strength, balance and coordination. It will also teach them a life style of learning to ride a bike.		Balanceability 'Learn to Cycle' programme Children have taken part in Bikeabilty and have regular access to the bikes in the provision <div><p>Impact: Through using the bikes on a regular basis the children have develop core strength, balance and coordination.</p></div>	

	<p>Developing gross and fine motor skills will have a positive impact on life style, writing and children’s confidence in themselves.</p>	<p>Children to have access to a range of outdoor provision to develop an active life style. To be met through the development of the outside areas across the whole school so all year group have free flow access.</p>	<p><u>Proposed spend</u> £3000 to develop EYFS outdoor area</p> <p><u>Actual spend</u> EYFS have spent £1500 on the continuous development of the outside area</p>	<p>Evidence: SEF forms completed demonstrate children using the new developed outside area on regularly basis (daily).</p> <p>Impact: Children will be participating in physical activity every day for a sustained period of time through constant access to resources and equipment that will develop fine and gross motor skills in the EYFS and Ks1 outdoor area. Greater levels of physical and mental health – improved concentration within the classroom</p>	<p>EYFS</p> <p>The whole of the outside area and the bikes are benefiting the whole of EYFS. Receptions have access to the outdoor area continuously and are taking part in regular physical activities. The facilities have not just benefited Reception but have also allowed children from Nursery to develop their gross motor skills ready to enter into Reception in September. This allows all children in EYFS to have an active lifestyle. Below are photos of the whole of EYFS taking part in daily exercise</p> <div data-bbox="1630 448 2201 1066">  </div> <p>Impact: Children have participated in physical activity every day for a sustained period of time through constant access to resources and equipment that have helped the children to develop fine and gross motor skills in the EYFS. They have had greater levels of physical activity which in turn has benefited their mental health – improved concentration within the classroom.</p>
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			<p><u>Proposed spend</u> £2000 develop KS1 outdoor area</p> <p><u>Actual spend</u> KS1 have spent £1099.30</p> <p><u>Proposed spend</u> £1000 Playground /lunch time</p> <p><u>Actual spend</u> Mid days have spent £588</p> <p><u>Additional cost</u> £200 to service PE equipment Jan 2020</p> <p>£350 to fix existing equipment Jan2020</p> <p>£620 for new PE mats Jan2020</p>	<p>Evidence : more learners are engaged in active play.</p> <p>Impact : At lunch time and playtime there will be evidence of children using a range of equipment, taking turns, sharing or working in a team, participating in regular exercise. Reduce of first aid and behaviour has improve.</p>	<p>KS1</p> <p>KS1 have continued to develop their outdoor area through purchasing positive play equipment for playtimes. This has allowed the children to be more active, develop cooperative play and improve mental health through being more active.</p> <div data-bbox="1612 300 2157 705">  </div> <p>Impact: Children have participated in physical activity every day at playtime and lunch time. The resources and equipment that have helped the children to develop fine and gross motor skills in the KS1. They have had greater levels of physical activity which in turn has benefited their mental health – improved concentration within the classroom</p>
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<p>Pupils are clear on what is needed for healthy lifestyles and that an active lifestyle is part of this.</p>	<p>Take part in theme days focused on developing the awareness of an active life style and part take in regular physical activities through the development of the continuous outdoor provision.</p>	<p>£0</p>	<p>Evidence : photos of Wow days, with comments and photos showing the children’s understanding of an active healthy life style.</p> <p>Impact : children have an active life style that they continue as they move through education into adult hood. Healthy lifestyles are being reinforced and encouraged at all times, with a particular focus for each day e.g. healthy heart. Pupils have a clear awareness of the importance of why the need to be physically active and the impact on their health.</p>		<p>Marvellous Me Monday- To promote wellbeing and mental health thinking about ourselves and the people around us.</p> <div data-bbox="1659 188 2197 568">  <p>Nursery</p> </div> <div data-bbox="1659 576 2197 978">  <p>Reception</p> </div> <div data-bbox="1621 879 2197 1257">  <p>Key stage one</p> </div> <p>Impact: Pupil begin to develop an understanding of mental health at their level.</p>
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	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
	Physical Education, School Sport and Physical Activity (PESSPA)			%	
	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:
	Pupils develop an understanding of how physical activity leads to improved long term outcomes not only for physical health but mental and emotional wellbeing.	<p>Provide a variety of sports within after school clubs so the children can experience different sports that may take their interest – football, hockey, cricket, gymnastics and athletics as well as dance and cooking club</p> <p>Take to part take in inter school sporting event to promote sports, self-esteem and confidence. Cost of transport to get children to local sports facilities.</p> <p>To take part in new sports through in-school coaching and taster days such as yoga day, mini Olympics, inclusion sport,</p>	<p>£0</p> <p>£500 transport</p> <p>£400 competitions.</p> <p>Competition cancelled due to COVID</p> <p>Yoga day £275</p> <p>Olympic day £450</p> <p>£0</p>	<p>Evidence : There will be a wide range of sports offered to parents, for children to participate in during after school club.</p> <p>Impact : children to live an active life style in and out of school and allow children to explore a range of sports. Greater attendance and participate in after-school sports provision</p> <p>Evidence : Children will have attended competitive sporting events throughout the year.</p> <p>Impact : children to live an active life style in and out of school and allow children to explore a range of sports.</p> <p>Evidence: comments and photos taken of the children taking part in new sports.</p> <p>Impact : children to gain experience of new sports, develop a positive mind set in trying new sports and living an active life style.</p>	<p>Sustainability and suggested next steps:</p>
					<p>Clubs</p> <p>After school club have continued to run from September- Christmas and throughout the summer term. The children were given the opportunity to take part in a range of sports such as</p> <p>Impact: children to live an active life style in and out of school and allow children to explore a range of sports.</p> <p>ACTIVITIES CANCELLED TO COVID</p> <p>Daily mile</p> <p>All children took part in the daily mile.</p> <div data-bbox="1594 842 2024 1123" data-label="Image"> </div> <p>Impact: children gain experience of new sports, develop a positive mind set and live an active life style.</p> <div data-bbox="1935 1129 2181 1407" data-label="Image"> </div>

Link with Birchwood juniors sports ambassadors to complete sporting activities. Increase range of links within the local and wider community. This will allow learners to experience new sports and activities that they can then continue in their own time.

Evidence: Photo evidence and children's comments to show impact.

Impact : Children to be inspired by older children (Birchwood juniors school) to join in in different sports.

Unable to work with Birchwood Junior school due to Covid and bubbles mixing.

Sports Day

The children were able to take part in competitive sports. The children competed against each other, developing confidence and self-esteem of our children involved. Due to Covid, sports day was conducted in bubbles. **Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport**



Reception sports Day





KS1 sports day



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 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 step	
Pupils have a positive and skilled role models that inspire them to extend skills further	CPD opportunities for the PE lead and staff.	<p>£3000 (-12 days)</p> <p>Aspects are Unachievable due to COVID</p> <p>Proposed spend £7800 MSP</p> <p>Actual spend : £6,131</p>	<p>Evidence : evidence form and impact document completed (2days) , CPD training delivered to all staff (3 sessions) , Sport lead complete observations of PE lessons (6 afternoon throughout the year), sports leader complete SEF forms to obtain children's voice(6 afternoon throughout the year), sport lead to visit other schools and work with other leads (1 day), plan and develop outside area (2 days), organising sporting events (1 day)</p> <p>Impact : A comprehensive overview of PE with links made with other subjects as well as other leaders. A consistently high level quality of teaching will be across school for PE, evidence of developing an active lifestyle for all children through provision, lessons, sporting events and theme days. Staff have developed the key knowledge to teach a coheasive sequence of lessons and confidence in applying physical activity in the classroom environment.</p> <p>Evidence: professional discussion will be evident between teaching staff and coach. lesson observation will be conducted regularly.</p> <p>Impact : 100% of PE lessons will be good or better</p>		<p>Due to Covid bubbles could not mix meaning staff CPD, observations of lessons and visiting other schools could not happen. Instead other areas of PE have been developed and CPD has been put in place for September.</p> <p>Sports lead has worked with the external provided to complete a breakdown of lessons taught per unit to ensure there is progress from Nursery to Year 2 for ball skills, gymnastics, dance, athletics, bikeability, inclusive sports, fencing and archery.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Nursery	Move with confidence and control using a ball	To switch eyes and observe what others are doing (Discipline movement) Using a ball	Start to show awareness of space. Being aware of themselves and others using a ball	Can I roll the ball to a target? Through cones, into a net or to a partner.	Can I stop a ball using different parts of the body? Legs, feet or feet.	Can I throw a ball into a target? Look at the under arm throw and the over arm. Small competition
Reception	Move with confidence, control and coordination	Can roll the ball to a target? Through cones, into a net or to a partner.	Can I stop a ball using different parts of the body? Legs, hands or feet.	Can I throw a ball to a different sized accuracy	Throwing for all different sized targets.	Can I catch a ball? Catching games: throw a ball up and catch, throw a ball over me and catch.
Year 1 PE	Communication skills working with partner, take turn and discuss	Look at different ways of moving, the ball, rolling and under arm throws	Throwing at a target working on accuracy: shorter distance	Throwing at a target working on accuracy: different sized targets	Applying throwing skills in different scenarios	Practice catching different objects using one hand and two hands
Year 2 PE	Communication skills working with partner, take turn and discuss	Look at different ways of moving, the ball, throwing, over arm and under arm throws	Throwing at a target working on accuracy: longer distance	Throwing at a target working on accuracy: different sized targets to include the type of throw they would use based on distance and target size	Practice catching different objects using one and two hands in different ways: short, high, slow, fast.	Take part in games such as beach ball to practice using different throwing and catching skills/throws

Impact: provides a clear focus and progression of skills as the children move through the school

Sports lead has worked with the external provider to put in place a mentoring program to allow for a gradual release of responsibility, developing members of staff’s knowledge of teaching different sports under the guidance of a sports specialist. The mentoring programme will be in place for September.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Class teacher to:	Class teacher to:	Class teacher to:	Class teacher to:	Class teacher to:	Class teacher to:
Complete Baseline Assessment	Observe lesson Professional Discussion about warm up	Teach Warm up Professional Discussion about main teach	Teach Warm up and the main Professional Discussion about cool down	Teach Warm up main and cool down	Complete Summative Assessment

Impact: Members of staff will be provided with high quality CPD to ensure consistently good lessons that meet the needs of the children and are progressive.

Organisation of CPD for future develop of staff in place starting September. With training on online portal and assessment, how to ensure PE lessons are cross curriculum and how to ensure children have ‘active learning time’. This is linked with our school development plan.


Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Portal and Assessment	Dance	Gymnastics	Cross Curricular Links in PE	Active Learning Time	Inclusive sport



Impact: Members of staff will be provided with high quality CPD in line with school development plan.

Sports lead has worked with the external provider and Lancaster School to align PE across the federation.

Term 1 – Westphalia Infant and Nursery School		Term 2 – Ballables Partnership on outdoor	
AK1 1:15-3:15	Club (swimming)	AK1 1:15-3:15	Whizz (swimming)
AK2 1:15-3:15	Whizz (swimming)	AK2 1:15-3:15	Whizz (swimming)
AK3 1:15-3:15	Whizz (swimming)	AK3 1:15-3:15	Whizz (swimming)
AK4 1:15-3:15	Whizz (swimming)	AK4 1:15-3:15	Whizz (swimming)
AK5 1:15-3:15	Whizz (swimming)	AK5 1:15-3:15	Whizz (swimming)
AK6 1:15-3:15	Whizz (swimming)	AK6 1:15-3:15	Whizz (swimming)
AK7 1:15-3:15	Whizz (swimming)	AK7 1:15-3:15	Whizz (swimming)
AK8 1:15-3:15	Whizz (swimming)	AK8 1:15-3:15	Whizz (swimming)
AK9 1:15-3:15	Whizz (swimming)	AK9 1:15-3:15	Whizz (swimming)
AK10 1:15-3:15	Whizz (swimming)	AK10 1:15-3:15	Whizz (swimming)
AK11 1:15-3:15	Whizz (swimming)	AK11 1:15-3:15	Whizz (swimming)
AK12 1:15-3:15	Whizz (swimming)	AK12 1:15-3:15	Whizz (swimming)
AK13 1:15-3:15	Whizz (swimming)	AK13 1:15-3:15	Whizz (swimming)
AK14 1:15-3:15	Whizz (swimming)	AK14 1:15-3:15	Whizz (swimming)
AK15 1:15-3:15	Whizz (swimming)	AK15 1:15-3:15	Whizz (swimming)
AK16 1:15-3:15	Whizz (swimming)	AK16 1:15-3:15	Whizz (swimming)
AK17 1:15-3:15	Whizz (swimming)	AK17 1:15-3:15	Whizz (swimming)
AK18 1:15-3:15	Whizz (swimming)	AK18 1:15-3:15	Whizz (swimming)
AK19 1:15-3:15	Whizz (swimming)	AK19 1:15-3:15	Whizz (swimming)
AK20 1:15-3:15	Whizz (swimming)	AK20 1:15-3:15	Whizz (swimming)
AK21 1:15-3:15	Whizz (swimming)	AK21 1:15-3:15	Whizz (swimming)
AK22 1:15-3:15	Whizz (swimming)	AK22 1:15-3:15	Whizz (swimming)
AK23 1:15-3:15	Whizz (swimming)	AK23 1:15-3:15	Whizz (swimming)
AK24 1:15-3:15	Whizz (swimming)	AK24 1:15-3:15	Whizz (swimming)
AK25 1:15-3:15	Whizz (swimming)	AK25 1:15-3:15	Whizz (swimming)
AK26 1:15-3:15	Whizz (swimming)	AK26 1:15-3:15	Whizz (swimming)
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AK100 1:15-3:15	Whizz (swimming)	AK100 1:15-3:15	Whizz (swimming)

Impact: By working together curriculum coverage, assessment, provider, mentoring and CPD is now aligned ensuring the delivery of PE is consistent across the federation.

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>Pupils have had opportunities to try new activities and have engaged in this raising confidence.</p> <p>Encouraging perseverance and resilience and regular attendance at an activity.</p>	<p>EYFS to visit the climbing wall at the leisure centre for one of their trips.</p> <p>Children to have the opportunity to take part in new sports of Mini swords, balanceability</p> <p>Children to experience taster days. Children take part in Yoga day and Olympics day .</p> <p>Each class to be given the opportunity to take part in a day of Forest school</p>	<p>Unable to due to covid</p> <p>£0</p> <p>Provided as part of the MSP cost</p> <p>Cost already included above</p> <p>Forest school - £1500</p> <p>Unable to due to covid</p>	<p>Evidence: photo evidence and children's voice on tapestry.</p> <p>Impact: Provide further opportunities for the children to develop perseverance, determination when challenged occur, pushing their own boundaries and develop a can do attitude.</p> <p>Evidence: comments and photos taken of the children taking part in new sports.</p> <p>Impact : children to gain experience of new sports, develop a positive mind set in trying new sports and living an active life style.</p> <p>Evidence: comments and photos taken of the children part taking in forest school</p> <p>Impact : Provide further opportunities for the children to develop perseverance, determination when challenged occur, pushing their own boundaries and develop a can do attitude.</p>		<p>Due to Covid, visit to local leisure centre to experience the climbing wall was cancelled.</p> <p>Due to Covid, children were unable to take part in Yoga day or Olympic day.</p> <p>The children had to opportunity to part take in inclusive sports. They completed many sports including seated volleyball and Booce</p> <div data-bbox="1608 826 2123 1353">  </div> <p>Impact: this will inspire children to be active, try new sports and understand how sports can be adapted to meet individual needs.</p>

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:	
Children have had the opportunity to compete competitively within school and between schools. They have the resilience to understand winning, losing and taking part	<p>Children to part take in inter school sporting event to promote sports, self esteem and confidence.</p> <p>Children to take part in sports day.</p>	<p>Proposed spend: £140 medals</p> <p>Actual spend £140</p>	<p>Evidence : Positive feedback following events, in the form of verbal feedback and questionnaires. Successful activities complete.</p> <p>Impact : Increased involvement with local infant schools, developing the confidence and self-esteem of our children involved.</p>		<p>All children took part in sports day and received a medal</p> <p>Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport</p> <div>   </div>
		<p>Proposed spending £20,065</p> <p>Proposed Remaining money</p> <p>£23,951 - £20,065 = £3887</p> <p>Actual spending £10,628.30</p> <p>Remaining money is 13,322.70</p>			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	V.Batten
Date:	13.07.2021
Governor:	
Date:	