

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.

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.

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 until July 2022:	Areas for further improvement and baseline evidence of need:
<p><b>The engagement of all pupils in regular physical activity:</b> Continued to develop and expand whole school PE through the Real PE scheme of work. Continue to offer a range of before and after school clubs in line with the children’s interests – continue to regularly get Pupil Voice feedback to support this. Multiple new clubs have been introduced throughout the year, there has been a good uptake for this. Use of pupil voice both for PE lessons but also before/after school sport provision to make sure what is on offer is looking ahead to changes that the school is making focussed on wider curriculum with PE and healthy living being a key focus.</p> <p><b>The Profile of PE and Sport is raised across the school as a tool for whole-school improvement:</b> We have nominated and chosen 12 Sports leaders who are in years 5 and 6, their role is to implement games and activities during break and lunchtimes on the playgrounds. Continue to teach Real PE across the school with change to timetabling meaning all classes get 2-hour PE per week plus extra provision before school, after school and during break and lunch. Continue to change attitudes of PE Regular sharing of sporting achievements through social media, assemblies and letters.</p> <p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</b> More teachers to be teaching own PE lessons alongside PE lead for support. Assessment of PE to be embedded into termly overviews for each year group. Continued CPD by PE lead to teaching staff to increase confidence in delivering high quality PE lessons, including refresher training on real PE.</p> <p><b>Broader experience of a range of sports and activities offered to all pupils:</b></p>	<p><b>The engagement of all pupils in regular physical activity:</b> Continue to give existing staff and new staff, refresher or new training in Real PE so it is implemented consistently across the school. To get as many children as possible to attend a before/after school club (focus on PP children)</p> <p><b>The Profile of PE and Sport is raised across the school as a tool for whole-school improvement:</b> Get sport figures to come into school and provide lessons and talks to children. Continue to elect sports leaders in Years 5 and 6 to implement games and structure at lunchtimes, encouraging the participation in sport.</p> <p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</b> Continue to provide CPD for staff to increase their confidence in delivering high quality PE lessons. Real PE refresher organised for autumn term. Provide any relevant training teachers require.</p> <p><b>Broader experience of a range of sports and activities offered to all pupils:</b> Continue to offer ‘top-up’ swimming sessions for year 6 children. Continue to develop the Real PE curriculum across the school and look at becoming a ‘Real Legacy’ School. Rebook coaches to come in and deliver Taekwondo and dance in school.</p> <p><b>Increased participation in competitive sport:</b></p>

Range of sports offered during PE lessons and before/after school club. Gymnastics delivered through Real Dance scheme. Taekwondo and dance clubs introduced acting on feedback from parents.

**Increased participation in competitive sport:**

Children have taken part in a competitive football league which has been extremely successful. Children have participated in various competitive activities through HASSP

- Year 5/6 Indoor Athletics
- Year 3/4 Indoor Athletics
- Year 6 Rowing
- Cross-country
- Year 5/6 Gifted and Talented day

Look at the pupil voice and act on feedback about wants and needs of possible sports that could be introduced in school. Intra competitions to be arranged within school and continued use of 'Personal Best' competitions embedded through Real PE.

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

YES/NO \* Delete as applicable

**Total amount carried forward from 2019/2020**      £.....

**+ Total amount for this academic year 2020/2021**      £.....

**= Total to be spent by 31st July 2021**      £.....

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2021. Please see note above.</p>	<p>19-20 data 36 out of 87 chd = 41%</p> <p>21-22</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>19-20 data 36 out of 87 chd = 41%</p> <p>21-22</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>19-20 data 36 out of 87 chd =41 %</p> <p>21-22</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £19,600 + £2900 underspend		<b>Date Updated:</b>	
<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					Percentage of total allocation: %
<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:
Increased participation in regular physical activity with a variety of options to be fully inclusive to all students.	All children to receive 2 hours of designated PE time plus additional physical activity offered time at break, lunch and through before and after school clubs.			Children across the school achieving the expected standard in PE was over % within each year group. <ul style="list-style-type: none"> <li>Year 1 – 58/67 = 87%</li> <li>Year 2 –</li> <li>Year 3 –</li> <li>Year 4 –</li> <li>Year 5 –</li> <li>Year 6 –</li> </ul>	Continue with PE timetabling for 2 hours, PE lead to teach one of these sessions and class teachers to teach other to ensure teachers continue to feel confident and supported when teaching this subject. Use of Real PE Scheme to continue into 2022-23.
	Set up 'Daily Mile'.			Decided wasn't doable currently at school	Possibly look at again next academic year
	Participate in Sporting Festivals provided through HASSP.		£6225	Competed in various competitions, such as: <ul style="list-style-type: none"> <li>Year 5/6 Indoor Athletics</li> <li>Year 3/4 Indoor Athletics</li> <li>Year 6 Rowing</li> <li>Cross-country</li> <li>Year 5/6 Gifted and Talented day</li> </ul>	Continue to access competitions through the SSP to give children the element of healthy competition
	Game On - working alongside existing lunchtime supervisors.		£11,575	Children given the opportunity to interact with physical group activities at lunchtimes linked to improve skills and increase engagement in physical exercise.	Continue next academic year

			Lunchtime supervisors improve skills to work with children and support them in physical activities.	
	Provide a variety of before and after school activity.		Targeted support for PP/FSM children. Parents can use funding to support this. Aim to raise attendance for this pupil group.	Continue to support PP chd and families to access

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Children enjoy the sport of running and build up physical stamina over time. Resulting in fitter healthier pupils with an increased capacity to focus and learn.</p> <p>Raise profile of teaching PE across school.</p> <p>Increase enjoyment and confidence in PE for both pupils and staff.</p>	Set up 'Daily Mile'.			
	Apply for Silver School Games Mark.		N/A Covid-19	Restarting next academic year
	Termly pupil questionnaires linked to the teaching and enjoyment of PE.		Findings to go on next term	
	Staff and Parent questionnaires linked to teaching of PE.		To be completed next term	Action next academic year
	PE Lead mentoring to staff to increase confidence in teaching PE.		Continued to provide support to fellow teachers if needed	
	Regular sharing of achievements through social media, assemblies and letters.		Sharing of achievements through social platforms throughout year	
	Invite sportsmen into school to raise profile of PE and mental health within sport. Linked to school learning powers		N/A Covid-19	Look into for next academic year. Got info for Sam Ruddock, Paralympian from Rugby
	Created 'Sport Leaders' in school		Children feel empowered. Really excited to run games for their peers at lunch time. Chd from years 5/6 were voted in by their class-mates. These children attended a training course provided through the SSP. A timetable has been produced for the sport leaders.	Current year 6 chd will leave school so new children from the new year 5 to be chosen. Continue to adapt next academic year

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 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:
	Real PE refresher training for all staff	£1340	All staff confidence increased to provide good PE lessons across the school	
	SO and EL to attend SSP PE conference and feedback to staff.	£0	SO attended. Improved knowledge of teaching other sports	
	CPD for staff where appropriate. Delivered by PE Lead		Followed on from Real PE training. Continued support with both teaching and using Jasmine (online Real PE platform)	Continue next academic year
	Transport for sporting competitions and festivals, increasing access to school sporting events/competitions.	£300	Children are able to access competitions through the SSP	Will continue next year
	Equipment order, to make sure enough equipment in school (both halls) so all staff can deliver high quality PE lessons	£2551	Teachers always have equipment ready to go when needed. Are able to deliver their PE lesson without worrying about whether enough equipment is available	Ensure audit is completed to make sure equipment is still fit for purpose

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:
Every child is provided the opportunity to experience a wider range of sports.	Introduce a wider range of sports through coach mentoring via HASSP and external coaches.		N/A due to Covid	Look at this next academic year
With an impact on active learning, health and well-being, cross curricular development and an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	A range of before and after school sports clubs provided by PE Lead and teaching staff.	£0	Clubs have gone back to key stages after listening to feedback from parents. The same clubs have ran year round to try and give parents more continuity	Continue with before and after school provision next year. Possibility of changing to 'wrap-around'
	Raise profile of external link with Wasps RFC, Rugby Town JFC and other outside agencies.		Self-Rescue – ST, raised children awareness and help their understanding of how to keep safe in waters and how to undertake self-rescue.	Links with Lawford United
	Balance bike programme courses for Reception	£540	It links to the EYFS Framework within their physical development: Moving and handling. The objectives it links to are: <ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Travels with confidence and skill, involving balancing</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Pushing with their feet off the floor)</li> </ul> It gave the children opportunities which they may not get at home, this may be due to lack of resources or knowledge. It has helped improve the children's balance skills and gross motor movements, as well as leg strength.	Continue to give reception chd this provision



	Top up swimming sessions for Year 6.		Lessons taught linked to water safety – percentage of children’s understanding increased from % of parents being unsure about their children’s understanding in his area to % of our children being able to recall safety techniques and understanding how to keep safe in water.	Current year 5’s have been swimming this year (2 week block, 10 lessons). If ‘top-up’ is needed, will use spend for that
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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:
See HASSP provision on Sports Premium funding.	More children to access a wider range of competition in order to provide more opportunity to compete.		Have attended all the SSP competitions that have been available. Where possible we have taken whole year groups so competition is accessible to all. Also had chd compete in cross-country events. We had three year 6 chd make it through to the county finals. 2 boys finished 23 and 24 <sup>th</sup> respectively and a girl 31 <sup>st</sup> out of 60 chd across Warwickshire!	Continue to make competition a fundamental part of school sport and PE. Continue to attend SSP events
	Assessment of swimming ability and attainment throughout school. Keep records of achievement when we provide access to swimming lessons.		Currently 41% of year 6 children meet the national guidelines for swimming. Top-up lessons arranged for summer 2. Hoping data is at 100%	
	Top up swimming sessions for Year 6 if needed.		As above	
	Attend Primary Schools Football League (Matt W at Future Pro)	£200	Long Lawford won the whole tournament. Great sense of accomplishment from the team. Healthy competitiveness was highlighted throughout	Look at competing again next academic year

Signed off by	
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Date:	July 22
Subject Leader:	Scott Owen
Date:	July 22
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Date:	July 22