

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

## The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2020**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

**This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.**

<b>Academic Year:</b>	2020-2021
<b>Total Funding Allocation:</b>	£16,746
<b>Allocation Carry Forward from 2019-2020</b>	£5,887
<b>Actual Funding Spent 2020-2021:</b>	£14,868.50
<b>Carry forward to 2021-2022</b>	£7,764.50

## Christopher Reeves Primary School PE and Sport Premium Action Plan

**Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

Objective	Key Actions	Allocated funding	Anticipated outcomes
Increase provision of physical activity opportunities at playtimes and lunchtimes	To implement and continue to allocate activity leaders in year 5 and 6 to encourage children to take part in physical activity at play time. A member of staff to lead and supervise (FS)  Buy activity leader badges to give it status.  To organise more active play during playtimes and lunchtimes and promote competitions.	£3,500  £6 for 10  £250	<ul style="list-style-type: none"> <li>• Sustained involvement of pupils at break times and lunchtimes in purposeful physical activity.</li> <li>• Increased interest in competitive possibilities – pupils in House Groups working as a team to improve scores.</li> <li>• Further reduction in incidences of poor behaviour at lunchtimes and playtimes.</li> <li>• High quality resources can withstand normal wear and tear; pupils take responsibility for looking after equipment / inventory.</li> </ul>
Increase provision of physical activity during lesson times.	Staff use a variety of programmes as active breaks to reduce sedentary behaviour in class as much as possible. These include: Go Noodle, BBC Super movers, Just Dance, Jumpstart Johnny.	£0	<ul style="list-style-type: none"> <li>• To reduce sedentary behaviour and lead to better concentration in the lesson.</li> </ul>
To provide all pupils with 2 hours of quality PE per week in all year groups.	PE Specialist teacher to teach alongside teachers to ensure CPD and confidence in all staff, to help improve the overall quality of PE lessons throughout the school.	Part of School Sports Partnership Package £2850 in total	<ul style="list-style-type: none"> <li>• Increased confidence of teacher when delivering PE – greater technical knowledge.</li> <li>• Overall higher quality delivery of PE lessons because of team teaching.</li> </ul>

	<p>Specialist teacher delivering lessons and team teaching alongside class teachers: Provision: 6 hours of dance and 6 hours of gymnastics.</p> <p>Purchase of a new scheme of work for all year groups including Early years: REAL PE where pupils focus on a range of physical skills. Scheme provides videos for both teachers and pupils,</p>	£1795	<ul style="list-style-type: none"> <li>• REAL PE and specialist teacher provides improved planning and delivery – results in accelerated learning of pupils; greater success at individual’s own level of achievements (a personalised approach); better use of differentiation and greater inclusion.</li> <li>• REAL PE provides 6 cognitive abilities: creative, cognitive, social, physical, health and fitness. This will create positive relationships with physical activity for life, focus on the child as a whole and for the child to find success even if they find physical activity difficult.</li> </ul>
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**Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Objective	Key Actions	Allocated funding	Anticipated outcomes
To achieve School Games Bronze award	Follow criteria to achieve Bronze. All staff on board to support.	£0	<ul style="list-style-type: none"> <li>• School is awarded with the Bronze award. Brings all staff and children together as a school community who have all worked hard to achieve the award.</li> </ul>
To continue to celebrate sporting achievements in assemblies	Celebrate all achievements, individual and team performances. All certificates to be put in Sports Achievement Folders To create a ‘Sporting Achievement’ Board where pictures of children with medals and/or special certificates can be displayed to build up a picture of how active pupils at CR are be it in school or at home. Create an ‘Activity Leader of the month’ for their work at play and lunchtimes.	£0	<ul style="list-style-type: none"> <li>• To celebrate achievement and encourage other children to be active inside and outside of school.</li> <li>• To encourage and inspire all pupils to take part in sporting activities at play and lunchtimes.</li> <li>• PE board in hall with aims and ethos of this subject and word banks of different sports.</li> </ul>
To assess children’s ability in all sports	Children to complete Key Stage 2 Sports Diaries  Staff to be supported to improve assessment curriculum PE and wider opportunities available to pupils	Cover for subject leader x 1 day  £200	<ul style="list-style-type: none"> <li>• Pupils become more confident in self and peer assessment, and can articulate clearly what they have learned</li> <li>• Teachers to be more confident in measuring progress and planning next steps in PE.</li> </ul>

	Meet with new member of year 5/6 member of staff to discuss how diaries are to be used and how they can be effective. Monitor diaries at the end of each term and in staff meetings CPD to be provided to assist in new assessment linked with REAL PE.		<ul style="list-style-type: none"> <li>• Subject Lead to be able to signpost pupils to wider opportunities .</li> </ul>
Objective	Key Actions	Allocated funding	Anticipated outcomes
To have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons	Purchase of new scheme of work: REAL PE. This includes, clear learning objectives, aims of the lesson for the child, organisation of a lesson, how to focus on particular skills through video support to enhance understanding for all pupils and staff, how to differentiate and personalise the activity. CPD day booked to give staff clearer understanding of the new scheme	REAL PE (see cost above)	<ul style="list-style-type: none"> <li>• Increased confidence of staff to teach PE</li> <li>• Increased subject knowledge of staff in relation to teaching, differentiating and assessing PE</li> <li>• Teachers can show children correct technique for specific skills through videos.</li> <li>• Pupils have access to a variety of ways to challenge themselves and personalise their learning</li> </ul>
To have outside PE specialists work and support staff	Work with local sports clubs and have them in to teach/team teach and pass on skills and give staff confidence to teach new sport and physical activity: <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Dance coaching</li> </ul>	Part of School Sports Partnership pack	<ul style="list-style-type: none"> <li>• Gives staff more opportunities to become more confident and new ideas when teaching different sports. Can team teach with coaches</li> </ul>
To provide and update necessary skills for teachers	School Sports Partnership provision of CPD: Gymnastics Coaching Tag rugby coaching	Part of School Sports Partnership pack	<ul style="list-style-type: none"> <li>• Increased confidence and subject knowledge of staff to teach Gymnastics and Rugby</li> </ul>
Improved quality of children’s physical education to ensure they are competent and confident	PE leader to observe lessons to support the implementation of new scheme of work and to support staff where necessary – look for CPD opportunities for either select staff or all staff	£ (Cover)	<ul style="list-style-type: none"> <li>• Overall higher quality delivery of PE lessons because of team teaching</li> </ul>
Staffing - Management	Non-contact time for PE lead to manage curriculum, observe lessons, team teach and coordinate competitions	£	<ul style="list-style-type: none"> <li>• PE lead has the necessary time to prepare and plan for competitions and other days (sports day) to ensure that these have a</li> </ul>

			positive impact on the pupils and the wider curriculum
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Develop the provision of Forest School to embed active learning	A seven-week programme provided in the summer term for all pupils with forest school resources provided (Shona Perrett Forest School Practitioner)	£2000	<ul style="list-style-type: none"> <li>• Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing.</li> <li>• Children develop problem solving skills, resilience, heightened levels of self-belief, positive attitude, independence and increased tendency of taking initiative.</li> <li>• Forest Schools programmes were found to have positive impacts on children's physical and mental health</li> </ul>
To provide additional swimming for year 5 and 6: 'Top-up' swimming	Send year 5 and 6 on additional swimming lessons in the summer term to ensure all children can swim 25m before they leave year 6.  Mini-bus hire to take children to the swimming pool	£1500	<ul style="list-style-type: none"> <li>• All children will leave primary school being able to swim 25m and be able to swim a variety of strokes.</li> </ul>
To provide Bikeability training	Children to be offered level 1 in years 3 and 4. Children to be offered level 2 in years 5 and 6.	Part of the School Sports Partnership package	<ul style="list-style-type: none"> <li>• Most pupils will achieve a level of proficiency required for safe use of the roads. Some may bike to school which will go towards their 60 minutes of physical activity a day.</li> </ul>
To provide leadership training for years 5 and 6	Years 5 and 6 children to be given leadership training through School Sports Partnership. Using this information, they will plan a multi-sports event for years 1 and 2 children	Part of the School sports Partnership package	<ul style="list-style-type: none"> <li>• Children will understand the role of a leader and the skills needed for a good leader.</li> <li>• Develop planning, collaboration and team work.</li> <li>• Use these skills to progress in further leadership opportunities e.g. leading sports day activities for younger pupils and year 5 pupils to be prepared for an Activity Leader role in year 6</li> </ul>

To improve gross motor skills development in Early Years	Balanceability training provided for staff and children. Purchase of a range of balance bikes, pedal bikes, helmets and storage for bikes on site	£1000	<ul style="list-style-type: none"> <li>To help children gain the confidence and skills required to ride a pedal bike independently, getting them off to the best start in cycling and assisting their ability to participate in Bikeability at a later stage.</li> </ul>
To use physical activity as part of mental well-being toolkit	To provide yoga sessions for all year groups and staff with Mo Robinson  Membership with Youth Sport Trust which provides Webinar Series Module 1 – Power of a Well School.	£1200  £105 (part of £210 membership)	<ul style="list-style-type: none"> <li>The ability to focus their mind on something and focus all their energy towards that goal is something Yoga helps them build. It will help calm children’s minds and gain control over it as well.</li> <li>To help improves children’s memory, helping them to better understand and focus in lessons.</li> <li>YST series focus on how a well school can improve the well-being of pupils and help them reach their potential through sport and physical activity.</li> </ul>
To check and make safe outdoor and indoor play and sports equipment	To check and replace unsafe equipment through Sports Safe  Playground boxes to be used at break times to engage less active pupils – different boxes for each week  PE Lead to go through all lessons on new scheme of work: REAL PE to ensure correct and appropriate equipment is available to teach the subject successfully	£350	<ul style="list-style-type: none"> <li>Safe and replacement equipment allows more participation in PE Lessons and more opportunities for Activity Leaders to run break time house competitions</li> <li>Different playground boxes for each week to engage less-active pupils at play time</li> </ul>

**Indicator 5: Increased participation in competitive sport**

Objective	Key Actions	Allocated funding	Anticipated outcomes
To register and join SSP to increase children’s participation in competitive sport	School Sports Partnership – inter-school sports festivals and intra-schools festivals (orienteering and basketball)	Part of School Sports Partnership pack	<ul style="list-style-type: none"> <li>Children are given confidence and exciting opportunities which they will hopefully take away with and apply this confidence in their learning and outside of school</li> <li>Every class in school will get to attend at least one competition</li> </ul>

	Less sporty children to be given the opportunity to represent their school in competitions		
Pupils given opportunity to compete in intra-school competitions	Sports Day for the whole school will be in house teams, first, second and third places for individual races to receive stickers and winning team will be awarded the house trophy	£50? (Trophy)	<ul style="list-style-type: none"> <li>Children get to compete with and against friends, which will make it more exciting. They will understand teamwork and use other values used in the school. House teams will encourage team spirit and competitiveness.</li> </ul>
To re-introduce children back into the school environment through PE after Covid-19	Youth Sports Trust helps: To provide support for both pupils and teachers in delivering appropriate PE. Use Chateez cards (flashcards featuring emojis) to help children express their feelings in a fun and creative way.	£50 (part of £210 membership)	<ul style="list-style-type: none"> <li>To encourage children to communicate and open up about how they feel about PE and school sport (after not doing it for so long)</li> </ul>

## PE and Sport Premium Impact Review to be completed summer term 2021

**Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To increase provision of physical activity opportunities at playtimes and lunchtimes.	<ul style="list-style-type: none"> <li>MDSAs provided activities for children to take part in with a creation of activity boxes for playtimes to be more organised.</li> <li>As classes were in bubbles, play time leaders were not allowed to mix and therefore lead activities with other children due to Covid regulations</li> </ul>	<p>£250 resources</p> <p>£3500 for MDSA</p> <p>Leading active lunchtimes</p>	<ul style="list-style-type: none"> <li>With activity boxes provided, children were able to develop a wider variety of physical activity skills including table tennis, tennis, throwing and catching, hula hoops, football</li> </ul>	<ul style="list-style-type: none"> <li>In the Summer Term, current year 5 have undertaken a leadership course and led activities for year 1 and 2, This will enable them to be play time activity leaders for next year to run and lead lunchtime games.</li> </ul>
To increase provision of physical activity during lesson times.	Staff used a variety of programmes as active breaks to reduce sedentary behaviour in class as much as possible. These included: Go Noodle, BBC Supermovers and Imoves.	£94.90	<ul style="list-style-type: none"> <li>Children from all year groups have the opportunity to become more physically active during the day. This has had the positive impact, enabling children to become more engaged in lessons.</li> <li>Staff reminded and encouraged to make time throughout the day to ensure all children are active.</li> <li>Imoves also provided mental health and well-being activities (Yoga and Pilates) which helped children who had struggled in lockdown, strategies to support them.</li> </ul>	<ul style="list-style-type: none"> <li>To keep this going into the next academic year.</li> <li>Staff to share any tips they have to become less sedentary</li> <li>To continue the Imoves subscription where there are active activities, yoga and pilates for children and staff to take part in.</li> </ul>
To provide all pupils with 2 hours of quality PE per week in all year groups	<ul style="list-style-type: none"> <li>New Scheme of work purchased: REAL PE for EYFS through to year 6.</li> <li>Specialist teachers from SSP to deliver lessons and team teaching alongside class</li> </ul>	£1,795	<ul style="list-style-type: none"> <li>With the new scheme of work offering progression and differentiation through the years, the children are having opportunities to build on and develop their current skills all the way through to year 6 to help them become physically literate. The new scheme</li> </ul>	<ul style="list-style-type: none"> <li>To continue the subscription of REALPE for the new academic year of 2021-2022 to enable the children to both embed and develop their skills</li> </ul>

	teachers: dance and gymnastics		<p>provides a range of cognitive abilities: creative, cognitive, social, physical, health and fitness. These skills help to develop them as a whole child.</p> <ul style="list-style-type: none"> <li>• With specialist teachers teaching dance and gymnastics, this broadened and developed both the staff and pupils knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue with the SSP subscription for more specialist teachers to assist with class teachers in the school to enhance their knowledge and teaching of PE.</li> </ul>
<b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To achieve School Games Bronze award		£0		<ul style="list-style-type: none"> <li>• To continue to enter competitions via the School Games pack and to attempt to achieve the Bronze award.</li> </ul>
To celebrate sporting achievements in assemblies	This has not been possible due to Covid restrictions with no bubbles mixing all year and lockdown occurring during Spring 2021.	£0	<ul style="list-style-type: none"> <li>• Assemblies have been via Google Meet and in classes for the duration of the academic year. This meant that any celebrations of children's awards have been marred slightly.</li> <li>• Children have participated in activities in schools as part of the School Games Package (which has been altered due to Covid restrictions). Certificates have been given out and celebrated within the classes.</li> </ul>	<ul style="list-style-type: none"> <li>• This will be implemented in the next academic year to help continue raising the profile of PE throughout the school.</li> <li>• Along with A 'Sporting Achievement' board which will be displayed in the hall with pictures of children with medals and/or special certificates to show how active pupils are at school and at home.</li> </ul>
To assess children's ability in all sports	KS2 sports diaries not used as the new scheme REALPE provided opportunities for children to self and peer assess their own ability and development of skills.	£0	<ul style="list-style-type: none"> <li>• With the new scheme of work: REALPE, most pupils have been able to identify what they have learnt and what their next steps are. Also, the scheme provides teachers with steps and guidance to help pupils progress.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue with the subscription of REALPE in the next academic year to develop progression of pupils' ability. A discussion is needed with members of staff to see if KS2 Sports diaries are still to be used.</li> </ul>

<p>To have a 'Road to Tokyo' Olympic Workshop.</p>	<ul style="list-style-type: none"> <li>All children engaged in all activities, experiencing new sports.</li> <li>It highlighted the importance of the Olympic values, and gave links to using these across the school day, both in and out of the classroom.</li> </ul>	<p>£249</p>	<ul style="list-style-type: none"> <li>All children in years 1 to Y4 had the opportunity to participate in sports that aren't a 'typical' sport offered as part of the PE curriculum, including: archery, volleyball and rowing. All children and staff enjoyed their session, highlighting the importance of self-motivation and team work, incorporating the Olympic values.</li> </ul>	<ul style="list-style-type: none"> <li>As the next academic year is not leading to an Olympics, this will not be repeated in the way this session was delivered. However, the PE lead will look to include similar workshops for the next academic year.</li> <li>Look at purchasing an archery school kit from archery GB to run a club – depending on cost and budget.</li> </ul>
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**Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport**

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>To have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons</p>	<ul style="list-style-type: none"> <li>The new REALPE scheme of work has videos which staff can access to support them in the delivering of skills they are less familiar and/or confident with.</li> <li>The new REALPE scheme of work also provides an assessment wheel for each cognitive ability to help teachers assess their children's ability and achievement of skills</li> </ul>	<p>REALPE cost as above</p>	<ul style="list-style-type: none"> <li>This has enabled the continuity of high quality PE being delivered throughout the school and to give children the knowledge on what to do to succeed in the area that they are learning about.</li> </ul>	<ul style="list-style-type: none"> <li>To continue this using REALPE to help children develop their skills to progress further in PE.</li> </ul>
<p>To have outside PE specialists work and support staff</p>	<ul style="list-style-type: none"> <li>All year groups have had access to PE specialists working alongside them, helping to deliver high quality PE. This mainly took place in the summer term due to Covid-19.</li> </ul>	<p>As part of SSP funding £2850 in total</p>	<ul style="list-style-type: none"> <li>Children have become more confident in their own abilities and are making more progress.</li> <li>Staff's confidence and subject knowledge of that particular area of PE has increased due to learning from specialist coaches.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the Schools Games package, we will continue to have specialist teachers coming into the school to broaden the children and staff's</li> </ul>

	<ul style="list-style-type: none"> <li>Staff were able to observe and team teach alongside the PE specialists to improve their skills and knowledge. Schemes of work were provided for staff to use the following year once the PE specialists had left.</li> </ul>		<ul style="list-style-type: none"> <li>Overall quality of PE is improving.</li> </ul>	<p>knowledge and confidence.</p> <ul style="list-style-type: none"> <li>To talk to staff to identify areas for development both in subject knowledge and in their confidence at delivering a certain area in PE.</li> </ul>
To improve quality of children's physical education to ensure that they are competent and confident.	<ul style="list-style-type: none"> <li>Due to staffing limitations and Covid-19, it has been difficult to organise lesson observation of the new scheme of work.</li> <li>Teachers used REALPE assessment and progression tool to assess children's abilities and development of skills.</li> </ul>		<ul style="list-style-type: none"> <li>The REALPE assessment wheel shows the areas where children have made good progress.</li> <li>As the lessons progress with REALPE, the children are constantly revisiting the skills and developing them and therefore feel more confident in achieving them.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to continue to look for opportunities to continue CPD and to seek support on how to impact the spending of the sports premium.</li> <li>PE lead to look into how to develop more lesson observations to be able to support staff and see the quality of PE.</li> </ul>
Staffing - Management	<ul style="list-style-type: none"> <li>PE Lead continue to champion the subject, despite the difficulties and restrictions from Covid-19 epidemic.</li> <li>Use of REALPE (an area on the website which is accessible to all) and virtual sporting competitions from SSP were given to families during lockdown for them to continue to be active.</li> </ul>	£2500	<ul style="list-style-type: none"> <li>PE Lead has organised staff CPD where staff needed it, through liasing with them.</li> <li>PE lead has organised specialist teachers to come into school to support and teach alongside staff.</li> <li>To continue high quality PE and given encouragement to staff and children to see the importance of physical activity and given opportunities for children to take part in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to look for ways to enhance PE throughout the school.</li> <li>Prioritise lesson observations to ensure high quality PE continues and to ensure schemes of work are being followed and adapted, where necessary.</li> </ul>
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To develop the provision of Forest school to embed active learning	<ul style="list-style-type: none"> <li>All children in all year groups took part in 6 weeks of Forest School in the Summer Term.</li> </ul>	£1840	<ul style="list-style-type: none"> <li>Children are able to develop and achieve a range of skills including resilience, determination, confidence and well-being which is especially</li> </ul>	<ul style="list-style-type: none"> <li>To continue Forest School programme next year for all year groups.</li> </ul>

			<p>important at this particular time during the epidemic.</p> <ul style="list-style-type: none"> <li>Children are more confident developing problem-solving skills, working as a team and independently and being able to take the initiative.</li> </ul>	
To provide additional swimming for year 5 and year 6: 'Top-up' swimming.	<ul style="list-style-type: none"> <li>Due to Covid, children were not able to take part in swimming lessons as our regular swimming pool were not accepting schools and outside visitors.</li> </ul>	£0	<ul style="list-style-type: none"> <li>For children in year 6, we only have evidence of their achievement to swim 25 metres and complete basic life safety when they were in year 4.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming will be booked for next academic year especially for year 6 and year 3 and 4 to assess the swimming ability. Due to Covid 19, swimming provision has been disrupted and therefore many children will not have had the opportunity to go swimming regularly.</li> </ul>
To provide Bikeability training	<ul style="list-style-type: none"> <li>All children, except 2 passed level 2 Bikeability in years 5 and 6.</li> <li>All children, except 3 passed level 1 Bikeability in years 3 and 4.</li> </ul>	As part of SSP funding	<ul style="list-style-type: none"> <li>Children are more confident and competent in riding their bikes on and off the road.</li> <li>Children biking to school will contribute to their 60 minutes of physical activity.</li> <li>Children gain and improve their skills of balance and motor skills</li> </ul>	<ul style="list-style-type: none"> <li>As most children passed level 1 and 2 Bikeability. We will look into booking it again in a couple of years as they have already completed it.</li> </ul>
To provide leadership training years 5 and 6	<ul style="list-style-type: none"> <li>Year 5 only took part in leadership training through SSP and led and delivered activities to children in year 1 and 2.</li> <li>Due to organisation and timings, year 6 took part in transitional work for their next school.</li> <li></li> </ul>	As part of SSP funding	<ul style="list-style-type: none"> <li>Children are able to understand the roles and skills needed to be a good leader.</li> <li>Children are able to use these skills to progress in further leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Year 5 children to be chosen to be next year's Year 6 Activity leaders to lead play time activities.</li> </ul>
To improve gross motor skill development in Early years.	<ul style="list-style-type: none"> <li>Early years' teacher passed Balanceability training in order to deliver high quality PE</li> </ul>	£990	<ul style="list-style-type: none"> <li>No evidence yet as training only took place last week and therefore no lessons taught yet.</li> </ul>	<ul style="list-style-type: none"> <li>Balanceability lessons to start next academic year to help children gain</li> </ul>

	<p>lessons for children to be able to ride a balance bike.</p> <ul style="list-style-type: none"> <li>Balance bikes, helmets, equipment for maneuvering and videos purchased to help support lessons and develop safety.</li> </ul>			<p>confidence and skills required to eventually be able to ride a pedal bike.</p>
To check and make safe outdoor and indoor play and sports equipment	<ul style="list-style-type: none"> <li>PE lead continued to keep track of equipment both for curriculum PE and for playtime activities, auditing both and organising all areas where PE equipment is stored.</li> <li>PE lead liased with MDSAs on the wear and tear of play time equipment to ensure safety.</li> </ul>	£129.60	<ul style="list-style-type: none"> <li>More children are active during PE lessons as there is enough equipment to go round in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor equipment, liaising with staff as to what needs repairing or replacing to ensure high quality PE continues both in curriculum lessons and at play times.</li> </ul>
Subsidise year 5 and 6 trip to Kempston Activity Centre	<ul style="list-style-type: none"> <li>All children engaged in all activities, experiencing new water and land sports.</li> </ul>	£460	<ul style="list-style-type: none"> <li>Most children developed a range of new skills and given the opportunity to develop their confidence, self-esteem, co-operation and team work skills.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to talk to other members of staff to organise other trips and other outdoor activities for children across the school.</li> </ul>
<b>Indicator 5: Increased participation in competitive sport</b>				
<b>Key Actions taken</b>	<b>Actual Outcomes</b>	<b>Actual Cost</b>	<b>Impact (school, staff, pupils) with Evidence</b>	<b>Sustainability/next steps</b>
To register and join SSP to increase children's participation in competitive sport	<ul style="list-style-type: none"> <li>Children took part in virtual competitions against themselves to achieve their personal best.</li> <li>Due to Covid-19, the inter-school competitions became intra-school competitions in OAA (year 5 and 6), Cricket and Basketball (KS2)</li> </ul>	As part of SSP funding	<ul style="list-style-type: none"> <li>Children worked in teams in OAA, developing their confidence and team-working skills.</li> <li>All children have a chance to take part and experience a competitive sport and develop their confidence and develop their skills.</li> <li>Sports Day encouraged the children to work in their house teams, creating an intra-school competition.</li> </ul>	<ul style="list-style-type: none"> <li>Look to develop regular inter-competitions next year with other small schools.</li> <li>Use the year 6 Activity leaders to develop some intra-school competitions with younger children in cricket and rounders.</li> </ul>

<p>To re-introduce children back into the school environment through PE after Covid-19.</p>	<ul style="list-style-type: none"> <li>• Through Youth Sports Trust, children watched videos of other athletes and how they were coping during lockdown. The children practised strategies given to help them if they were feeling low and unable to access he learning.</li> <li>• Children also took part in some Imoves' fun activities to help with mental health and well-being: Yoga and Pilates.</li> </ul>	<p>£210</p>	<ul style="list-style-type: none"> <li>• Children developed a range of physical strategies to help with their mental health and well-being.</li> <li>• These strategies gave them confidence to access the lesson and continue their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to use YST and Imoves to encourage children to communicate and develop strategies to help their mental health and well-being.</li> </ul>
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## Meeting National Curriculum Requirements for Swimming and Water Safety

<p><b>The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort</b></p>		
<p>What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b>? Related to April 2019 assessment (10 out of 16 pupils)</p>	<p>63%</p>	
<p>What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>63%</p>	
<p>What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?</p>	<p>63%</p>	
<p>Schools can choose to use their 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 in April 2019</p>	