

# 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.**

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| <b>Academic Year:</b>            | 2022-2023  |
| <b>Total Funding Allocation:</b> | £16,817    |
| <b>Actual Funding Spent:</b>     | £15,628.51 |

## 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  |
|--|--|-------------------|---|
| To increase provision of physical activity opportunities at playtimes and lunchtimes | To implement and allocate activity leaders in year 6 to encourage children to take part in physical activity at play time. A member of staff to lead and supervise | £3,500            | <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. Children to receive a leadership certificate to show their achievement. Staff to share who are the best leaders of each half term to go on the board for the best play leader of the term.</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> <li>To provide a range of equipment for wet play for year 5 and 6 to take part in.</li> <li>Moki Bands for all children to wear to improve their fitness and physical activity.</li> </ul> |
|  | Buy activity leader badges to give it status. To promote responsibility and good leadership skills.  | £15.22            |   |
|  | To organise more active play during playtimes and lunchtimes and promote competitions: <b>daily mile at lunchtimes led by a member of staff.</b>                   |                   |   |
|  | To buy a range of play equipment: football, basketballs and tennis balls.  | £253              |   |
|  | Buy Moki Bands (fitness watches)   | £2310             |   |
| To Increase provision of physical activity during lesson times.                      | Staff to continue to use a variety of programmes as active breaks to reduce sedentary behaviour in class as much as possible. These include: Go Noodle, BBC        | £0                | <ul style="list-style-type: none"> <li>To reduce sedentary behaviour and lead to better concentration in the lesson.</li> </ul>   |

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|   | <p>Super movers, Just Dance, Jumpstart Johnny.</p> <p>Staff to share any tips that they have used in class to reduce sedentary behaviour.</p>   |   |   |
| To provide all pupils with 2 hours of quality PE per week in all year groups.   | <p>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.</p> <p>Specialist teacher delivering lessons and team teaching alongside class teachers: Provision: 12 hours of Tag rugby, 12 hours of basketball (KS2) and 18 hours of gymnastics. (Years 1-6)</p> <p>To continue to use REAL PE Scheme of 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> <p>Buy PEPlanning subscription to support members of staff to teach a range of PE skills and sports.</p> | <p>Part of School Sports Partnership Package (£3780)</p> <p>Gymnastics – part of SSP Package</p> <p>Basketball and Tag Rugby – R&amp;D Coaching £264 x 2 = £528</p> <p>£695</p> <p>£165</p> | <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> <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> <li>PEPlanning provides detailed planning for all year groups.</li> </ul> |
| To promote regular physical activity throughout the day   | To buy moki bands for every child in the school to encourage physical activity and competition.   | (see cost above)  | <ul style="list-style-type: none"> <li>To give children ownership of their own physical activity</li> <li>Children to encourage and motivate each other through competition and team work.</li> <li>Pupils to become more physically active</li> </ul>  |
| <b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b> |   |   |   |
| Objective   | Key Actions   | Allocated funding   | Anticipated outcomes  |

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| To raise the profile of PE across the school.   | All year groups to take part in a variety of inter and intra competitions throughout the year via SSP.  | Part of School Sports Partnership Package           | <ul style="list-style-type: none"> <li>Pupils become more confident in competing against others and have a clearer understanding how to effectively participate in competitive sports.</li> <li>Pupils understand the 6 School Sports Values by receiving certificates if they have achieved one of the values.</li> </ul>  |
| To continue to celebrate sporting achievements in assemblies                                  | <p>Celebrate all achievements, individual and team performances during celebration assemblies.<br/>All certificates to be put in Sports Achievement Folders.</p> <p>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. This board can also show the 6 School Games Values.</p> <p>Create a 'Play Leader of the term' for their work at play and lunchtimes. (certificates)</p> | <p>£0</p> <p>Noticeboard<br/>£49.71</p>             | <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>To encourage all pupils to be proud of any physical activity that they do inside and outside of school.</li> <li>To ensure pupils and staff are aware of the 6 School Games Values (passion, self-belief, respect, honest, determination and team work) and how they can be promoted in their PE lesson.</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  | <p>Staff to be supported to improve assessment curriculum PE and wider opportunities available to pupils</p> <p>Subject lead to be given time to update assessment criteria for PE.</p>   | <p>Cover for subject leader x 1 day</p> <p>£200</p> | <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> <li>Subject Lead to be able to signpost pupils to wider opportunities .</li> </ul>  |
| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport |   |   |   |
| Objective   | Key Actions   | Allocated funding                                   | Anticipated outcomes  |

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| To continue to have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons | <p>Through the purchase of the new scheme of work: REAL PE from last year provide CPD to give staff clearer understanding of the new scheme.</p> <p>Through the purchase of PEPlanning.</p>   | <p>REAL PE (see cost above)</p> <p>See cost above</p>   | <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> <li>PEPlanning provides detailed lesson plans with diagrams for teachers to teach a range of sports effectively. Allows progression throughout the year groups.</li> </ul> |
| To have outside PE specialists work and support staff   | <p>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:</p> <ul style="list-style-type: none"> <li>Gymnastics (SSP)</li> <li>Tag Rugby (R&amp;D Coaching)</li> <li>Basketball (R&amp;D Coaching)</li> </ul> | <p>Part of School Sports Partnership pack (see cost above)</p> <p>R&amp;D Coaching (See cost above)</p> | <ul style="list-style-type: none"> <li>Gives staff more opportunities to become more confident and be given 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 (years 1-6) R&D Coaching – Tag Rugby and Basketball (KS2)   | Part of School Sports Partnership pack R&D Coaching (see costs above)                                   | <ul style="list-style-type: none"> <li>Increased confidence and subject knowledge of staff to teach Gymnastics, Football and Hockey.</li> <li>To reduce inappropriate behaviour at playtimes as children have a clearer knowledge of football skills</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   | £200  | <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  | £200  | <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 positive impact on the pupils and the wider curriculum</li> </ul>   |

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| To update sports equipment | Buy, hockey sticks, footballs, dodgeballs, space markers, squeeze whistles for staff.<br><b>Basketball Units</b> | £317<br>£387 | <ul style="list-style-type: none"> <li>• Motivates children and improves their ability to practise new skills.</li> <li>• Basketball units encourages children to practise their skills at play times.</li> </ul> |
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#### Indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Objective  | Key Actions  | Allocated funding   | Anticipated outcomes   |
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| To develop the provision of Forest School to embed active learning | 6 sessions of Forest School for Early years and years 1-6 in the summer term for all pupils with forest school resources provided<br>(Shona Perrett Forest School Practitioner)  | £1500   | <ul style="list-style-type: none"> <li>• Forest School's 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 bikeability for KS2                                     | A one day course for years 3 and 4<br>A 4 day course for years 5 and 6   | £0 (free by Bedford Borough)                                    | <ul style="list-style-type: none"> <li>• Equips children with vital life skills to cycle confidently.</li> <li>• To gain independence, social skills and a sense of well-being.</li> <li>• Develop perseverance and resilience</li> <li>• Recognise, predict, assess and manage risks responsibly</li> <li>• Learn how active travel reduces carbon emissions and improves air quality</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 (see costs above) | <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>  |

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| To provide an extra dance workshop for KS2 pupils.                  | One day workshop from Urban Strides to inspire children to want to dance.  | £200 | <ul style="list-style-type: none"> <li>Children will learn different dance moves to create a whole class dance.</li> <li>Listen to the back story of what inspired the practitioner to dance.</li> </ul>  |
| To check and make safe outdoor and indoor play and sports equipment | <p>To check and replace unsafe equipment through Sports Safe</p> <p>Playground boxes to be used at break times to engage less active pupils – different boxes for each week</p> <p>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</p> | £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   |
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| To register and join SSP to increase children's participation in competitive sport | <p>School Sports Partnership – inter-school sports festivals and intra-schools festivals (orienteering and basketball)</p> <p>Less sporty children to be given the opportunity to represent their school in competitions</p> | Part of School Sports Partnership pack (£3600) | <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> |
| 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 (line marking)                             | <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>                         |

## PE and Sport Premium Impact Review to be completed summer term 2023

**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 play times and lunchtimes. | <ul style="list-style-type: none"> <li>PE Lead and Year 6 Activity leaders organised a different activity each play time which they led to encourage other children to take part in a physical activity.</li> <li>MDSAs provided activities for children to take part in for play to more organised: Daily Mile, skipping, football, tennis, badminton, gymnastic activities and basketball.</li> <li>Activity leader badges bought and given to Year 6 children to give it more status.</li> <li>Moki Bands bought (fitness watches) for all children to wear.</li> </ul> | <p>£3985<br/>(supervision)</p> <p>£1245.58</p> <p>£15.22</p> <p>£2310</p> | <ul style="list-style-type: none"> <li>With the daily mile introduced, many children improved their fitness and stamina levels. How many times they ran contributed to points for their house and certificates given for their achievements.</li> <li>Buying a wide range of equipment for play times and lunchtimes encouraged children to be physically active and helped them to develop their football, basketball skills that they were taught in lessons.</li> <li>A wider range of activities introduced ensured children were able to develop a wider variety of physical activity skills including table tennis, tennis, badminton, basketball, throwing and catching, hula hoops, skipping and football.</li> <li>With the introduction of the leadership scheme for year 6 pupils, they were developing their leadership, motivation skills to lead games at play times.</li> </ul> | <ul style="list-style-type: none"> <li>Leadership training scheme booked again for year 5 pupils to be trained as Activity leaders. PE Lead to work with the children to provide a folder of activities and ideas for games, complete with resources. Children to receive a leadership certificate to show their achievement.</li> <li>Moki Bands to continue in the academic year. They needed to be stopped as the company had not sent the school adequate bands for all the children to wear throughout the term so the competitions were unfair.</li> <li>To continue the Daily Mile and develop more structured activities to children</li> </ul> |



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|  |  |   | <ul style="list-style-type: none"> <li>The Moki bands gave children ownership of their own physical activity.</li> <li>Competitions were introduced between year groups for children to encourage and motivate each other through to see who could get the most steps.</li> <li>Moki bands encouraged more pupils to become more physically active.</li> </ul>  | to part in at lunchtimes.   |
| To increase provision of physical activity during lesson times               | <ul style="list-style-type: none"> <li>Staff used a variety of programmes as active breaks to reduce sedentary behaviour in class as much as possible. These included: Go noodle, and BBC Supermovers.</li> </ul>  | £0  | <ul style="list-style-type: none"> <li>Children enjoyed the opportunity to be physically active during the day. This had a 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> </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> </ul>  |
| To provide all pupils with 2 hours of quality PE per week in all year groups | <ul style="list-style-type: none"> <li>PE Specialist teachers from SSP and R&amp;D Coaching delivered lessons and team teach alongside class teachers: 12 hours of Basketball to KS2 children, 18 hours of Gymnastics to Years 1-6 and 12 hours of Tag Rugby to KS2 children.</li> <li>Teachers carried on using REAL PE scheme of work to show consistency from EYFS to year 6 and to develop the whole child through PE.</li> <li>PEPlanning Subscription bought.</li> </ul> | <p>School Sports Partnership Package £3780</p> <p>R&amp;D Coaching £528</p> <p>REALPE £695</p> <p>PEPLANNING £165</p> | <ul style="list-style-type: none"> <li>With specialist teachers teaching gymnastics, basketball and tag rugby, this broadened and developed both the staff and pupils' skills and knowledge.</li> <li>This scheme offers 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 scheme provides a range of cognitive abilities: creative, cognitive, social, physical, health and fitness. These skills help to develop the whole child.</li> </ul> | <ul style="list-style-type: none"> <li>To continue with the SSP subscription for specialist teachers to assist with class teachers in the school to enhance their knowledge and teaching of PE.</li> <li>To continue the subscription of PEPlanning for the academic year of 2023-2024 to enable the children and teachers to both embed and develop their skills. School no</li> </ul> |

|   |   |                               | <ul style="list-style-type: none"> <li>PEPlanning helped teachers plan their lessons when teaching sport from the curriculum map. This scheme also gave clear diagrams and assessment frameworks.</li> </ul>  | <p>longer to subscribe to REAL PE</p> <ul style="list-style-type: none"> <li>To introduce a wider range of sports to all children.</li> </ul>  |
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| <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 raise the profile of PE across the school.   | <ul style="list-style-type: none"> <li>All year groups were involved in a variety of inter and intra competitions throughout the year and took part in a variety of sports.</li> </ul>  | Part of School Sports Package | <ul style="list-style-type: none"> <li>Children more confident in competing against others and have a clearer understanding how to participate effectively in competitive sports.</li> <li>Children demonstrated good sporting values and received certificates.</li> </ul> | <ul style="list-style-type: none"> <li>To continue to enter competitions via SSP and provide opportunities for children to be more aware of PE in the community and the world e.g. Commonwealth and Olympics and to involve the children more in the decision making process of PE.</li> </ul>   |
| To continue to celebrate sporting achievements in assemblies  | <ul style="list-style-type: none"> <li>During assemblies, sporting certificates have shared, presented and celebrated with the children.</li> <li>Moki Band achievements shared in collective worship.</li> <li>Year 6 activity leader certificates shared in assemblies.</li> <li>Certificates shared for those children who have completed the daily mile.</li> </ul> | Noticeboard £49.71            | <ul style="list-style-type: none"> <li>This has helped to develop the values across the school and within sport itself, especially where the children have received special values certificates when they have taken part in SSP competitions.</li> </ul>                   | <ul style="list-style-type: none"> <li>This will continue in the next academic year to help continue raising the profile of PE throughout the school.</li> <li>Provide a 'Sporting Achievement' Board in the Hall to show the 6 School Games Values: passion, self-belief, respect, honesty, determination and teamwork alongside</li> </ul> |

|   |   |  |  | <p>children's names who have achieved these values in their lessons. Teachers to be encouraged to promote this in their lesson and inform the PE Lead at the end of each half</p> <ul style="list-style-type: none"> <li>PE board in hall with aims and ethos of this subject and word banks of different sports.</li> </ul> |
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| To assess children's ability in all sports  | <ul style="list-style-type: none"> <li>The Real PE scheme and PEPlanning Scheme provided staff with objectives to assess the pupils' ability in PE.</li> </ul>  | <p>£495 (REAL PE)</p> <p>£165 (PEPlanning)</p>       | <ul style="list-style-type: none"> <li>REAL PE has helped the children 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> <li>PEPlanning has helped teachers to assess their children's progress and show what they have achieved alongside the objectives for each sport.</li> </ul> | <ul style="list-style-type: none"> <li>To continue with the subscription of PEPlanning in the next academic year.</li> </ul>   |
| <b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>      |   |  |  |  |
| Key Actions taken   | Actual Outcomes   | Actual Cost  | Impact (school, staff, pupils) with Evidence   | Sustainability/next steps  |
| To continue to have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons | <ul style="list-style-type: none"> <li>REAL PE Scheme of work provides staff with increased confidence to teach PE multi-skills as it has videos which staff can access to support them in the delivering of skills they</li> </ul> | <p>REAL PE package: £495</p> <p>PEPlanning: £165</p> | <ul style="list-style-type: none"> <li>REAL PE scheme and PEPlanning has enabled the continuity of high quality PE being delivered throughout the school and given children the knowledge on what to do to succeed in that area that they are learning about.</li> </ul>   | <ul style="list-style-type: none"> <li>PE Lead to discuss with staff the consistency of plans and look to see which scheme of work is best to follow.</li> </ul>   |

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|   | <p>are less familiar or confident with.</p> <ul style="list-style-type: none"> <li>• REAL PE 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> <li>• During a staff meeting, teachers were given the opportunity to practise how to assess using the REAL PE scheme</li> <li>• PE Lead attended three Network meetings throughout the year some via zoom and some face to face.</li> <li>• Also, through purchasing PEPLANNING, staff can follow plans and use the assessment charts when teaching individual sports.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Through PE Lead attending Network meetings, I have been able to feedback to staff on how to improve their teaching of PE.</li> <li>• A survey given to the members of staff who teach PE. Feedback enabled me to find out what was needed regarding their professional development.</li> </ul>  |  |
| To have outside PE Specialists work and support staff | <ul style="list-style-type: none"> <li>• All year groups have had access to PE specialists working alongside them throughout the year, helping to deliver high quality PE.</li> <li>• Staff were able to observe and team teach alongside the PE specialists to improve their skills and knowledge. Schemes of work and assessment opportunities were</li> </ul>   | <p>£3780 (SSP package)</p> <p>R &amp; D Coaching £528</p> | <ul style="list-style-type: none"> <li>• Children have become more confident in their own abilities in gymnastics, basketball and tag rugby. During playtimes and lunchtimes, children have been practising their basketball skills and shown more awareness of the rules and better sportsmanship.</li> <li>• Staff's confidence and subject knowledge of that particular area of PE has increased due to learning from specialist teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• As part of the Schools Sports Package, the school will continue to have specialist teachers coming into the school to broaden the children and staff's knowledge and confidence.</li> <li>• To continue to use the specialist staff from R &amp; D Coaching to provide a wider</li> </ul> |

|   | provided for staff to use the following year once the PE specialists left.  |                     |  | <p>variety of sports for all year groups.</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 of PE. This is help to organise CPD training and the booking of specialist teachers.</li> </ul> |
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| Staffing – Management<br>Improve quality of children’s physical education to ensure they are competent and confident. | <ul style="list-style-type: none"> <li>PE Lead attended three network meetings throughout the year.</li> <li>PE Lead helped organise staff for children to attend competitions.</li> <li>PE Lead observed lessons to see consistency across the year groups.</li> <li>PE Lead led staff meetings to introduce new initiative – Moki Bands and to continue the development of assessment of PE.</li> </ul> | £400 (Supply cover) | <ul style="list-style-type: none"> <li>PE Lead has organised staff CPD where staff have needed it, through liaising with them.</li> <li>PE Lead has organised specialist teachers to come into school to support and teach alongside staff.</li> <li>To continue the drive for high quality PE lessons and given encouragement to staff and children to see the importance of physical activity and given opportunities for children to participate in a range of activities.</li> </ul> | <ul style="list-style-type: none"> <li>Prioritise lesson observations to ensure the high quality PE continues and 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>   | £1500               | <ul style="list-style-type: none"> <li>Children developed and achieved a range of skills including resilience, determination, confidence and well-being.</li> <li>Children are more confident developing problem-solving skills,</li> </ul>  | To continue Forest School programme next year for all year groups.   |

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|   |   |                              | working as a team and independently and being able to take the initiative.  |  |
| To provide bikeability for KS2.                                       | <ul style="list-style-type: none"> <li>All children, passed level 2 and 3 Bikeability in years 5 and 6.</li> <li>All children, except 3 passed level 1 Bikeability in years 3 and 4.</li> </ul>   | £0 (free by Bedford Borough) | <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> | Swimming will be booked for years 3 and 4 and booster lessons for years 5 and 6 next academic year to alternate with bikeability.  |
| To provide leadership training for year 5.                            | <ul style="list-style-type: none"> <li>Year 5 took part in leadership training through SSP and led and delivered activities to children in years 1 and 2.</li> </ul>  | £3780 (part of SSP package)  | <ul style="list-style-type: none"> <li>Children are able to understand the roles and skills needed to be a good leader.</li> </ul>  | Year 5 to be chosen to be next year's Activity leaders to lead play time activities when they are in year 6.   |
| To check and make safe outdoor and indoor play and sports' equipment. | <ul style="list-style-type: none"> <li>PE Lead, MDSAs and teaching assistants continued to keep track of equipment both for curriculum PE and for play time activities, auditing both and organising all areas where PE equipment is stored.</li> <li>Site manager pumped up all footballs, basket balls and rugby balls and disregarded those that were unsafe.</li> </ul> | £350                         | <ul style="list-style-type: none"> <li>More children more active during PE, as there is enough equipment to be used in lessons at play times and lunchtimes.</li> </ul>   | 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. |

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

| Key Actions taken  | Actual Outcomes  | Actual Cost                 | Impact (school, staff, pupils) with Evidence  | Sustainability/next steps   |
|--|--|-----------------------------|---|---|
| To register and join SSP to increase children's participation in competitive sport | <ul style="list-style-type: none"> <li>Children in Key Stages 1 and 2 took part in many inter-school competitions and intra-competitions throughout the year.</li> </ul> | £3780 (part of SSP package) | <ul style="list-style-type: none"> <li>All children had a chance to take part and experience competitive sports: athletics, cricket, rounders, tag rugby, orienteering, golf and dodge ball.</li> </ul> | To continue to be part of the School Sports Package so children are given opportunities to participate in inter-school and intra-school |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  | competitions next academic year.   |
| Pupils given opportunity to compete in intra-school competitions. | <ul style="list-style-type: none"> <li>All children took part in the school Sports Day where house teams competed against each other.</li> <li>Sports equipment provided (stop watches, hurdles, egg and spoons, javelins, trundle wheel)</li> </ul> | <p>£105 (line marking) twice</p> <p>£500</p> | <ul style="list-style-type: none"> <li>Line marking repeated to be used for PE lessons in preparation for Sports Day. Children encouraged to support each other and to develop team work within their house teams, creating an intra-school competition.</li> <li>Sports day equipment provided for all children to have access to all activities organised for Sports Day.</li> </ul> | <p>Look to develop some intra-school competitions using the active leaders to lead cricket and rounders competitions with the younger children in the summer term.</p> <p>Buy some more sports day equipment to provide a wider range of activities.</p> |

## Meeting National Curriculum Requirements for Swimming and Water Safety

| The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort  |     |
|---|-----|
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?  | 96% |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 96% |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?  | 96% |
| 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? | NO  |

