

Key achievements to date until March 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ○ Lunchtime clubs, focussing on United Nations Global Goal of ‘Good Health and Wellbeing’, supported and set up by the school’s pupil group ‘Champions of Change’. Children accessing 20 minutes of lunchtimes to dance, use stacking cups, darts and a range of outdoor physical activities. ○ Member of SLT and Health and Fitness lead accessed CPD PE Conference – Ready to Move, Ready to Learn. Workshop attended on Daily Mile. ○ Physical activity display board to celebrate being physically active in hall. Children celebrated for out of school and in school achievements in assemblies as well as on board. ○ Parents approaching school hopeful to support school sport – Daily Mile, Local football club and use of local resources for sporting activity at Hemingford Pavilion. ○ Established connections with Hunts School Sports Partnership to increase access to local school sports events and develop clubs and PE provision. 	<ul style="list-style-type: none"> ○ Due to Covid-19, fluid access to lunchtime clubs to be reconsidered to allow provision within phase bubbles. ○ Due to Covid-19, swimming provision in the summer term 2020 did not take place. Summer term 2021 booked. ○ Due to Covid-19, residential visit for LKS2 was postponed. ○ D/H trained as EVC in autumn term 2020. Evaluate opportunities for visits and trips that support OAA. ○ Promote variety of sports available through Hunts School Sport Partnership and visitors to school – themed assemblies and activities to challenge perceptions of traditional sporting access. ○ Through quality CPD ensure all staff are confident in planning, delivering and assessing the PE curriculum. ○ All staff develop understanding of the important link between physical health, mental health, wellbeing and learning.

Did you carry forward a underspend from 2019-20 academic year into the current academic year? YES/NO

* Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £4000	Date Updated:		
What Key indicator(s) are you going to focus on? Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Total Carry Over Funding: £4000
Intent	Implementation	Impact		
~ Encourage physical activity at break and lunch times. Up skill support staff in physical games and how to use equipment.	~ Hunts Gold package – lunchtime clubs to upskill support staff, modelling running different clubs. ~ To audit resources (Sep 2020) ~ To spend funding to fill the gaps and on resources ~ Pupil Voice to review impact of spending.	~ Carry over funding allocated: £4000	~ All skills of PE will be effectively taught using a wide range of resources. ~ At least 90% of children taking part in Physical activity during break and lunch times ~ Children less likely to take part physical activity have improved confidence.	~ Play equipment purchased will be able to be used for the next 5+ years. ~ Lunchtime staff CPD

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £18, 540		Date Updated: Oct 2020		
Key indicator 1: 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: 16%	
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?:	
<p>~ Encourage physical activity at break and lunch times.</p> <p>~ Up skill support staff in physical games and how to use equipment.</p>		<p>~ Hunts Gold package – lunchtime clubs to upskill support staff, modelling running different clubs.</p> <p>~ Year 4/5 Play Leaders Support with Hunts School Sport Partnership.</p> <ul style="list-style-type: none"> • Training for Y5 Sports Leaders to deliver playground games at Lunchtimes • Playground Zone Area Resources - Game Zone & Challenge Zone (encouraging pupils to achieve their Personal Best) • Activity cards and noticeboard resources <p>~ BLINKs of lunch - intermittently.</p> <p>~ Ask Champions of Change for pupil voice about lunchtimes.</p>		£3000	<p>All skills of PE will be effectively taught using a wide range of resources.</p> <p>At least 90% of children taking part in Physical activity during break and lunch times</p> <p>Children less likely to take part physical activity have improved confidence.</p> <p>End of year evidence – Year 4/5 playground buddies set Up and trained to support use of equipment.</p>	Lunchtime staff CPD
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 16%	

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>~ Raise awareness of Physical Activity through publically celebrating and displaying achievements.</p> <p>~ Raise the profile of various sports and challenge stereotypes of e.g. boys dancing and girls playing football.</p>	<p>~ Physical activity display board to celebrate being Physically active.</p> <p>~ Staff meeting to raise the importance of physical activity.</p> <p>~ Celebrate children recognised for their skills in PE.</p> <p>~ Physically active lunch time clubs</p> <p>~ Assembly visitors promoting sport and health via video/ in person when restrictions allow.</p>	£3000	<p>Children choosing to be active outside of school hours.</p> <p>High percentage of children taking part in Physical activity during break and lunch times</p> <p>Collect end of year evidence for children who chose to participate in clubs.</p>	<p>Update display board to keep it fresh and send reminders to parents.</p> <p>Celebrate on HT/DHT blog.</p>

Created by:



Supported by:



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>~ Pupils to be skilled in dance, ball skills and</p> <p>~ Staff to use teacher feedback to support a high standard of teaching and learning in PE.</p> <p>~ Get set for PE scheme purchased.</p>	<p>~ To complete a skills audit of staff (Spring term)</p> <p>~ To observe staff teaching PE – PE Progression Team</p> <p>~ To collect pupil voice</p> <p>~ To find gaps in skills and Use Hunts training opportunities to fill gaps in staff knowledge</p> <p>~ Assessment tool – Classroom Monitor</p> <p>~ Teachers to observe experienced external coaches to improve own practice.</p> <p>~ Hunts sports coach to work with all classes across the school and to support in up-skilling teachers</p>	<p>£7000 Gold package with HSSP</p> <p>£500 PE scheme</p>	<p>~ Children make good progress in PE because their teachers/ coaches are confident and well informed.</p> <p>~ Teachers will feel confident delivering all topics of PE.</p> <p>~ Teachers can assess P.E confidently and effectively</p> <p>~ End of year evidence – All teachers are using Assessment tracking to assess children and plan for gaps with coaches</p> <p>Training given on adapting lessons for HA and LA.</p> <p>Evidence of adapting activities written on planning.</p>	<p>Observe using ipads for feedback – increase no. of pupil i-pads.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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>Range of afterschool clubs and activities within school made available</p> <p>Pupils made aware of the range of sports offered in the community (when restrictions allow)</p> <p>~ Get Set for PE scheme has sports and getting active sections</p>	<p>~ Gymnastics clubs ~ Dance clubs ~ Football club ~ Netball ~ Hockey club ~ OAA ~ Balancability</p> <p>(equipment supporting this...</p>	<p>£3000 for children to take part in clubs</p>	<p>Children enjoy P.E lessons and learning new skills.</p> <p>High percentage of children attend 1 or more clubs.</p> <p>End of year evidence – no. of children accessing different clubs.</p> <p>No. of Pupil premium attending clubs.</p>	<p>Explore how the traditional sports day can be made more accessible for all pupils – both competitive sport and physical activity.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
~ To provide pupils with the opportunity to apply the skills they have been taught (when restrictions allow) ~ Increase attendance of SEND and disadvantaged pupils to sporting events.	~ Internal House Multiskills competitions during the summer term. ~ 6 days release time for PE co-ordinator to co-ordinate competitive sports and entry into tournaments. ~ Sports visits e.g. Steel Bones – assemblies and activity days.	£2000	Pupils able to demonstrate that they are working at expected or greater depth. Teachers have evidence of pupils abilities. Sports activity days adapted to reflect curriculum skills – teachers using Classroom Monitor to observe skills when practicing for sports events.	Explore how the traditional sports day can be made more accessible for all pupils – both competitive sport and physical activity.

Signed off by	
Head Teacher:	<i>Knarriott</i>
Date:	03/11/20
Subject Leader:	
Date:	
Governor:	
Date:	