

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

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>Daily Mile introduced successfully in Y3/4 alongside Y5/6</p> <p>Areas of playground resurfaced with netball court and running track.</p> <p>Sainsbury School Sports gold award for high participation regularly achieved. Apply again in 2021-22.</p> <p>HLTA trained in NPECTs and delivering quality PE lessons in smaller groups.</p> <p>Wide range of sports have been offered, with high participation in competitive sport through Diss Cluster events online (Covid19).</p> <p>School field in use most or the year round now because we installed a land drain.</p> <p>Increased pupil activity at break times because of equipment provided.</p> <p>Successful use of outside provider coaching to provide high quality sports teaching in small groups and after school fitness and running clubs most years- not possible in 2020-21 due to Covid19.</p> <p>Careful use of swimming time for those pupils not yet achieving the swimming requirements, with high success rates- not possible in 2020-21 due to Covid19.</p> <p>Successful introduction of long distance running and high level of participation. 14 children qualified for the district finals and three for the regionals in 2019-20; not possible in 2020-21 due to Covid19.</p> <p>National Child Measurement Programme shows Y6 were 13%</p> | <p>Develop further area of playground to enable safe use for more physical activity by repair/resurfacing.</p> <p>Improve/ repair some elements of EYFS outdoor area for physical use.</p> <p>Improve/ repair some elements of physical play equipment on the field and the playground.</p> <p>Improve the evenness of the field (mole damage, general repair).</p> <p>Create opportunities for other more active and outdoor learning in all year groups by creating and providing equipment for an outdoor classroom for outdoor adventurous education use, general outdoor learning and wellbeing (Parent Association funding also).</p> <p>Training for staff for active and outdoor learning.</p> <p>Further playtime physical activities to be introduced, with housing for these to make them easily accessible.</p> <p>Now there is only one fully-trained specialist PE trained member of staff, continue to increase PE/Sports training for staff in 2021-22.</p> |

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| <p>below the National Average for overweight children in 2017-18; cohort too small to publish data in 2018-19 and there was no data for 2019-20 or 2020-21(Covid 19).</p> <p>High participation in after school sports clubs, including by pupil premium pupils and children with special educational needs usually; not possible in 2020-21 due to Covid19.</p> <p>Work towards extending swimming to prioritise those in KS2 not yet swimming as required, then include younger groups to improve progression and to ensure 100% by Y6.</p> <p>Increased number of extra-curricular Sports clubs (when possible).</p> | <p>Explore new sports through training provided in cluster for2021-22.</p> <p>Support participation in inter-school competitions, when this is possible (Covid 19).</p> <p>Sainsbury School Sports award application to keep high profile of PE.</p> <p>Purchase of online PE teaching and learning programme to provide CPD, further supporting teaching and learning in PE lessons.</p> | |
| <p>2019-20 and 2020-21 outcomes (2020-21 affected by Covid19)</p> | <p>2019-20</p> | <p>2021-22</p> |
| <p>Meeting national curriculum requirements for swimming and water safety</p> | <p>100%</p> | <p>93%</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>100%</p> | <p>93%</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>100%</p> | <p>93%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>100%</p> | <p>93%</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 over and above the national curriculum requirements. Have you used it in this way?</p> | <p>Not in 2019-20 or 2020-21</p> <p>In 2020-21, there was not the possibility of swimming to support the achievement of this by the one pupil unable to (Covid19)</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 students today and for the future.

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| Academic Year: 2021-22 | Total fund allocated: £33040 (including carry forward from 2020-21 (Covid 19)) | Date Updated: May 2021 |
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| 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 | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provision of high quality PE teaching enables excellent activity levels in PE lessons; tuition from outside specialist providers for some KS2 sports (when available), alongside existing staff | Staffing levels Provision of PE teaching and learning by existing staff, with technical input from specialist providers Complete training for a TA | https://www.visioned.org.uk/product/npetcs/ | Increased adult-child interaction Engagement and performance increased | Provision by outside providers is training for existing staff to enable them to provide the same input in future teaching of these sports. NPETCS training provides high-level activity and performance in PE lessons |
| Improvement of physical play facilities in EYFS outdoor area | Ideas, assessment and quotes. Work carried out. | £657.36 | This is much-used by the children- enable continuance and development. | Enabled continuance and development of physical play in EYFS outdoor area. |
| Improvement of physical play facilities on playground and field | Ideas, assessment and quotes. Work carried out. | £1000 | This is much-used by the children- enable continuance and development. | Enabled continuance and development of physical play in outdoor areas. |
| Daily mile- see KI 2 | | | | |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Daily Mile introduced in Y3/4/5/6. This was part of our School Development Plan, with a view to not only increasing fitness, but also sharpening concentration in the last session of the day.</p> <p>With an increasing school role, more playground space is needed.</p> | <p>A further playground will need to be improved due to higher pupil numbers, so that there is a space available, as, although the field is drained, children are not required to change for Daily Mile and this causes problems with mud and slipping in the winter.</p> | <p>Approximate total cost for further playground resurfacing £6415</p> | <p>High levels of fitness among Y3/4/5/6 as evidenced by Cluster Cross Country and Sports Days.</p> <p>Obesity low in Y6 health check 2017-18 (too few in cohort for result to be published 2018-19 and not carried out in 2019-20 or 2020-21).</p> <p>Wider impact: Improved focus in final afternoon sessions.</p> <p>Teachers running/ exercising with pupils and providing positive role models.</p> <p>Playground areas to be resurfaced.</p> | <p>Playground improvement carried forward to 2021-22 (Coronavirus).</p> |
| <p>Wellbeing/ outdoor activities classroom and resources to allow further development of our</p> | <p>Room and resources to facilitate this</p> | <p>Contribution of £16000</p> | <p>Outdoor activities/ wellbeing experience for all pupils - physical activity</p> | <p>Room and resources summer 2021. Next step: training- see</p> |

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| provision- joint parent association/ school project | | | - building of super learning powers enables better access to all areas of the curriculum - wellbeing benefits | below |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Tuition from outside specialist providers for some KS2 sports, alongside existing staff | See key indicator 1 | | | |
| Increase PE training for teaching staff now that there is only one fully-trained specialist on the staff. | See key indicator 1 | | Observation of PE lessons- clear ability of staff to teach sport-specific skills. Participation in linked sport-specific after school clubs and Cluster sports events, when possible (Covid19). | Children inspired to participate in linked after school clubs and external provider clubs. More staff specifically trained for PE teaching, which is a specialised skill, to benefit all pupils in their PE lessons. Can cascade training to other staff (CPD). |
| Online PE teaching and learning programme to support high quality PE teaching and learning- to be used as CPD | Purchase, CPD | £495 | Improved enjoyment and achievement in PE lessons- pupil voice. Greater skill and confidence of staff in | Higher activity levels, skill levels, enjoyment. Improved knowledge of teaching all areas of PE |

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| | | | teaching all elements of PE in observations/ learning walks. | amongst staff- decision whether to continue with programme. |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provision of additional PE shed that Play Leaders (Y56) can have access to, to set up PE-type activities for pupils to take part in at lunchtimes (once allowed- Covid 19). Present storage is too cluttered to make this safe. | See key indicator 1 | | | |
| Continued high participation in cluster sports events and increase in intra school sports opportunities (subject to Covid19) e.g. 'World Cup' charity football tournament, playground competitions arranged by Play Leaders and school sports day, inter-school events. | Continue charity football tournament- 'World Cup' Apply for Sainsbury School Sports Award in 2021-22. Playground competitions arranged by Play Leaders. Liaison with Diss Cluster via Sports Co-ordinator. Provision of transport. | Not possible- Covid19; clubs in house instead: Games Hockey Netball Athletics Mini-football | Enjoyment of both participation and competition in events. Examples of success in these events in 2019-20 (cancelled in 2020-21 or 2021-22 due to Covid19): Cross-country: 14 out of 15 children qualified for the second (District) round and 2 of these went on to the County event. | To continue to raise awareness of importance of fitness for life. To continue to raise enjoyment in participation and competition in sports events. |

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| | | | Hockey: teams 2 nd , 3 rd out of 16 schools at 3.19; event cancelled in 2019-20 and 2020-21 (Covid 19) | |
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