

Key achievements to date until July 2021:

- Teaching staff have been using the PE Pro to develop their knowledge and expertise in PE as well as working alongside the Sports coaches which has enabled them to increase their confidence to develop high quality PE.
- Weekly remote learning PE lessons shared with all classes via TEAMs to ensure physical engagement from pupils.
- Weekly Sports active extra curricular clubs created by teachers for all classes.
- Sports week event held for all year groups and a celebratory assembly to conclude the achievements of all year groups.
- Wider range of equipment continues to be made available to maintain an active time at breaktimes and lunchtimes.
- Two sports coaches led by the PE leader continue to provide support during lunchtimes to enhance lunchtime provision.
- Free summer multi-sport camp offered to all children (09.08.21)
- External sports coaches and PE leader deliver high quality CPD for all teachers in a range of sports including sports that are not readily available to the community e.g tri golf, tennis, lacrosse

Areas for further improvement and baseline evidence of need:

- Carry out baseline swimming assessments of years 4-6.
- Provide targeted swimming lessons to relevant age ranges to meet national curriculum requirements for swimming and water safety.
- Covid 19 has temporarily reduced the number of face to face after school clubs that the school offers.
- PE Leader to lead sports lunchtime clubs alongside external sports coaches to focus on all children including key groups of children to participate in a wider range sports.
- Use PE Pro to complete baseline assessments to assess a wider range of fitness tests, including cardiovascular, flexibility and strength.
- All class teachers to work with external sports coaches, PE leader and to use PE PRO to develop the children's skills, knowledge and confidence which will enable effective teaching of a range of sports.
- Increase participation in MAT and regional sporting competitions to increase development, desire and achievement.
- Strengthen relationships and communication with local/regional sporting clubs that children attend to enhance the quality of education.
- Establish partnerships with parents to help families access readily available local/regional sporting clubs.
- Celebrate the sporting achievements of children to promote extra-curricular achievement.
- New Sports equipment to be purchased for PE lessons and lunchtimes to maintain high quality resources for all children.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No * Delete as applicable

	Ta-ax
Meeting national curriculum requirements for swimming and water safety.	87%
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on	
dry land which you can transfer to the pool when school swimming restarts.	
Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even	
if they do not fully meet the first two requirements of the NC programme of study.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at	81%
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 2021.	
Please see note above.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke	72%
and breaststroke]?	/2/0
Please see note above.	
Piedse see flote above.	
What are also after a second Variation for the second for all the second attentions and attention at	0.007
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this	No
must be for activity over and above the national curriculum requirements. Have you used it in this way?	





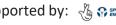




Academic Year: 2021/22 Total fund allocated: £2404 Date Updated: 31.07.21 Percentage of total allocation: **Key indicator 1:** The engagement of all pupils in regular physical activity. 13% Sustainability and suggested **Implementation** Intent **Impact** next steps: Improved fitness levels for Increased participation in a variety of Employ support of coaches at Funding Continue to resource areas and allocated: physical activity during social and lunchtimes to increase all pupils, to participate in paired provide training to lunchtime variety and participation. During f2404 and group activity, to increase staff. lunchtimes skill levels (hand eve cowet playtimes, sports coaches to rotate between year groups and ordination, speed & accuracy, Ensure lunchtime staff continue to enforce the zone system of deliver fitness sessions in the school invasion games activities, in compliance with hall. tactics etc). the school's COVID Risk Recommence a daily mile in all year To maintain and further develop the positive outcomes of playground Additional daily exercise for Assessment. groups zoning with children and continue to all, will impact upon health and use sports leaders as ambassadors. fitness of participants. CPD will help to ensure teachers receive quality training to help improve quality Develop an active pupil sports PE leader to monitor the quality of Sports leaders will act as of lessons and therefore leadership team education in PF and to coordinate ambassadors and motivate all outcomes. This will help ensure training and CPD. sligue PE Leader to train young sports that teaching over time leader for Y4. 5 & 6 to enable sports By the end of each key stages the improves and will be selfchildren are reaching at least the sustaining. leaders to lead lunchtime activities. age related expectations through Forest school CPD for forest school Staff trained to lead additional pupil outstanding teaching of Physical Follow up with children in Years 4, 5 and 6 who cannot yet swim activities on the forest area. Internal lleader and staff Education. and make provisions for them forest area training sessions for teaching and support to develop and master this skill. staff. Percentage of total allocation: **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement 59%









Intent	Implementation		Impact	Sustainability and suggested
		1		next steps:
All class teachers to work with	All staff to regularly assess learning	_	P.E. and sport to be seen (by	PE Quality mark status
external sports coaches, PE leader	through their close observation and		all stakeholders) as having an	
and to use PE PRO to develop the	1.	£10842	increased profile in school.	Develop a tracking system for
children's skills, knowledge and	feedback to challenge pupils to			sporting achievements
confidence which will enable	improve their performance.		Children of all abilities can access	
effective teaching of a range of			extra-curricular sporting	Provide weekly leadership time
sports.	Provide opportunities for staff		provision, improving their health	for PE leader
	development in the teaching of PE		and fitness, social skills and	
P.E. and Sports achievements	through observations of qualified		emotional well-being.	
celebrated in celebration assembly.	sports teachers and whole staff CPD.			Termly external CPD
			Children have access to a higher	
	Pupils of all ages, abilities and		standard of inter-school	
P.E. Leader to monitor the	interests are able to access a range		competition in an increased	
planning and implementation of PE	of sport activities, competitions,		range of opportunities.	
Pro and deliver staff training	after school clubs, lunchtime clubs		Consequently, they are	
based on any areas of development	both internally and externally.		challenged further in terms of	
			ability, technique and	
	Target G&T provision and ensure		competitive tactics.	
	breadth and depth of coverage.		·	
	Improved signposting for G&T		Children feel pride in	
	children into local clubs		representing a school team.	
	To liaise with local schools to		Children celebrate a year of	
	develop sports competitions.		physical activity and competition	
			Clearer talent nathways are	
	PE Leader to resource and deliver		Clearer talent pathways are	
			available into an increased range	
	Hill Avenue Sports day.		of opportunities, so talent is	
			nurtured and challenged and	
	P.E. Leader to continue to		children can continue to excel.	
	monitor the planning and			
	implementation of P.E		PE lead to complete annual	
	and deliver staff training based on		evaluation of participation which	
	any areas of development.		includes monitoring of targeted	
			children identified in the	









Sports Captains to encourage activity during assemblies to celebrate sport achievements.	previous review.	

Key indicator 3: Increased confidence	e, knowledge and skills of all staff in t	teaching PE an	d sport	Percentage of total allocation:
				12%
Intent	Implementation		Impact	Sustainability and suggested next steps:
Raise the quality of education in PE	Provide teachers with further CPD to enhance their confidence and knowledge when delivering and	Funding Allocated: £2265	Staff are more confident and competent in terms of their knowledge and understanding of	Weekly release is given to PE Leader will help guarantee that staff training, skills and
To provide CPD for staff in the delivery of dance and gymnastics.	assessing sports. Observe and team teach with		the PE curriculum. Enhanced quality of teaching,	knowledge are kept up to date
Purchase new PE and sporting equipment	specialist PE teachers and staff to improve practice. To monitor the quality of education in PE across alkey stages.	1	learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress.	
	Dedicated subject innovation time given to ensure monitoring of the curriculum can be completed. DS to support with planning, resources and delivering of a skilled based lesson.		Regular reviews of the curriculum and its implementation will help ensure that progression of skills is mapped appropriately and delivered successfully.	
	Staff CPD form to be completed at least 3 x annually through lesson observations of sports coach. New equipment will enhance quality of PE and after school		Pupils demonstrate positive attitudes to health and well-being – both inside and outside of PE lessons - and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their	



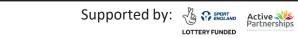






	provision.		emotional well-being.	
	Staff Questionnaire and staff meeting to be completed Spring Term to inform CPD.		P.E. Leader deliver CPD to provide additional support to non-specialist teachers and support staff. All staff to complete assessments and track achievement of all groups. Staff to demonstrate and share an increased confidence and skill in delivering P.E. Active maths in forest school area.	
Key indicator 4: Broader experience of	L of a range of sports and activities offe	lered to all pupils	L	Percentage of total allocation:
,				11%
Intent	Implementation		Impact	Sustainability and suggested Next steps:
Enhance lunchtime and after school PE provision	, , ,	Funding allocated: £1989	Increased provision of physical education clubs and an uptake in extracurricular lunchtime sport. Through pupil voice PE leader, is aware of pupils' enjoyment and perceptions of PE and can adapt existing provision to meet their needs. Lunchtime Supervisors have high expectations and model quality	To ensure sustainability all staff must receive regular and up to date training. Monitoring will ensure that it is delivered successfully and has an impact on outcomes.
	provision. PE leader to provide professional		first practice.	







development to enhance	Increased engagement in physical
lunchtime provision and to	activity improves pupil health and
establish outside learning leaders –	fitness, social skills and emotional
Sports Ambassadors and lunchtime	well-being.
supervisors.	
	A more structured approach to
Introduction of additional sports	lunchtime activity leads to
clubs to a range of ages.	improved behaviour and fewer
	severe behaviour incidents.
Club for all year groups to be	
made available across the year	Enhanced outdoor provision leads
by P.E. Leader	to relaxed, refreshed, recharged
	and ready to learn children.
Enrichment workshops to be	
implemented across key stage 2,	
offering additional sport	
opportunities.	









Key indicator 5: Increased participa	tion in competitive sport			Percentage of total allocation
				5%
Intent	Implementation		Impact	Sustainability and suggested next streps:
Raise participation in competitive school sport	MAT Competitions/Festivals Regular Intra competitions: Ensure intra class competitions and competitions in PE lessons House, Class & Whole School with certificates / trophies. Leaders to run competitions at lunch times. To further engage with competitive leagues/competitions so children have greater opportunities to engage in a wider range of competitive sports. To extend opportunities for sporting (competitive) through House competitions. To offer competitive sporting opportunities through after school club offer and KS2 workshops To run sports day events (EYFS,	Funding allocated: £1000	Raised profile of competitions on school website and twitter. High levels of engagement of pupils in MAT competitions. Development of sports leadership skills and resilience.	Enter competitions outside of MAT with other schools in LA









Signed off by	
Head Teacher:	E. Hateley
Date:	31.07.21
Subject Leader:	D. Smith
Date:	31.07.21
Governor:	K. Morgan
Date:	31.07.21

