

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

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need: Reviewed
<ul style="list-style-type: none"> - New outdoor running track and gym installed - Cross-curricular orienteering scheme set up and orienteering course mapped out on the school grounds. All staff who teach PE are now trained to teach orienteering - JumpStart Jonny purchased for KS1 - PE and fitness taught during home learning through Youth Sports Trust lessons, BBC Supermovers, Joe Wicks and JumpStart Jonny. - Virtual SNSSP events organised in school: cross country, Sports Hall athletics and Olympic themed multi skill events - Staff CPD with CSF - CSF after school football club for Years 4, 5 & 6 - Sports Leader role introduced for Year 6 - Able to host KS1 and KS2 Sports Day in Summer Term - All of Year 6 able to run continuously for 10 minutes - Staff led sport opportunities at break and lunch times for class bubbles - New staff member hired to run Forest School sessions 	<ul style="list-style-type: none"> - Using the new outdoor equipment and through high quality PE, continue to build children's fitness following lockdowns. The outdoor gym and track have been real successes this year. They have allowed us to use the field throughout the year, even in adverse weather, and have spread the children out allowing for greater involvement. - Greater opportunities for KS1 to attend inter and intra sport competitions. All of KS1 have attended a multi-skills event at Framingham Earl High School, all pupils have taken part in archery within school and been given the option to take part in an after school football club with CSF. Year 5 have been play leaders at break and lunch times to help get KS1 more active and support Y5 personal development/leadership skills. - More afterschool sports opportunities. Every class in KS1 and KS2 have been given the opportunity to attend an after school football club with CSF. KS2 have also been offered places at a basketball club at Framingham Earl High School. Cricket club has taken place for Year 5 & 6. - Children to further understand the impact physical fitness can have on mental health. All children took part in Mental Health Week which focused on 5 Ways to Wellbeing (an NHS initiative encouraging children to look after their mental health) that had a focus on how physical fitness can help with mental health. Year 6 study the links between the two in Science lessons and all classes make connections between mental and physical health in SCARF lessons. Staff have led several assemblies on how to look after mental health as well. - Understand staff and pupil attitudes towards PE and plan CPD accordingly. All staff completed an audit to gauge their attitudes towards teaching PE.

Questions included a confidence rating about teaching, planning and assessing the PE curriculum; confidence ratings about teaching each area of the PE curriculum; experience of teaching over the past 2 years and a section about personal development needs.

All pupils were given a PE survey to complete on google forms. Questions covered a range of topics including: how much they enjoyed PE, if they felt safe during PE lessons, how long they were active each day, how much time they spent on an electronic device, which clubs they took part in out of school, their personal development in PE and whether they viewed themselves as an active person or not.

- Continue to develop the Sport Leader role and give children the opportunity to display leadership skills during PE.

The Sport Leader role has grown from last year. Sport Leaders have reported on out of school sport events, led parts of PE lessons, set up Sports Day activities and helped to maintain equipment.

We have also introduced the Play Leader role. These children run sporting activities for KS1 children at break and lunch times, encouraging them to be active.

- Greater emphasis on children being physically active outside of PE and throughout the rest of the curriculum

A range of equipment has been on offer for the children during break and lunch times with the gym and track also being available to use. Sport clubs and events are advertised through Facebook, newsletters and in class messages.

- Offer whole school “adventurous” sporting opportunity in summer term

While we have been unable to offer an adventurous sporting activity out of school, all children were able to take part in archery lessons in school and Year 6 had a day trip to Hautbois Activity Centre where they attempted climbing, kayaking and an obstacle course.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	61%
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/No

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: 2021/22		Total fund allocated: £18,080		Date Updated: September 2022	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					
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:		Planned Funding allocated: £275	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Increase participation and leadership development in sporting activities for every pupil. Continue to build fitness and emotional wellbeing following lockdown.		<p>Utilise the new running track and outdoor gym effectively</p> <p>Staff led lunch time/after school clubs: girls' football, tag rugby, cricket, netball, tennis, Cluster basketball -</p> <p>CSF Primary Stars & CPD (£240 for 6 ASC sessions – aim is for 6 classes to receive the club) Focus on physical activity, mental health and leadership- £1440 (Price to be covered by children attending)</p> <p>Further develop “Sport Leader” role across the school</p> <p>PE Lead – Playtime Leaders Course - £125 + supply £150</p>		<p>Actual Total Spend: £125</p> <p><i>Playtime Leaders' Course: £125</i></p> <p>The running track and gym are used every day with all pupils given the opportunity to make use of them.</p> <p>94.1% of pupils say they enjoy all, most or some PE lessons.</p> <p>Every year group in KS1 and KS2 have been given the option to join a CSF after school football club.</p> <p>Cricket, football and basketball clubs have been offered to KS2.</p>	<p>Sustainability and suggested next steps:</p> <p>Look to invest into more equipment to add on to the outdoor gym so more pupils can be active at a time. Currently, there's enough equipment for half the class to use it.</p> <p>Year 5 Play Leaders to continue their role into Year 6/ They can then train the new Year 5s in the summer term.</p>

		<p>All Year 5s have been trained to be Play Leaders. They run active break and lunch time clubs for KS1.</p> <p>Before school dance club for selected children in KS1 to help them come to school ready to learn. Sensory circuits have resumed in KS2 for certain children when they first arrive.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:	Planned Funding allocated: £13,224	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop a culture of passion for sport where children recognise the importance of a healthy, active lifestyle and their achievements are celebrated.	<p>Refresh and acquire new and engaging PE equipment - £400</p> <p>Outdoor gym - £12,000.56</p> <p>Renew PE schemes: Primary PE Planning, JumpStart Jonny and Cross-Curricular Orienteering- Primary PE Planning £395, JumpStart Jonny £179, Cross-Curricular Orienteering £250</p> <p>Sporting achievements celebrated in assemblies, display, newsletters and through school's Facebook-</p> <p>Pupil survey for analysis and planning</p>		<p>Actual Total Spend: £13,597 (inc. VAT)</p> <p><i>Outdoor gym and track: £12,00.56</i></p> <p><i>New PE equipment: £505</i></p> <p><i>Orienteering renewal: £300</i></p> <p><i>Primary PE Planning: £395</i></p> <p><i>JumpStartJonny: £274.80</i></p> <p><i>Imoves: £123</i></p> <p>The gym and track have enabled all pupils the space and facilities to exercise throughout the year, every morning. They also added</p>	<p>More equipment is needed as a lot of it has been lost or damaged at play times.</p> <p>Gather pupil voice on the outdoor gym and running track.</p> <p>Look to invest in KS1 Orienteering opportunities.</p> <p>Aim to make children more reflective in PE sessions as only 64.7% answered "Yes" when asked if they felt they had</p>

		<p>variety and greater challenge to the morning exercise. All classes took part in a “climb a mountain” steps programme where their daily steps were recorded to see how far they had travelled and which mountains this equalled.</p> <p>89.8% of pupils say they see themselves as “active people.”</p> <p>Positive feedback from staff regarding our PE schemes of work with most children saying they enjoy PE lessons.</p> <p>All of KS2 have been taught orienteering skills as part of the OAA PE curriculum.</p>	<p>improved in PE this year. (27.9% answered “Maybe” and 9.4% said “No”)</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
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:	Planned Funding allocated: £2,326.36	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Provide CPD for all teaching staff to develop knowledge & understanding of PE expectations and outcomes – ensuring high quality PE is taught throughout the school.	<p>Observation and support: PE lead with staff £440</p> <p>Supply</p> <p>Cluster coach - £1261.36</p> <p>National Qualification in Teaching & Learning in Primary PE (Level 3) for TA - £895 + additional hours £100</p> <p>Staff audit of skills, knowledge & confidence</p> <p>CSF coach to offer staff CPD – included in KI 1</p> <p>Visit Leadership of Curriculum Swimming Lessons course - £70</p>	<p>Actual Total Spend: £2244.60</p> <p><i>Cluster Coach: £1279.60</i></p> <p><i>Level 3 certificate: £895</i></p> <p><i>Swimming Lead course: £70</i></p> <p>Cluster coach has run or signposted us to 11 events which we have participated in as well as organised PE Lead meetings with other staff from across the FEHS cluster. She also taught basketball to Year 6 in the spring term in preparation for 2 competitions they took part in.</p> <p>Staff member is on course to earn Level 3 qualification in Teaching and Learning for PE. She has lead school trips and is becoming more involved in the teaching of PE in KS2.</p> <p>Staff Audit has been analysed with 100% of teachers saying they enjoy teaching PE and feel</p>	<p>Sustainability and suggested next steps:</p> <p>From the staff audit, Gymnastics and OAA is an area in which staff feel they need more support. Arrange staff CPD in these areas.</p> <p>Continue to build connections with CSF.</p> <p>Retain the services of Cluster coach.</p>

		confident doing so.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:	Planned Funding allocated: £0 (Covered in KI 5)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop extra-curricular clubs that offer pupils chances to participate in enriched sporting activities and give opportunities for children to pursue a lifelong sporting interest for themselves.	PE/cross curricular events Enrichment activity for pupils (taken from contingency) Residential activities – climbing, archery, high ropes, wire climbing, trampoline/aeroball		Actual Total Spend: £0 All pupils participated in the whole school archery event. Pupil feedback was that they really enjoyed the sessions and some would be interested in taking this interest further out of school. Year 6 went to Hautbois Activity Centre for a challenge day. They attempted kayaking, climbing and an obstacle course. Feedback from a parent on Facebook: “It sounded like a great day. Thanks to all involved for giving the children lasting memories!”	Encourage staff to lead a wider variety of before and after school clubs. After the success of the archery day, find similar whole school opportunities where all children can take part in an unfamiliar sport. Year 6 to take part in an active and adventurous residential in which their resilience is challenged.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:	Planned Funding allocated: £2,200	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Work closely with local schools to provide a wide range of pupils the opportunities to develop skills and compete competitively.	<p>SNSSP opportunities: tennis, tag rugby, cross country, netball, cricket, sportshall, basketball, multi-skills festival, tri-golf, swimming gala. £1000 transport & £1200 supply</p> <p>A/B teams selected</p> <p>Virtual SNSSP events</p> <p>House matches reintroduced, whole school cross country, Sports Days and intra-school competitions</p>		<p>Actual Total Spend: £1108.48</p> <p>Transport: £985 Supply: £123.48</p> <p>11 out of 12 SNSSP events attended this year.</p> <p>86% of KS1 and KS2 children were offered the opportunity to attend an out of school PE event with local schools. All of Year 1, 2, 4 & 6 have attended an out of school sporting competition or skills workshop.</p> <p>House matches have returned and parents/carers have been able to attend EYFS, KS1 & KS2 Sports Days.</p>	<p>Aim to attend all SNSSP events in 22/23.</p> <p>Look for events whole EYFS, Year 3 & 5 classes can attend.</p> <p>Reintroduce whole school cross country event.</p>

Allocated: £18,080

Total Planned Spend: £18,025

Contingency: £55

Total Actual Spend: £17,075.08

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Stephen Berry
Date:	08/09/22
Governor:	
Date:	