

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -During lockdown daily lessons for physical activity uploaded via Google Classroom. -Weekly PE challenge uploaded to Google Classroom during lockdown. -Development of member of staff trained to deliver PE lessons and supporting in assessment. -Member of staff trained as Level 1 FA football coach. -Entered children into borough dance competitions. -Commitment to delivering 2 hours of PE lessons a week. -Training TAs to be able to support physical activity at playtimes. -Appointment of a member of staff to be responsible for playtime/lunchtime and engaging in physical play (inter school competition) 	<ul style="list-style-type: none"> - Continue to look at offering a broad and varied PE curriculum -Continue to look at and develop sporting opportunities outside of curriculum. -Look at development of the playground to ensure children have constant access to outdoor physical development. -Look at ways to improve stamina in children.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020	£3000
+ Total amount for this academic year 2020/2021	£18,100
= Total to be spent by 31st July 2021	£21,100

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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.</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>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.</p> <p>Please see note above.</p>	83%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%%
<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>	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: 2020/21	Total fund allocated: £21,100	Date Updated: July 2021		
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:
				%
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:
Children engage in a range of activities which provide opportunities to increase heartbeat and be physically active.	Member of lunch staff deployed as a sports play leader to encourage physical activity, promote games and develop positive play. Ensure playground can be used during all weather- that this does not limit daily access.	£5740	Children have increased their stamina (impact of lockdown) and sustain engaging in physical activity at playtimes.	Train children to be sports play leaders (KS2) to actively and further increase opportunities and participation at playtimes, of children in KS1/EYFS. Resourcing of new equipment to promote active play.
Increase playtime for summer 2021 term so that children have greater opportunities for developing physical active, and raising heartbeat	Additional 5 minutes added to morning play and afternoon play for KS1/EYFS. Opportunities for brain breaks (active) during lesson time. (soft start introduce to extend the morning)	nil	Stamina and concentration during lesson time has increased. Children more physically active.	Look at structure of day to include more opportunities to be physically active.
Ensure there is a space for children to participate in physical activity at playtimes (currently playground cannot be used if it has rained as it causes flooding which takes more than 2 days to clear, meaning	Ball cage installed so children have a guaranteed area to play, take part in PE lessons, have gross motor interventions.	£10,000 (cost more but PTA made an additional contribution)	Safer playtimes Use of proper balls instead of foam. Higher priority given to competitive football. Caged area ensures other areas	Member of staff to lead on inter school competitions, to further promote physical activity.

children have none or limited play space)			of playground can be used for physical activity safely e.g. skipping	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase physical activity outdoors	Buy equipment to support physical development, particularly for hand eye co-ordination. Resources to implement new sports in school e.g. hockey	£2100	Lunchtime staff- report that greater number of children are actively playing at playtimes, using equipment.	Monitor the impact of new equipment on PE lessons. Staff member to lead on playground games- competitions in school to promote physical activity. Staff member to train play leaders for upper KS2 to deliver game to youngers years.
Improve EYFS core gross motor skills	Buy equipment e.g. wheelbarrow, things to dig with, to strengthen core.	£500	100% children achieved WA in 'Gross Motor' in EYFS	Planned opportunities for children to develop core strength e.g. busy fingers. Look at timetable for additional support to help in EYFS with core strength/physical development.

Promote physical activity beyond curriculum	Hold a health and wellbeing week, to show children ways of staying physically and mentally fit. Supply cover to release staff member to plan week and events.	£200	Pupil voice- children enjoyed taking part and looking at ways to stay physically active outside of school.	Look at getting in companies that offer sports children have never experienced e.g. fencing.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure staff are confident in delivering lessons, and assessing progress and attainment in PE.	Use external providers to deliver lessons, with staff working alongside them to be trained in delivering high quality PE lessons, and to support those who need additional support. Use one TA to be trained in delivering intervention in physical development to targeted groups of children (x 2 30 mins sessions)	£1829.88 £609.96	Clear assessment of pupils in PE, with clear identification of those who need additional support. Tool of being able to report to parents on how well their children are doing in PE (used in school reports). TA fully trained and confident in delivering gross motor intervention to support children further make progress and attainment.	Increase number of physical interventions to accommodate those children who need support. Look at ways of using the data- and those children WT and how we can support.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Children participated in Barnet dance festival. Children entered for London youth games dance competition (x 4 half supply days to teach dance)		£400 £400	Children enjoyment of dance and confidence to perform to an audience increased. Gave all children a platform to show their talents. Gave G&T children opportunity to compete.	Look at more opportunities for children to take part especially via BPSS

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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
None in academic year 2020/2021 due to Covid restrictions.				