

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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Reintroduction of Swimming lessons for every pupil from Year 1 to Year 4 restrictions allowing.</li> <li>● Forest school sessions to promote outdoor learning supporting physical and mental health</li> <li>● Further opportunities for pupils in Early Years to engage in activities to develop gross motor skills and body strength.</li> </ul>	<ul style="list-style-type: none"> <li>● Wider range of playtime games to encourage further physical activity.</li> <li>● Further range of physical activity promoting healthy lifestyles – dance, gymnastics</li> <li>● Clearer focus on skills progression and assessment of progress in all areas of physical activity.</li> <li>● Investment in school based staff member leading forest school</li> <li>● Large outdoor apparatus to support physical health, coordination, upper body strength, social skills and mental health.</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

Total amount carried forward from 2020/2021 £6913

+ Total amount for this academic year 2021/2022 £116,200

= Total to be spent by 31st July 2022 £23,113.30



## 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: £23,113.30	Date Updated: October 2022	Percentage of total allocation:
<b>Key indicator 1: The engagement of all 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</b>			
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:
To receive high quality PE lessons from specialist teachers or teachers who have received CPD to be able to teach the sport effectively.	Working with Sports provider – a wider range of sports have taken place. Get set for PE investment to ensure skills progression and range of physical activities across the curriculum.	In tandem with our curriculum map, every pupil is now taught and engaged in a range of sports. Specialist sports teacher follows our curriculum map but enhances this through their expertise. All teaching staff have observed and taken part in lessons led by the specialist PE teacher.	Repeated sports over 2 year cycle in order to enable time for embedding and building skills.
To increase daily active time outside for every pupil.	Field used at break and lunch times to extend the area in which pupils have to be active at play all year round. Equipment and games organised by active play leaders. Invest in safe area for Early Years to be physically active developing gross, fine motor skills, balance and upper body strength.	Class teachers are all equipped to teach a wider range of sports using the resources from the scheme, such as: videos, photos, clear plans, sequenced vocabulary and knowledge organisers. Play leaders have been used to lead games and ensure care of	Further audit teacher skills and use specialist teacher for specific CPD. With a new MSA team, discuss how to sustain active play.
	£4500.00	£1375	£6913.30
		£63.70	
			23%

<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><b>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.</b></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><b>N.B.</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> <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> <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Unknown % Self rescue was not assessed due to Covid-19</p> <p>N/A</p> <p>N/A</p> <p>N/A</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No due to Covid swimming not attended. Lessons began September 2021 for Years 1 to 4.</p>

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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

15%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>To observe high quality PE lessons from specialist teachers or teachers who have received CPD to be able to teach the sport effectively.</p> <p>To support teaching and support staff in the use of the outdoors to support and engage pupils engagement in learning, physical and mental wellbeing.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Teaching staff observe and participate in the teaching of PE. This includes a range of sports including swimming, games, gymnastics and dance.</p> <p>GetSet4PE scheme investment to ensure high quality teaching and skill building in the full PE curriculum.</p> <p>Specialist Forest School teaching to develop:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory</p>	<p>Funding allocated:</p> <p>As key indicator one</p> <p>£32240</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>In tandem with our curriculum map, every pupil is now taught and engaged in a range of sports. Specialist sports teacher follows our curriculum map but enhances this through their expertise. All teaching staff have observed and taken part in lessons led by the specialist PE teacher.</p> <p>Class teachers are all equipped to teach a wider range of sports using the resources from the scheme, such as: videos, photos, clear plans, sequenced vocabulary and knowledge organisers.</p> <p>Confidence: children had the freedom, time and space to learn and</p>	<p>Further audit teacher skills and use specialist teacher for specific CPD</p>

				equipment. Early Years pupils have made effective use of the outdoor space to ride bikes, trikes, climbing. 100% of Early Years pupils at the end of Reception met the expected level of development in physical development.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					
					Percentage of total allocation: 57%
Intent	Implementation	Funding allocated:	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:
To offer rich and varied experiences through dance as part of our PE curriculum.	Dance Around the World workshop arranged.	£349.00	Pupils recognise dance as an active sport. Good take up in dance club offered after school.		Include dance as part of active play with designated outdoor area.
To encourage active interests and outdoor pursuits	Invest in outdoor play equipment to be used as play based equipment but also in lessons from Nursery to Year 4.	£3572.30	Designated space for developing gross motor skills and building confidence. Well matched to ages and identified end points for physical development.		Continue to add to the equipment to ensure all skills covered. Balance, coordination, upper body strength, problem solving, spatial awareness.



	<p>experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>Forest School training level 3 for teacher employed on contract.</p>	£850	<p>demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p> <p>Training for staff member employed by the school has started. Full qualification November 2022.</p>	<p>Further investment in equipment in order to further enhance development of physical stamina, gross and fine motor skills.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
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:	allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Percentage of total allocation: 3%				



**Key indicator 5: Increased participation in competitive sport**

				Percentage of total allocation:	
				5%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
<p>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:</p> <p>To continue to experience sporting events with other local schools through the Royston Sports Partnership.</p> <p>To compete against other local small schools in school arranged events.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To use the Bronze package to enable pupils to take part in and experience as many sports as possible.</p>	<p>£1000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Support given through local partnership, competitions.</p>	<p>Focus on local small school partnership in conjunction with specialist sports providers.</p>	

Signed off by

Head Teacher: *Vicki W.D.*

Date: 13.10.2022

Subject Leader: *Vicki W.D.*

Date: 13.10.2022

Governor: *[Signature]*

Date: 13.10.2022.

