

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 and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • All children now have 2 hours of timetabled PE each week. • 92% of children leaving Abbotskerswell school being able to competently swim in 2019 (all but 1 child). • CPD programme having a positive impact on the quality of PE in school. • The school offer a significantly increased offer of after school sports clubs • The school has increased sport connections (Saints South West, Mad Tennis, Primary Sports, Exeter City) • Improved staff confidence and skill in planning and teaching PE • In addition, 53% of pupils participate in 1 additional hour of physical activity or sport beyond the school day. • 100% of Key Stage 2 pupils have participated in at least one sporting event, competing against pupils from other school. • 100% of year 1 and 2 pupils have taken part in a festival with other schools involved. • Active playtimes/lunchtimes leading to improved behavior and pupil outcomes • Lunch time sports clubs (football, multi-skills, cheerleading) • Audit of PE equipment and new equipment purchased. • Annual inspection now booked to check all play and gym equipment 	<ul style="list-style-type: none"> • Children to be active for 30 minutes a day. • Continue to develop the provision for break times / lunchtimes • Children to have increased opportunities for Intra and inter school competition. • (Intra school competition to be used as a vehicle to support and enhance whole school house point system. The profile of intra school competition is raised throughout all schools and supports existing whole school house point system) • Continue to improve quality of teaching at both key stages through partnership with experienced and qualified coaches adopting a team teaching approach. • Develop systems for assessment that help improve quality of teaching and learning. • Explore and re-address the Aims and Values of the school from all stakeholders. • Aim for 100% of pupils continue reach National Expectation for swimming at Key Stage 2. • Improve the attainment of pupils in PE at all levels • Increase enjoyment of PE and sport • Improve the health and well-being of pupils across the school

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	92%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	92%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	92%
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?	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 students today and for the future.

Academic Year: 2020/21	Total fund allocated: £17,100	Date Updated: 14.9.20		
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				Percentage of total allocation: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve active playtimes / lunchtimes – in order to get more children active and engaged across the school - Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day. 1.15pm – 1.30pm	Delegate an active playtime leader (JR) A group of 12 pupil leaders (yr 4/5) Attendance at the change 4 life course. Change 4 life materials to be used in school. Parents to be informed through the newsletter about the positive impacts that the playtimes leaders are having in school. - Carry out daily mile in school initially around the field - Identify course for daily mile. Possibility of running around the field in the village (adult support needed)	£1000 Oct 2020	- TA has a positive impact on the enjoyment and involvement of KS 2 pupils. Improved behavior (less frequency of any incidents at break times/lunchtimes)	- TA to work with another member of staff in order to up skill - Continue to work closely with parents to increase the number of pupils who own scooters - Daily mile firmly embedded in school day and timetabled.
Purchase of resources that facilitate active play in EYFS	Further, enhance the purchase of bikes and trikes to develop coordination skills in EYFS. Purchase of small mobile climbing apparatus	£1000	More options for children within Bike and Trike sessions to develop balance and coordination.	Develop resources that support the best use of learning opportunities for bikes and trikes Created by: Supported by: for EYFS area.

Introduce early morning dance session to encourage more pupils to attend school earlier and get involved in activities x2 times a week	<ul style="list-style-type: none"> - Identify a staff member to undertake activities (JR). - Introduce activities in which all pupils can be involved (e.g. wake up and shake) <p>Certificates/Rewards given for regular participation and specifically aimed at the identified least active pupils.</p>	£200 for extra hours worked 8.45am – 8.55am	- 25 pupils regularly take part in 'Wake up and Shake' session -	Aim to increase numbers who take part in the early morning dance sessions
Staff training on active PE sessions Post Covid-19	CPD on safe PE practises post Covid19 with non-contact sport and activities that are suitable to follow the guidelines	£500	All teachers to attend or have delivered some PE specific training on safe PE sessions Teacher confidence	Develop into general PE CPD related to high quality PE sessions
Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons	£800	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons → Equipment audit by PE coordinator linked to planning	Continued monitoring of PE resources for wear and tear Purchasing plan to ensure all sports are adequately covered
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Friday's celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>- Notice board outside of school to be used to raise the profile of PE and Sport for all visitors and parents</p> <p>Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero</p>	<p>PE coach to award x2 certificates for sporting achievement linked to the pupils he has been working with.</p> <p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.). - Different classes to do share PE work eg dance/gymnastics displays</p>	£500	<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> - Pupils are very proud to be involved in assemblies/photos in newsletters etc. which is impacting on confidence and self esteem. - See notes in Indicator 1 about attendance and attitudes to learning with better performance in SATs. - There are over 30 extra pupils attending clubs in the community which is complimenting activities in school and in the curriculum. - Increased self esteem/confidence are having an impact on learning across the 	The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.

	Ascertain which local personalities the pupils relate to and invite them into school. Link to school aims		curriculum.	
Inspiration taken from Japan Olympics as a whole school topic for Summer term	2021 summer term Planning to focus on Olympic values, sports and athletes to inspire children to take up sports. Plan curriculum in class work around Olympics Plan experiential sporting activities	£500	Olympic fortnight to engage and excite children. Greater take up of sport both in school and out of school with local clubs. → Evidence gathered of take up of externally run clubs as a result of participation in sessions in school	Book coaches and sports well in advance Plan timetable so all children get to experience all sports.
Improve children's Emotional and Mental wellbeing through a mixture of teacher led and specialist visitor led workshops Purchase Jigsaw	All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions. Book in a series of workshops which focusing on children's mental health. Clear PSHE spiraled curriculum in line with new statutory relationship education.	£1000 £2000	Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school e.g. visitors Pupil voice responses about mental health and wellbeing at school	Staff to observe sessions and apply some skills learnt in class sessions throughout the week Children to apply skills learnt in other aspects of both their school and home life. Develop staff bank of resources
PP and SEND children are planned for and lessons and clubs facilitate full engagement of all children	PP are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit SEND children are planned for in sessions with the support of the SENCo	£200	Good uptake of extracurricular clubs by PP children. Attendance registers for clubs shows all targeted children take up offer at least once during the year	Monitor take up of PP children for extra-curricular clubs and target children who do not participate Monitor success and engagement of SEND children in PE sessions and adjust provision over time
Improved use of the Nature School area to support the Curriculum and children's mental health and wellbeing	Purchase of additional equipment that will allow easier high quality access for all children to Nature School area both as part of the curriculum and during play	£1000	Nature school space is used more frequently in planned curriculum activities and for play and extracurricular activities HT and governor observations of outdoor learning space	Continue to develop the space to make it purposeful and effective in supporting the curriculum.

Staff to work alongside external coaches during Japan Olympic event. Use skills learnt in own teaching	School focus with coaches from a range of sports invited in to work with children across a range of sports. Opportunity to observe specialist coaching sessions.	£400	Enhanced planning and teacher confidence in the delivery of a variety of sports following observation of externally led sessions. Feedback to PE coordinator	Maintain links with external coaches and develop a timeline for additional 'try it out' sessions in school that teachers
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils: Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	<p>Actions to achieve:</p> <p>Undertake a number of sporting opportunities, such as festivals and competitions. Extend the clubs which the school offers, questionnaire to parents to find out which clubs they would be interested in attending.</p> <p>Awarding Organisations with an aim to get more staff up-skilled and involved. - Arrange a pupil survey to ascertain what pupils would like. - Involve external coaches to work with staff in clubs.</p>	Funding allocated: £1,000	<p>Evidence and impact:</p> <p>- more staff involved in extra- curricular activities and all teachers feel more confident teaching new activities.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities.</p> <p>-</p>	Sustainability and suggested next steps:
After school clubs for PP subsidised Specific children's attendance at clubs is 50% funded..	Subsidy put in place and records kept via parentpay of uptake for subsidised clubs	£600	Club registers show consistent uptake of clubs and greater take up by specific targeted children. Children take up sports with local clubs and societies outside school hours	Maintain subsidy where possible at points throughout year. Ensure clubs are well publicised to parents and children.

Year 6 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	1 week booked for Autumn term 2020 Safety for all year 6 children.	£150	All 6 children in year 6 to take part in course.	Leaflets and advice on cycling and road safety sent home Course booked for next academic year
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continued promotion of local sports clubs. Good children take up of sports outside of school.	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	£300	Build on success of take up of current pupils at Abbotskerswell/Ipplepen Cricket club, Newton Abbot Rugby and Ipplepen FC	Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.
To attend local sports competitions to work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school.	Transport to events planned and paid for so no cost to pupils. All Year 5/6 children offered opportunity to represent school at competitions including Football, cricket (Boys and Girls team) and Rounders	£200	All Year 5/6 children to take part in at least one competitive event with more 90% being involved in all events.	Plan for future events an opportunities. After school clubs planned to prepare children
To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. - Engage more girls in inter/intra school teams particularly those who are disaffected.	Identify staff member to develop years 5/6 girls football team. – Arrange which evening for practices which don't interfere with other commitments - Arrange friendly competition - inter/intra school Primary-sports partnership Competitions set up across school partnership– timetabled sports to run alongside taught curriculum. Intra sport competitions half termly	£1,500	WIDER IMPACT AS A RESULT OF ABOVE Improved standards in invasion games in curriculum time More girls are keen to take part with a noticeable difference in attitudes to PE and sport. All staff have commented on the better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports.	

	across all pupils			
	. - Ensure all coaches have appropriate qualifications - arrange attendance at appropriate courses.			