

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 2023:	Areas for further improvement and baseline evidence of need:
<p>We are updating our curriculum to keep up with the Pe action plan, sporting competitions and new schemes and sports. Therefore, adapted equipment, new equipment and external coaches and NGB awards will be required.</p> <p>This year we have updated the assessment policy. Due to COVID the rigour of assessment needed changed, therefore we now have developed new KPI's and how we assess towards these.</p> <p>This year due to COVID-19 we have purchased more equipment for our curriculum so that students have one piece each. This not only decreased the chance of spreading the virus, as they weren't sharing equipment, but also gave students more opportunity to trial their technique and analyse strengths and weaknesses.</p> <p>This year we have brought in external coaches, when possible, to support our curriculum. Due to COVID-19 part of the curriculum was missed due to lockdowns. As well as this, due to staggered finishes and not being able to mix bubbles, we had to minimise clubs. Therefore, external coaches, such as our football, rugby, and gymnastic coaches where brought in to extend the opportunity students were given to enhance skills that were missed.</p>	<ul style="list-style-type: none"> • providing targeted activities or support to involve and encourage disadvantaged students • encouraging active play during break times and lunchtimes <p>Our future targets would be to focus on the students that didn't attend the extra-curricular clubs, as they would be missing gaps of knowledge compared to those that attended.</p> <p>Another future target would be to try and focus more on teaching games for understanding and conditioned play. Due to Covid-19, students weren't given as much of this as previous years, much more practice was isolated ensuring students weren't sharing equipment and/or too close to each other.</p>

<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>Once guidelines allowed, we were able to complete our swimming lessons as normal.</p>
<p>What percentage of your current Year 5 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>	<p>74% 67/90</p>
<p>What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>64% 58/90</p>
<p>What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?</p>	<p>61% 55/90</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes/No</p>

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: £	Date Updated:		
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:
Students should be given as much opportunity to trial different techniques as possible.	-More equipment (footballs, rugby balls, tennis balls, badminton, table tennis, basketballs) has been bought to allow students more opportunity to increase their techniques.	£1260	Students have increased skills such as lay-ups (basketball), smash shot (table tennis) and overarm bowling (cricket) due to more time to practise skills.	As we now have ample equipment, we can carry this action on in the future. Our next steps would be to ensure this is done throughout the curriculum (gymnastics, netball, handball, etc.,)
Skipping School Workshops provided for all Y5 pupils during a PE lesson. 30 pupils selected to represent the school at the inter-school Skipping Festival	All Y5 pupils took part in a workshop delivered by coaches from the Skipping School. Pupils learned different skipping techniques and took part in some friendly competition. A number of pupils were selected to represent VGMS at a local festival where they competed against other schools. VGMS won the festival.	£275	Pupils developed their skipping technique, which is a fantastic way of staying fit and healthy throughout their lives.	

Bikeability Cycle training programme which is all about gaining practical skills and understanding of how to cycle on today's roads.	Increased number of pupils demonstrating an improved understanding of how to ride a bike safely on the roads. Pupils improve practical cycling skills.	Years 5 and 6 60 pupils		Pupils will use the skills learnt on the Bikeability course to ensure that they ride their bike safely for the rest of their lives.
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:
Develop the holistic drive behind PE and raise awareness of the benefits of health and fitness.	We have created a health and fitness corridor, where students can see different sports around the world and different benefits. Our sports ambassadors have created posters and presentations on healthy eating and healthy mind set, which was shared with classes. We have also brought in the Eagles basketball team, and Skip4health who promoted the benefits of PESSPA. Our fitness facilities have allowed the whole school to improve their health and fitness during breaks and lunches too.	£820	Students can name theoretical muscles and bones due to our fitness facilities and PE corridor. Students have gained knowledge of healthy meals and different hobbies to keep our mental and physical health well. Our external coaches provided our students with theoretical and practical knowledge of benefits of sport, including how to raise pulse, measure pulse and the effects on the body due to exercise.	The external coaches are happy to deliver the content again next year to our new year group. The suggested steps for next year would be to create links into other subjects, whereby they can use this information gained to deepen students' knowledge in their subjects creating a holistic learning environment.

Thermoplastic Designs A series of line markings on the school yard, including a full size netball court and various games such as hopscotch	Use of netball court in PE lessons for a number of different activities. Increased number of Y5 and 6 pupils using playground markings for organised physical activity during social times.	£1400	Playground markings will remain on the yard for a number of years, making the yard more user friendly for both PE and physical activity.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Student should be able to develop their knowledge in our sports that are new to our curriculum.	Staff have been put onto NGB courses to develop their knowledge and understanding of the developments of the sport.	£790	Students now understand the rules and skills in handball. They have also developed skills in their leadership course, gymnastics, hockey and rugby due to increased teacher subject knowledge.	We are now going to continue to teach our new sporting subjects. Our next steps would be to enter and create internal and external competitions regarding the new sports.
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	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p>			<p>changed?:</p>	
<p>Additional achievements: Students should develop knowledge in a broad range of sports and gain a variety of theoretical knowledge.</p>	<p>We have bought new equipment to be able to teach the correct content. Staff have been on specific NGB awards to gain the correct subject knowledge. External coaches have come in to widen the student experience.</p>	<p>£2000</p>	<p>Students now understand the rules and skills in handball. They have also developed skills in their leadership course, gymnastics, hockey and rugby due to increased teacher subject knowledge.</p>	<p>We are now going to continue to teach our new sporting subjects. Our next steps would be to enter and create internal and external competitions regarding the new sports.</p>
<p>We aim to buy 17 road bikes to allow students the opportunity to gain access to new skills and knowledge through bikeability and cycling trips.</p>	<p>We have bought new road bikes to allow students who may not have the opportunity to gain the skills to ride a bike on the road.</p>		<p>We now can include bikeability to Key Stage 2 at a more viable offer and include more spaces on the coast to coast trip at a reasonable price.</p>	<p>We are putting staff through their road safety cycling course to allow staff a greater knowledge of how to teach and support on roads.</p>

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:
Our aim is to progress students' knowledge, understanding and skill by challenging them to compete inter and intra competitions.	We have bought new equipment to allow students the opportunity to gain competitive experiences. For example we bought new table tennis tables to allow more game time and new bats to improve technique.	£1250	We have since entered more competitions through the School games and each year our final total of bronze, silver, gold and platinum awards have increased. Our data also shows that each year an increased number of students are competing in and out of school.	We will continue to monitor numbers and ensure intra competition allow both recreational and competitive opportunities. Our next steps would be to include a mix of competitions over year groups, as well as individualised competitions.

Signed off by	
Head Teacher:	Susan Winter
Date:	10/07/23
Subject Leader:	Kurt Burns
Date:	29/06/23
Governor:	Alex Giles
Date:	21/07/23

