

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> (Ofsted 2019 p64) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the <u>Quality of Education criteria</u> (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

Develop or add to the PESSPA activities that your school already offer

 Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit <u>gov.uk</u> for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

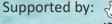
Schools are required to <u>publish details</u> of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31**st **July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click HERE.















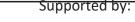
Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:

- All children are regularly participating in school sport
- Abberley Girl's Football team were Cluster champions for the second year running, won the West Worcestershire District tournament and represented Worcestershire at the Premier League Primary All Stars Midlands Regional Finals.
- The school is highly competitive in all areas of sport within the cluster winning gold medals in Key Stage 1 Mini Olympics and placing second in the Cluster Netball tournament.
- Participation in regular competitive sports fixtures against other schools.
- Design of new PE curriculum to encompass a wider range of sports and purchase of resources to support this.
- Professional sports coaches are regularly involved in the coaching of children in a variety of sports, such as tennis, rugby, football, netball and swimming.
- All staff are confident and highly motivated in the provision of PE and sport.
- Introduction of staff led lunchtime sports clubs have led to greater participation and skills development.
- Redevelopment of play leader programme in school has led to a greater number of children being involved in both delivering and participating in lunchtime sports activities.
- Sport is a regular feature of our school collective worship where we celebrate the role models.
- We were awarded the Gold Sportsmark award for the second consecutive year.
- Purchase of Jigsaw PSHE programme which will be introduced across school during next academic year to allow greater awareness and teaching of mental well being and healthy lifestyles.

Areas for further improvement and baseline evidence of need:

- Monitoring of new PE curriculum and skills progression in sport, ensuring it is in line with the values and attributes that we wish the instil during pupil's time with the school.
- Further develop the sports specialism of staff in line with the requirements of the new curriculum.
- Implementation and monitoring of new PSHE curriculum.
- Greater communication regarding provision of sport out school in the community.
- Re-establishment of playleaders programme, lunchtime and after school sports clubs in line with Covid-19 requirements.
- Re-establishment of the use of sports coaches and competitive sport in line with Covid-19 requirements.









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? 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 2020.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 – the programme we follow goes beyond the national curriculum requirements











Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2019/20	Total fund allocated: £16910	Date Updated:	10/9/2020	
Key indicator 1: The engagement of g			fficer guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a	day in school		15%
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: • All children to have two	Make sure your actions to achieve are linked to your intentions: • Purchase of new PE	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
 hours of PE every week. Development of new PE curriculum to allow a wider range of sports to be offered. Provide additional PE experiences by holding a variety of after school and lunchtime clubs. Expert coaching provided for the children through external 	 equipment to support new curriculum. Active playtimes organised by older children through play leaders scheme. Cluster clubs utilising facilities and coaching from local Secondary school. Lunchtime and After school sports clubs run by staff and 	£1500	 More engagement of pupils through a wider range of sports offered and use of professional coaches. Pupils are more active at breaks and lunchtimes through adult led clubs and relaunched play leader programme. Group of pupils identified as least active 	 Monitor of implementation of new PE curriculum and impact on children's engagement and skills development. Provide regular CPD opportunities for staff particularly on new sports introduced under revised curriculum.
 providers. Opportunities for pupils to develop fitness and skills during breaks and lunchtimes. Taster sessions and promotional activities run by local clubs to encourage engagement with sport 	 external providers. External providers to provide coaching sessions during timetabled PE lessons for pupils. Hire of village hall for indoo PE. Transport and hire of coach for swimming. 		at start of school year engaged in 1 or more sporting activities over the year. • More cross curricular active teaching seen across whole school. • Gold School Games Mark	 Continue to engage with local clubs and organisations to provide expert coaching and promote sports participation outside school hours.













outside school. • All children have opportunity to participate in competitive sport.	 Wide range of competitive sports opportunities during and after school. Hire of minibus for transport to a wider range of sport's fixtures. 	£500	achieved 2018/19 and 2019/20. • Hire of minibus has facilitated attendance at a wider range of competitive and noncompetitive sporting events.	minibus hire to access wider range of competitive and noncompetitive sporting opportunities. Trip to professional sporting event to inspire pupils.
Key indicator 2: The profile of PESSPA	A being raised across the school as a t	tool for whole scl	nool improvement	Percentage of total allocation:
Intent	Implementation		Impact	35%
Your school focus should be clear	-	Francisco	·	Containability and a second
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 the range of sports on offer to pupils through the implementation of new PE curriculum. Focus teaching on mental wellbeing and healthy lifestyles through implementation of new PSHE curriculum. Increase skills offered to pupils by bringing in specialist coaches. Increase skills of staff through CPD and observation of specialist sports coaches to improve the quality of PE teaching across the school. Provide opportunities for all 	 curriculum. Purchase of Jigsaw PSHE curriculum. Engagement of specialist coaches in football, netball, rugby and tennis. CPD training for staff in swimming and mental wellbeing. Hire of coaches and mini bus to allow all pupils the 	£2000 £2000 £500 £300	 Wider range of sports now offered through new sports curriculum. Regular PSHE lessons following defined curriculum with emphasis on mental wellbeing and healthy lifestyles. Children have received specialist coaching for football, netball, tennis and rugby. Children have had opportunity to meet professional sports people. More children engaged in sport and developing 	 Contact with local clubs including taster sessions. Monitoring of new PE and PSHE curriculums to ensure progression and evaluation of curriculum in line with School's vision and values. Further CPD training for staff particularly in areas of new curriculum where they are less experienced. Review of School swimming curriculum following staff CPD training.











 children to participate in competitive and non-competitive sport. Provide opportunities for most able children to develop their talents. Regular communication of sporting achievements with wider school community. 	signposting able children to organisations where they are further able to develop their talents. • Purchase of IT equipment to record sporting events and achievements and to provide reflection opportunities for pupils.	their skills through regular participation in lunchtime and after school clubs. • Purchase of I-Pads for all staff to record PE lessons and sporting events. • Use of minibus to transport pupils to a	Continued use of mini bus to facilitate transport to a wider range of sporting events.
wider school community.	pupils.	transport pupils to a wider range of sporting events.	













Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and	d sport	Percentage of total allocation:
Intent	Implementation		Impact	18%
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: • Development of resource	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? • Wider variety of sports	Sustainability and suggested next steps: • Continued Cluster
bank to support new PE curriculum. Involvement with cluster schools and buying into the cluster sport's provision which includes CPD for staff. Staff to improve the range of skills they can offer when coaching a variety of sports, through attendance at courses and learning from external providers.	staff on new PE curriculum including sharing of resource bank. • Membership of Cluster Sports Partnership which has provided CPD opportunities for staff. • Completion of CPD training on swimming and mental health awareness.	£1400 £400	offered in school. Staff are more skilled and confident in teaching a range of sports in school during PE and lunchtime and afterschool clubs. Children's participation levels in sport have increased. Children are become more skilled and skill progression is clearly defined. Increased level of success in sporting competitions New school swimming curriculum developed following attendance at CPD training.	 CPD opportunities for staff particularly in sports they feel less experienced in. Review of staff engagement in new curriculum. Continued research and accumulation of resources to support teaching of new curriculum. Continued use of external providers to provide specialist coaching and after school sports opportunities. Research into further opportunities to use external providers and professional sports people to enhance PE curriculum.











Key indicator 4: Broader experience o	f a range of sports and activities off Implementation	ered to all pupils	Impact	Percentage of total allocation:
	•	T	•	
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: • Introduce new curriculum	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?: • Children are actively	Sustainability and suggested next steps:
 involving a wider range of sports so children have wider experience of different sports. Introduction of a variety of lunch time and after school clubs to enable more children to participate and develop sports skills. Relaunch to play leader programme to include a wider range of activities for all age groups. Use of external coaches to run PE lessons and after school clubs. Hire of minibus to attend wider variety of competitive 	 equipment to support new curriculum. Wider range of lunch time and after school sports activities offered by staff led clubs and enhanced play leader provision. Use of external providers to supplement PE lessons and after school clubs. 	£400	 involved in new sports which have been offered. Increased participation by children at lunchtime and after school sports clubs. Increased participation in play leader programme particularly by younger children. Children developing new sports skills. Whole school competitions feature new sports which have been learnt. More children have represented the school at competitive sport. 	 Monitoring of new PE and PSHE curriculum to review impact on children's engagement and skills progression. Development and delivery of new swimming curriculum. Re-establishment of play-leaders programme, lunchtime and after school sports clubs in line with Covid-19 requirements. Re-establishment of the use of sports
 and non-competitive sporting events. All children have the opportunity to represent 	non-competitive sport. • Use of minibus for	£500 (plus training £100)	 Children have had the opportunity to attend a wider range of competitive and non-competitive 	coaches and competitive sport in line with Covid-19













school at competitive and non-competitive sporting events. Promotion of cluster led change for life clubs offering children the opportunity to try new sports. The sporting comparticipation curricular spopportunities active group identified. Regular promotion of cluster led change for life clubs offering comparticipation curricular spopportunities active group identified.	• Increased attendance of children at Cluster Changer for Life Clubs. so least can be otion of	requirements. Continued use of minibus to allow children to participate in wide range of competitive and noncompetitive sporting events. Continue to monitor involvement of children in extracurricular sporting opportunities, including Cluster Change for Life Clubs. Survey pupils to see which further sports they would like to be involved in. Organise trip to professional sports event.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
	T		T	14%
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: • Membership of Cluster Sports	Make sure your actions to achieve are linked to your intentions: • Continued membership of	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: • More children involved in	Sustainability and suggested next steps: • Continue with Cluster
Partnership provides the opportunity for competitive sports events for all year groups. Increase number of in school house competitions covering a wider range of sports. Seek competitive sports opportunities outside Cluster. Introduction of lunchtime and afterschool clubs to increase children's skill progression. Use of external providers and sports professionals to promote competitive sport. Identify talented pupils and encourage greater involvement in clubs.	 Cluster Sport's Partnership. Purchase of new PE resources to enhance teaching of a wider range of competitive sports. 	£1000	competitive sports matches within the Cluster Children are more confident about participating in a wider range of competitive sports. Continuing success in Cluster sports competitions. Greater quantity of competitive sports opportunities beyond the Cluster. Wider range of sports played competitively including girls' football and orienteering. Increased participation of children in extra-curricular sports directly as a result of experiences they have had in school.	Sports Partnership membership. Re-establishment of the use of sports coaches and competitive sport in line with Covid-19 requirements. Continued use of minibus to allow children to participate in wide range of competitive and noncompetitive sporting events. Organise trip to













children with opportunities to pursue competitive sport outside school.		

Signed off by	
Head Teacher:	Joel Turvey
Date:	10/9/2020
Subject Leader:	Caroline Lightfoot
Date:	15/7 2020
Governor:	Jamie Pratt
Date:	18/9/2020









