

Key achievements to date in the past 2 years: updated July 2021	Areas for further improvement and baseline evidence of need:
School Games Mark Bronze Award – 2015/2016 School Games Mark Silver Award – 2016/2017 School Games Mark Gold Awards- 2018/2019 Daily Mile Improved Extra Curricular provision Increased pupil participation in sports/ PE Intra school competition participation and enjoyment Inter school participation and standing within local community School values underpin ethos of teamwork and collaboration Change for life Programme 2019 Year 5/6 Pupils represented Ealing at the London Youth Games	Increase teacher's competence and confidence in delivering high quality, inclusive PE lessons that challenge all pupils. Provide children with opportunities to be physically active throughout the school day Develop a balanced and engaging PE curriculum that delivers high expectations and value for money PE to be perceived as an integral, challenging and enjoyable aspect of school life

BSB refers to the PE lead. MS refers to the school sports coach.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£ 17,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17,490
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17,490

Information for the year 2020-21 has been added in Red as the action plan was continued across the 2 years.

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.	51.7% n/a
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51.7% n/a

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC% n/a
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 n/a

In 2020/21, it was not possible for children to attend swimming sessions as the nearest pool could only be accessed via public transport (train and tube) and this was contrary to the school and local authority risk assessment, which advised against the use of public transport for any school trips or visits. Year 6 pupils will be prioritised for 2021/22 academic year.

Action Plan and Budget Planning:

Academic Year: 2019/20 2020/21		Total fund allocated: £17,660	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 30%
Intent	Implementation		Evidence & Impact	Sustainability and suggested next steps:
To provide children with opportunities to be physically active throughout the school day	<p>Lesson observations to monitor effective teaching and learning through good quality planning and use of resources – BSB/ MS/SLT</p> <p>Pupils Voice to gauge engagement and enjoyment and to determine level of involvement term by term</p> <p>BSB + MS monitor children are staying active during their lunchtimes and PE lessons.</p> <p>In addition to the above, learning walks, and drop-ins will be used to monitor this</p> <p>Change for life sessions</p> <p>Provide more after school clubs.</p> <p>During Covid, daily physical tasks were set through Google classroom, using PE with Joe and FSSP resources.</p>	<p>Inset sessions for teachers led by BSB and MS, focus will be on PE</p> <p>Training for playground leaders through / MS</p> <p>MS to supervise playground leaders at lunchtime and liaise with BSB to evaluate impact and further training needs</p> <p>Termly whole school house meetings and assembly to plan whole events with inter-house competitions</p> <p>New equipment was purchased to ensure that every bubble (during lockdown) and every class (after</p>	<p>Calmer lunchtime play and transitions, thereby ensuring raise attainment in all areas of the curriculum.</p> <p>Raised numbers of pupils participating in sports/ physical activities during their lunch break</p> <p>Greater engagement from least active children</p> <p>Teachers are more confident when teaching PE</p> <p>Increased number of children participating in after school clubs</p> <p>Tailored clubs and activities to needs of pupils and parents as per outcome of pupil and parent voice</p> <p>Playground leaders contribute towards the engagement of all pupils in regular physical activity</p> <p>Increased interest in sport and a healthy lifestyle</p> <p>Evaluation: Prior to lockdown, pupils all participated in the mini marathon, where they ran 2.6 miles by completing short running tasks on a</p>	<p>Basketball, skipping, football, and the daily mile are provided to children at lunchtime. Pupil voice showed that 80% of children now enjoyed participating in these sports at lunchtime. This is a fourfold increase from 2017. This has also impacted positively on learning after lunchtime as evidenced through calmer transitions, assessment information and anecdotal evidence through teacher surveys.</p> <p>Next step 1: Pupil voice showed children would like more outdoor creative activities and music area, offered during their lunch breaks</p> <p>Playground leaders & Change4Life Leaders have been selected and trained</p> <p>Sustainability: Ongoing training for Playground leaders & Change4Life Leaders, Pupil leaders evident in all PE lessons</p> <p>Zones to be used effectively and monitored by playground leaders.</p> <p>Next steps- return to use of playground leaders and introduce outdoor daily HIIT sessions after every playtime.</p>

		lockdown) had adequate resources to ensure pupils had a variety of options to engage them in physical activities.	daily basis as a class. During lockdown: Pupils had access to daily opportunities through Google classroom and school social media. Mr Savage posted exercises to be done outside on social media and the FSSP exercises were specifically designed to be completed using everyday objects which could be found around the home. Pupils attending school had daily outdoor activities, including the daily mile and structure sports opportunities. Following lockdown, all classes had access to their own PE boxes for use at all play and lunchtimes. These encouraged children to get involved with physical activity in the playground each day and included a wide range of resources, such as space hoppers for KS1.	Continue to ensure daily mile opportunities are taken every day.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 30%
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Intent	Implementation	Evidence & Impact	Sustainability and suggested next steps:	
<p>To raise the profile of PE across the school</p> <p>Pupils top further develop leadership skills</p>	<p>BSB/ MS to ensure that children are offered quality training before participating in inter and intra school competitions and after school clubs. Pupil voice, learning walks, outcome of competitions will be used to monitor this.</p>	<p>Link with Featherstone Sport Partnership (FSSP) to access School Games and competitions</p> <p>Transport for children to attend competitions</p>	<p>Less active children are engaged in activities that they enjoy and are encouraged to be physically active</p> <p>Increased range of sports and activities provided after school</p> <p>Pupil Premium children take part in extra-curricular sports based activities which they may otherwise have been unable to do</p>	<p>High expectations have ensured that children are consistent with bringing in their PE kits on their PE days. Children now wear the correct PE kit (plain white top, and black/blue jogging bottoms), demonstrating a commitment to school ethos and culture of partnership work. Teachers share PE expectations posters with their classes before</p>

		<p>MS and Outside coaches/ volunteers to train children/teams before competition</p> <p>Opportunities for our less active young pupils to participate in inter and intra competitions</p> <p>Add to the provision of sports and activities we offer in school</p> <p>More afterschool activities offered to Key stage 1</p>	<p>Increased interest in sport and a healthy lifestyle</p> <p>Teachers confidently plan and teach PE, ensuring full pupil participation</p> <p>Evaluation: It was not possible to run any wrap around school care or after school clubs during lockdown and inter-school sport was paused. PE was promoted through Google classroom and social media. When we returned after lockdown, it was still not possible to hold after school sports clubs without mixing bubbles, but sports were offered through after school care, which resumed in the summer term.</p> <p>The first hour of each after school club was a sports activity, which was led by our sports coach outside to ensure social distancing and adequate ventilation. All pupils had their own equipment provided to prevent mixing.</p> <p>The sports coach also introduced a PE notice board, which celebrated PE and sports accomplishments across the school. This could also be shared online during lockdown and could feature children who had made a particular effort to complete PE tasks at home or in school.</p>	<p>each lesson to ensure appropriate behaviour and engagement. Three competitions entered in football in Key stage 2</p> <p>Rugby Festival was hosted at Woodlands Academy in partnership with Broncos on Monday 9th December</p> <p>Next step 1: To target the less active children (identified through discussions with class teachers and observations during lunchtime play), to ensure they're being challenged and engage in PE. MS will take out the children once a week, and will focus on multi-sports, new age kurling and boccia.</p> <p>Sustainability: Pupils leaders work with sports coach to develop ongoing programme of sports clubs and activities with the involvement of parents</p> <p>Next steps- reintroduction of playground leaders. Increased sports club opportunities when restrictions allow.</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:
				20%
Intent	Implementation		Evidence & Impact	Sustainability and suggested next steps:
<p>To develop a balanced and engaging PE curriculum that delivers high expectations and value for money</p> <p>To increase the number of pupils engaging in physical activities</p>	<p>Baseline survey to determine starting point of teacher confidence and competency in teaching PE/ Sports.</p> <p>Follow up termly surveys</p> <p>Lesson observation, pupil voice, learning walks, and drop ins</p> <p>Quality of planning, teaching and pupil outcomes.</p> <p>Whole school inset on Jasmine PE. MS and BSB to feedback how to use the program from the training attended.</p> <p>Whole school Inset training in Create Development Real Gym</p>	<p>Research and source a challenging and engaging scheme of work that can be adapted to meet needs of pupils</p> <p>Time for training, monitoring and impact evaluation through observations, drop ins, admin.</p> <p>Time for MS and BSB to liaise to prep inset</p> <p>Whole school inset day £995 plus VAT</p> <p>Time for BSB and MS to develop the PE curriculum and meet with staff to refine and develop progression of skills.</p>	<p>Improved standards of pupil performance in Physical Activity</p> <p>Raised pupil knowledge, understanding and skills in a wide range of physical activities, sports and competitive sports</p> <p>Increased knowledge, understanding and confidence of teachers</p> <p>Raised profile of PE across the school</p> <p>Increased pupil/ parent interest in sport and a healthy lifestyle</p> <p>Greater parental engagement with an increase number of children participating in after school clubs</p> <p>Positive feedback from pupil, teacher and parental voice</p> <p>Clear evidence of positive impact on pupil social, emotional and mental wellbeing</p> <p>Evidence:</p> <p>Time was used during lockdown to develop the curriculum and ensure progression of skills across year groups.</p> <p>Virtual FSSP meetings were attended and daily videos shared by PE leaders to ensure all pupils were engaging in daily physical activities. When in</p>	<p>PE INSET to be delivered on Monday 6th January 2020.</p> <p>The focus was on the Jasmine PE program, the impact of physical education on children and how we as teachers can provide effective lessons to further develop the skills and physical needs of the children.</p> <p>Teachers to feel more confident when delivering PE and feel like the quality and behaviour of the PE lessons is better due to clear planning, teaching and additional support through PE learning support assistant.</p> <p>Sustainability: Teachers confidently teach high quality PE lessons and work closely with sports coach to develop and maintain a whole school programme of sports and PE across the school day.</p> <p>Next steps- sports coach to teach one PE session in targeted year groups, with the teacher applying knowledge and skills learned in this session to the session they teach.</p>

			<p>school, this could be led by the class teacher or sports coach, but was also available via google classroom while in lockdown.</p> <p>Sports coach also leads PE sessions in school, modelling good practice to the teachers.</p> <p>Real Jasmin subscription was upgraded to include Gym, Dance and Early Years which ensured the curriculum remained balanced and engaging. The use of the scheme also supported staff to develop confidence in these areas, combined with the support of the sports coach.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
2%

Intent	Implementation		Evidence & Impact	Sustainability and suggested next steps:
<p>For PE to be perceived as an integral, challenging and enjoyable aspect of school life</p>	<p>BSB/ MS to ensure that children are offered high quality training and a range of sporting activities after school.</p> <p>Pupil voice, learning walks, outcome of competitions will be used to monitor this.</p>	<p>In house specialist sports coach to deliver high quality extracurricular sports clubs</p> <p>Transport for children to attend competitions (price on application)</p> <p>MS to train children/teams before competition</p> <p>Opportunities for our less active</p>	<p>Increased pupil motivation for participation in team activities and staying fit and healthy</p> <p>Raised standard of pupil performance in team challenges</p> <p>Improved motor skills</p> <p>Children gain expertise and skills from a qualified coach</p> <p>Raised the profile of PE across the school</p> <p>Positive feedback from pupil, teacher and parent voice</p> <p>An enhanced positive attitude and engagement in and towards</p>	<p>Every class has been allocated with two hours of PE on their class timetable. This has ensured consistency with expectations of behaviour, engagement and skills. Class information leaflets and DB Primary has ensured parents know their child's PE days, and the consequence of no PE kit (receiving an amber).</p> <p>Sustainability: Increased pupil independence / leadership both during lesson time and lunchtimes 100% pupil leadership observed in lessons – Summer2</p> <p>Next step- reintroduce after school sports clubs, with a range</p>

		<p>young pupils to participate in inter and intra school competitions</p>	<p>competition</p> <p>Increased links and partnerships with other schools</p> <p>Evidence: After school club had a daily rota of sports activities to challenge and engage pupils. In the summer term, Rugby training was provided by the London Broncos. PE resource boxes with engaging resources, were purchased and made available in all year groups. Basketball nets were purchased for the KS2 playground.</p>	<p>of sports being offered. Consider children's choice of sports they would like to see offered.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			18%	
Intent	Implementation	Evidence & Impact	Sustainability and suggested next steps:	
<p>To increase participation in extra-curricular sporting activity</p>	<p>Greater whole school understanding of importance of PE and sports with raised expectations with planning, teaching and learning in all year groups.</p> <p>Lesson observation, pupil voice, learning walks, and drop ins will help to determine the outcome.</p>	<p>Development and embedding of school PE/ Sports Curriculum</p> <p>Training and support for class teachers/Lunchtime staff</p> <p>Training and support for pupil leaders</p>	<p>Achieved our Gold Sports Mark Award</p> <p>Profile of PE/ Sports as a key curriculum area for enhanced pupil outcomes in all areas of the curriculum</p> <p>Increased pupil motivation</p> <p>Raised standard of pupil performance</p> <p>Less active children are engaged in activities that they enjoy and are being encouraged to be physically active</p> <p>PE/ Sports have further deepened school ethos and a better understanding of school values</p> <p>Evidence:</p> <p>Due to Covid restrictions, there were limited opportunities for competitive sport. However, we did engage with virtual competitions via FSSP for gym, football and rugby.</p> <p>During lockdown, we participated in competitions during school for vulnerable and SEN pupils. These included Archery, Tri-golf and 10 Pin bowling competitions, which took place in school and were compared with outcomes at a range of other schools.</p>	<p>After school club participation in all sports club has risen over 3 and a half terms, especially in rugby, football, multi-sports and hockey.</p> <p>Autumn 1 participation for 2019-2020 after school sports club = 78% (this is based on 50 out of 64 possible allocations being filled)</p> <p>Sustainability: Participation increased for both KS1 and KS2 Aut to Sum 37% → 47% KS2 10% → 30% KS1</p> <p>Next steps - ensure increased participation in competitive sport when inter school competitions are available again.</p>