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It is important that your grant is used effectively and based on school need. The Education Inspection Framework (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 Quality of Education criteria (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
* The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Please visit gov.uk 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 publish details of how they spend this funding, including any under-spend from 2019/2020, 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 **31st July 2021** 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 2021. To see an example of how to complete the table please click HERE.



Please note: Although there has been considerable disruption in 2020/21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

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.

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: |
| * We have achieved the Sports Mark, which is a continuation of the previous year’s award. * Throughout the academic year we kept the children active, whether by teams or when face to face. * Using our own swimming pool we have been able to continuously maintain our swimming and the end of year 6 swimming data supports this. * We managed our Outdoor Education opportunities well, although our residentials were postponed, we still provided children with the opportunity to visit the Chetwynd Deer Park (all year groups), Yr 3 and 4 completed a day at Wrekin Forest School, Yr 5 had a day at Telford High Ropes course and Yr 6 had an activity day at Love2Stay in Shrewsbury completing rafting, paddleboarding and an assault course. Using our COVID funding we were also able to fund our own Forest Fun area, on school grounds, which will be available from Sept ’21. * Some club provision was provided for bubbles. * Quality PE provision was provided to all children even remotely. * All children were able to take part in individual class sports days. * All children were able to take part in bubble swimming galas. | * Competitive sport. * NJS club provision. * Re-establish local club links and invite them back into school. * Assessment for PE and what this looks like. * Re-establish staff CPD and identify the needs. |

Did you carry forward an underspend from 2020/21 academic year into the current academic year? YES/NO \* Delete as applicable

**Total amount carried forward from 2020/2021 £......**

**+ Total amount for this academic year 2021/2022 £19,790**

**= Total to be spent by 31st July 2022 £......**

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  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.  **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.** |  |
| 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 2021.  Please see note above. | 88 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 83 % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 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? | Yes – we have provided a quality swimming provision by employing a highly skilled swimming teacher to teach in our own pool. |

**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.

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| --- | --- | --- | --- | --- |
| **Academic Year:** 2021/22 | **Total fund allocated:** £19,790 | **Date Updated:** Autumn 2021 | |  |
| **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 | | | | Percentage of total allocation: |
| 20 % |
| **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: |
| To engage the pupils in regular physical activity which is in addition to the curriculum time e.g.  Break/Lunch time  Clubs | Equipment for sport specific PE.  Equipment to support the implementation of additional active time.  Subscriptions to PE based curriculum. | £2000  £1000  £1000 |  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 8 % |
| **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: |
| To provide strong curriculum leadership. | PE coordinator release time for deep dive and liaison with schools’ improvement partners. | £1500 |  |  |

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| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 39 % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To receive quality PE CPD and PE support.  To receive up to date PE messages and to network across the authority. | Membership to the TWSSP (Telford and Wrekin Schools Sports Partnership)  Level 4 Sports coach employed to support PE.  Level 5 coaching course.  Termly coordinator meetings – supply cover. | £2,210  £4,000  £1,000  £540 |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 23 % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Ensure NJS enter all sports competitions offered and is supported by Level 4 coach.  To canvas the opinions of the children and provide them with the clubs they desire.  To ensure the residentials planned for the academic year are sufficiently supported.  To maintain the swimming provision at NJS. | Encourage a club night dedicated to the upcoming competitions which are not supported in curriculum time.  Club provision is maintained.  Outdoor Educational visits & residentials staffing and planning meetings and cover costs  Swimming teacher staffing cost contribution | £1,500  £1,000  £2,000 |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 15 % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To encourage all pupils to participate in competitive sports no matter their ability. To encourage all teams to vary the children they pick.  To vary the clubs on offer, to support the competitive sport. | Participation in intra and inter school sports.  Transportation costs.  Planning time | £1,500  £1,500  Prev. costed |  |  |

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| Signed off by | |
| Head Teacher: | N Moody |
| Date: | Autumn 2021 |
| Subject Leader: | Ben Moody |
| Date: | Autumn 2021 |
| Governor: |  |
| Date: |  |