**Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review**

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| **The DfE Vision for the Primary PE and Sport Premium**  **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport. |

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all pupils and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of pupils who achieve the expectation for swimming by the end of Year 6.

**\*In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31st March 2021**

You should not use your funding to:

* employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
* teach the minimum requirements of the national curriculum – including those specified for swimming
* fund capital expenditure

**If any funding from the academic year 2019/2020 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31st March 2021**

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| **Academic Year: September 2020 – March 2021** | **Total Fund Carried over**  **£ 500** | **Date updated**  **Autumn 2020** |
| What key indicator(s) are you going to focus on?  The profile of PE and sport being raised across the school as a tool for whole school improvement | | | |
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| **Intent** | **Implementation** | **Allocated funds** | **Anticipated outcomes** |
| Pupils to have pride in their school and a sense of team spirit. | Purchase festival jackets. | £500 | Pupils feel proud to play sport for their school when attending competitive sports festivals. |

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| **Academic Year:** | 2020-2021 |
| **Funding Allocation:** | £18,960 |
| **Carry over from 2019-2020** | £500 |
| **Total** | £19,460 |
| **Predicted Spend:** | £18,996.80 |

**PE and Sport Premium Action Plan**

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| **Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all pupils and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school** | | | **Percentage of total allocation: 37%** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| Encourage more physical activity during lunchtimes for all pupils through use of Sports Leaders. | With the support of RSSP training, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week. | Within the £1,750 to join RSSP | Sports ambassadors to enjoy the training and gain skills to enable them to work with and initiate sports activities with pupils in all year groups of the school at lunchtimes including offering personal challenges. |
| Least active pupils within school to have access and opportunity to attend an extra-curricular club to increase their physical activity. | Autumn term audit to discover least active pupils in school.  Pupils to be offered a school-funded club to attend later in the year.  Find out if all PPG/SEND pupils are in at least one club over the year. If this is not the case, offer a club to them. | £300 for funded extra-curricular clubs | The least active/vulnerable pupils within school to have been identified and offered the opportunity to attend a club. This will hopefully prove to be a positive experience for the pupils and they will look to attend in the future. |
| School to be well resourced in order to support regular physical activity – curricular, extra-curricular and lunchtime. | Staff to make the PE lead aware of any gaps in resources or additional resources required in order to support regular physical activity within curriculum lessons, extra-curricular clubs and breaktimes.  PE lead to source appropriate recourses according to the need within school. | £450 | All pupils to be able to participate in high quality PE lessons/physical activity with safe, high quality resources. |
| Outdoor KS2 gym equipment purchased last year to be accessible in all weathers. | Completion of astro-turf surrounding the outdoor gym to ensure it is accessible in all weathers. | £4500 | Pupils able to independently work on their own fitness during break and lunch times as well as during planned PE sessions using the equipment.  Pupils will be able to be more active, more of the time.  Pupils will be able to access the outdoor gym equipment and trim trail in all weathers.  The gym equipment will be able to be used as part of the personal challenge, by sports ambassadors. |
| **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement** | | | **Percentage of total allocation: 22%** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| Continued celebration of sporting and physical activity success across the school so pupils feel a sense of pride and community. | Pupils who attend festivals through RSSP awarded certificates/medals presented in our whole school assemblies in order to raise the profile of PE.  Certificates to be displayed on main PE board. | Within the £1,750 to join RSSP | The profile of PE, Sport and Physical Activity is raised across the school through whole school celebration and pupils feel proud of their achievements. |
| Sports Leaders to have a high profile within all key stage playgrounds and across the school and support peers in working towards their personal best. | With the support of RSSP training, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week.  Focus on leaders encouraging peers to complete the ‘personal challenges’ – link to KI5.  A display board dedicated to the Sports Leaders and their achievements as well as a board dedicated to PE across the school. | Cost covered within RSSP offer | Physical activity to be prominent across all times of the school day included outside of PE lessons.  Pupils to be able to see and celebrate their improvements and success.  Sports Leaders to feel valued and a sense of pride carrying out their role. |
| A greater number of pupils to achieve the expected standard of swimming by the end of KS2. | Year 3 pupils to attend swimming lessons beyond the core offer in year 4.  Breakdown of KS2 swimming outcomes into 2 years’ worth of smaller steps rather than the core year 4 lessons alone (PE milestone document) should ensure that more pupils achieve the expected swimming KS2 milestones before they leave year 4. | £2000 | Pupils to have water confidence before their curriculum lessons in year 4.  Pupils’ swimming skills are increased  Pupils’ water confidence is increased  Pupils’ activity levels are increased |
| Development and enhancement of resilience and behaviour through an inspirational sports person delivering sport and physical activity enrichment opportunities. | Roller-skate/skateboard workshop with a core message.  Resilience Q and A session around the belief to overcome obstacles in life. | £1500 | Pupils to further develop skills around these areas as in previous years, such as workshops by Mike Mullen.  Pupils to learn to improve their habits, confidence and reactions to challenges through being inspired by sporting achievements.  Pupils to be inspired to try a new sport. |
| Year 4 pupils to be aware of basic safety factors when riding a bike. | Level 1 Bikeability to be offered to all Year 4 pupils | Cost covered within RSSP offer | Pupils will learn to:   * control and master their bikes in a space away from traffic * prepare themselves and their bike for cycling * get on and off their bike without help * start off, pedal and stop with control * pedal along, use gears and avoid objects * look all around and behind, and control the bike * share space with pedestrians and other cyclists |
| Year 2 pupils to be aware of basic safety factors when scooting. | Scootability to be offered to all Year 2 pupils | £ 210 (½ days of 4 sessions) | Pupils will develop confidence with an active travel method to get to school  Pupils enjoy being active and are more active more of the time |
| Understanding around health and wellbeing (including diet) to be raised across the school as a tool for whole school improvement. | Purchase a vegetable bed/planter for each class so they are able to grown simple vegetables such as potatoes, carrots and onions. They will then be able to use this produce in healthy eating lessons with a link to physical health.  To arrange for a gardener to come in and speak to the pupils about growing their own food. | £500 | Pupils to understand how diet can influence healthy lifestyles.  Pupils to gain enjoyment and success from growing their own produce.  Pupils to be more aware of where their food comes from and the health benefits of freshly grown food. |
| **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport** | | | **Percentage of total allocation: 23%** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| For staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | Join the Redborne School Sport Partnership (SSP). This provides support for local schools including professional development for teachers and entry into all local school festival and transition events.  Access to YST membership level 2  Access to online resources, topical updates, exclusive offers, discounts and priority access to YST National PE & School Sport Awards & National Programmes – used for resources and staff training  Nationally recognised badge of excellence for PE and school sport. | Cost covered within RSSP offer | Current staff/PE lead to increase skillset and confidence in order to provide high quality sessions that pupils engage well with. |
| Further develop the skillset/confidence of the PE lead. | PE co-ordinator to attend the PE conference in March 2021. | £150 | For the PE lead to feel confident in their role and be able to support and guide others in improving PE and physical activity across the school. |
| Further increase confidence, knowledge and skills of staff in teaching Physical Education and Sport | To purchase the PE Hub in order to support the planning, delivery and assessment of PE across the school. | £444 | Staff feel confident in delivering/assessing sessions and have the resources available to do this to a high standard. |
| Staff to gain experience in teaching a new physical activity – maypole dancing. | Maypole dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. | £1916.40 | Staff to have updated teaching and learning techniques to use when teaching specific physical activity. Staff to be confident in their own ability. |
| Staff to gain experience in teaching a new physical activity – Bollywood dancing. | Bollywood dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. | £1916.40 | Staff to have updated teaching and learning techniques to use when teaching specific physical activity. Staff to be confident in their own ability. |
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| **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | **Percentage of total allocation: 18%** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| Pupils to be able to experience a broader range of sports/physical activity. | Through RSSP pupils to attend local school festival and transition events where there are a range of sport/physical activities for pupils to take part in including SEND/inclusion events. | Cost covered within RSSP offer | For pupils to have fun and feel part of a team.  Pupils to experience ‘new’ sports/physical activity in order to enthuse and motivate including our SEND and vulnerable pupils.  Pupils to be inspired to try a new sport. |
| Pupils to be able to experience a broader range of sports/physical activity. | To fund a series of extra-curricular clubs exposing pupils to a wider variety of sports/physical activity such as archery, bocce, fencing etc. | Within the £300 for funded extra-curricular clubs | For pupils to have fun.  Pupils to experience ‘new’ sports/physical activity in order to enthuse and motivate.  Pupils to be inspired to try a new sport. |
| Pupils to experience new physical activity – maypole dancing | Maypole dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff.  British values focus on PE. | Within costing above | For pupils to have fun.  Pupils to experience a new ‘traditional’ physical activity, develop new skills, and possibly seek pursuing this outside of school hours.  To add to pupil’s cultural capital via PE. |
| Pupils to experience new physical activity – Bollywood dancing | Bollywood dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff.  Booked to coincide with Diwali and Hinduism workshops to add to pupils’ cultural capital. | Within costing above | For pupils to have fun.  Pupils to experience a new multicultural physical activity, develop new skills, and possibly seek pursuing this outside of school hours.  To add to pupils’ cultural capital via PE. |
| Pupils to experience new physical activity – ice skating | Ice rink hire to enable all pupils the chance to ice-skate. | £3360 | For pupils to have fun.  Pupils to experience a new physical activity, develop new skills, and possibly seek pursuing this outside of school hours.  To add to pupils’ cultural capital via PE. |
| **Indicator 5: Increased participation in competitive sport** | | | **Percentage of total allocation:** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| All pupils in year 4 to attend a transition event and 1 additional event  All pupils in year 3 to attend at least one event  All pupils in year 2 to attend at least one event. | Join the Redborne School Sport Partnership (SSP). This provides support for local schools including professional development for teachers and entry into all local school festival and transition events.  Pupils are given the opportunity to attend a range of festivals and transition events  To enter all sports competitions through Redborne School partnership with both A and B teams | Within the £1,750 to join RSSP | Pupils experience interschool sports festivals and therefore will be more confident to put themselves forward for these in the future. |

**PE and Sport Premium Impact Review**

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| **Academic Year:** | 2020-2021 |
| **Funding Allocation:** | £18,960 |
| **Carry over from 2019-2020** | £500 |
| **Total** | £19,460 |
| **Actual Funding Spent:** |  |

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| --- | --- | --- | --- | --- |
| **Academic Year: September 2020 – March 2021** | **Total Fund Carried over**  **£ 500** | **Date updated**  **Autumn 2020** |  | |
| What key indicator(s) are you going to focus on?  The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Total carry over funding |
| £ 500 |
| **Intent** | **Implementation** | **Actual cost** | **Impact** | **Sustainability** |
| Pupils to have pride in their school and a sense of team spirit. | Purchase festival jackets. | £690 for 30 | Pupils feel proud to play sport for their school when attending competitive sports festivals.  To gain pupil feedback around pride and team spirit through pupil survey - | Investment has been made into festival jackets which children will be able to make use of for several years before needing to be replaced.  To be replaced as and when needed. |

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| **Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all pupils and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school** | | | | **Percentage of total allocation:** |
| **%** |
| **Intent** | **Implementation** | **Actual Cost** | **Impact** | **Sustainability and suggested next steps** |
| Encourage more physical activity during lunchtimes for all pupils through use of Sports Leaders. | With the support of RSSP training, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week. | Part of £1,750 RSSP package | Monitor engagement of pupils with lunchtime activity.  Survey of year 3 pupils around Sports Leader training | Children enjoy and are enthusiastic about sport, creating a positive sporting culture within school. Children also have a good understanding of health and well-being  Pupils to disseminate skills further down the school.  Within summer term year 4 to buddy up with year 3 to coach. |
| For the least active pupils within school to have access and opportunity to attend an extra-curricular club to increase their physical activity. | Autumn term audit to discover least active pupils in school.  Pupils to be offered a school-funded club to attend later in the year.  Find out if all PPG/SEND pupils are in at least one club over the year. If this is not the case, offer a club to them. |  | Autumn term identified:  18% KS1  11% KS2  14.5 % combined  % of least active children who then attended a club | As a school, we shall continue to support our least active/vulnerable pupils and allow equal opportunities. |
| School to be well resourced in order to support regular physical activity – curricular, extra-curricular and lunchtime. | Staff to make the PE lead aware of any gaps in resources or additional resources required in order to support regular physical activity within curriculum lessons, extra-curricular clubs and break times.  PE lead to source appropriate recourses according to the need within school. | £127.56 – gym mats  £44.75 tag rugby belts  £482.73 general | Part of staff survey  PE observations | PE resources within school continue to improve year after year, allowing teachers to deliver the PE curriculum effectively and allowing lunchtime supervisors and after school club workers to deliver other sports activities.  Equipment is kept all together in a safe place. It is maintained and therefore will be used for many years to come. |
| Outdoor KS2 gym equipment purchased last year to be accessible in all weathers. | Completion of astro-turf surrounding the outdoor gym to ensure it is accessible in all weathers. |  | Observations  Pupil voice | Investment has been made in outdoor gym equipment and multi-weather surfacing which will provide pupils with the opportunity to use this equipment for a number of years before needing to be replaced. |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** | See activity across the school document |
| **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement** | | | | **Percentage of total allocation:** |
| **%** |
| **Intent** | **Implementation** | **Actual Cost** | **Impact** | **Sustainability and suggested next steps** |
| Continued celebration of sporting and physical activity success across the school so pupils feel a sense of pride and community. | Pupils who attend festivals through RSSP awarded certificates/medals presented in our whole school assemblies in order to raise the profile of PE.  Certificates to be displayed on main PE board. | Part of £1,750 RSSP package | There is a large emphasis placed on the fact that the pupils are representing their school and to do their best, but the main message portrayed is for the pupils to enjoy themselves and have fun.  Pupil voice.  See Evolve for feedback about each festival/event. | Children enjoy and are enthusiastic about sport, creating a positive sporting culture within school. |
| Sports Leaders to have a high profile within all key stage playgrounds and across the school and support peers in working towards their personal best. | With the support of RSSP training, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week.  Focus on leaders encouraging peers to complete the ‘personal challenges’.  A display board dedicated to the Sports Leaders and their achievements as well as a board dedicated to PE across the school. |  | Observations  Pupil voice  Sports leader survey | Children enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Children also have a good understanding of health and well-being |
| A greater number of pupils to achieve the expected standard of swimming by the end of KS2. | Year 3 pupils to attend swimming lessons beyond the core offer in year 4.  Breakdown of KS2 swimming outcomes into 2 years’ worth of smaller steps rather than the core year 4 lessons alone (PE milestone document) should ensure that more pupils achieve the expected swimming KS2 milestones before they leave year 4.Year 3 pupils to attend swimming lessons beyond the core offer in year 4.  The breakdown of KS2 swimming targets into 2 years’ worth of lessons rather than the core year 4 lessons alone (PE milestone document) should ensure that more pupils achieve the expected swimming KS2 milestones before they leave year 4. |  | Assessment end of year 3  Assessment end of year 4  Link to Alameda for assessment end of year 6 | Pupils are more confident and competent swimmers for use in later life. Due to the middle school not providing swimming as part of the curriculum, we felt this ‘additional’ swimming was an excellent use of the premium. |
| Development and enhancement of resilience and behaviour through an inspirational sports person delivering sport and physical activity enrichment opportunities. | Roller-skate/skateboard workshop with a core message.  Resilience Q and A session around the belief to overcome obstacles in life. | £1190 | Pupil voice/survey | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils also have a good understanding of health and well-being.  Pupils develop skills around resilience and perseverance linked to sporting activity. |
| Year 4 pupils to be aware of basic safety factors when riding a bike. | Level 1 Bikeability to be offered to all Year 4 pupils | Part of £1,750 RSSP package | Pupil survey | Skills that pupils will be able to use once they have left Russell and develop further should they wish.  To continue to fund this programme through main school budget if required. |
| Year 2 pupils to be aware of basic safety factors when scooting. | Scootability to be offered to all Year 2 pupils |  | Pupil survey | Skills that pupils will be able to use once they have left Russell and develop further should they wish.  To continue to fund this programme through main school budget if required. |
| Understanding around health and wellbeing (including diet) to be raised across the school as a tool for whole school improvement. | To purchase a vegetable bed/planter for each class so they are able to grown simple vegetables such as potatoes, carrots and onions. They will then be able to use this produce in healthy eating lessons with a link to physical health.  To arrange for a gardener to come in and speak to the pupils about growing their own food. |  | Pupil voice  Planning monitoring | Investment made in vegetable beds/planters that will provide pupils with the opportunity to use this equipment for a number of years before needing to be replaced.  Pupils also have a good understanding of health and well-being. |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** |  |
| **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport** | | | | **Percentage of total allocation:** |
| **%** |
| **Intent** | **Implementation** | **Actual Cost** | **Impact** | **Sustainability and suggested next steps** |
| For staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | Join the Redborne School Sport Partnership (SSP). This provides support for local schools including professional development for teachers and entry into all local school festival and transition events.  Access to YST membership level 2  Access to online resources, topical updates, exclusive offers, discounts and priority access to YST National PE & School Sport Awards & National Programmes – used for resources and staff training  Nationally recognised badge of excellence for PE and school sport. | Part of £1,750 RSSP package | Staff survey | Improved capabilities within the school that will benefit pupils in years to come.  As a school, we will continue to be a member of RSSP and be involved in all that they have to offer.  Consider the impact of this and whether we need Level 2 if it needs paying for moving forward. |
| To further develop the skillset/confidence of the PE lead. | PE co-ordinator to attend the PE conference in March 2021. | Cancelled due to COVID 19 | PE has virtually attended the following: | Improved capabilities within the school that will benefit pupils in years to come. |
| To further increase confidence, knowledge and skills of staff in teaching Physical Education and Sport | To purchase the PE Hub in order to support the planning, delivery and assessment of PE across the school. | £444 | Staff survey | Planning tool has now been in place for a few years to support teachers in planning and delivering effective PE lessons.  Good practice is shared amongst staff, co-ordinated and monitored by the PE Lead. |
| Staff to gain experience in teaching a new physical activity – maypole dancing. | Maypole dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. | Part of £1597 | Staff survey  Future use | Maypole sessions are able to be delivered in-house as a result of staff working alongside qualified coaches. |
| Staff to gain experience in teaching a new physical activity – Bollywood dancing. | Bollywood dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. | Part of £1597 | Staff survey  Future use | Bollywood dance sessions are able to be delivered in-house as a result of staff working alongside qualified coaches. |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** |  |
| **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | **Percentage of total allocation:** |
| **%** |
| **Intent** | **Implementation** | **Actual Cost** | **Impact** | **Sustainability and suggested next steps** |
| For pupils to be able to experience a broader range of sports/physical activity. | Through RSSP, pupils to attend local school festival and transition events where there are a range of sport/physical activities for pupils to take part in including SEND/inclusion events. | Part of £1,750 RSSP package | Pupil voice | As a school we will continue to be a member of RSSP and be involved in all that they have to offer. |
| For pupils to be able to experience a broader range of sports/physical activity. | To fund a series of extra-curricular clubs exposing pupils to a wider variety of sports/physical activity such as archery, bocce, fencing etc. |  | Pupil survey/voice | In partnerships with Premier Sport to continue to offer a broad range of sports both curricular and extra-curricular. |
| For pupils to experience new physical activity – maypole dancing | Maypole dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff.  British values focus on PE. | Part of £1597 | Pupil survey/voice | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils may be inspired to pursue outside of school. |
| For pupils to experience new physical activity – Bollywood dancing | Bollywood dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff.  Booked to coincide with Diwali and Hinduism workshops to add to pupils’ cultural capital. | Part of £1597 | Pupil survey/voice  Rescheduled from Autumn | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils may be inspired to pursue outside of school. |
| For pupils to experience new physical activity – ice skating | Ice rink hire to enable all pupils the chance to ice-skate. | £2800 | Pupil survey/voice  Rescheduled from Spring 1 | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils may be inspired to pursue outside of school |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** |  |
| **Indicator 5: Increased participation in competitive sport** | | | | **Percentage of total allocation:** |
| **%** |
| **Intent** | **Implementation** | **Actual Cost** | **Impact** | **Sustainability and suggested next steps** |
| All pupils in year 4 to attend a transition event and 1 additional event  All pupils in year 3 to attend at least one event  All pupils in year 2 to attend at least one event. | Join the Redborne School Sport Partnership (SSP). This provides support for local schools including professional development for teachers and entry into all local school festival and transition events.  Pupils are given the opportunity to attend a range of festivals and transition events  To enter all sports competitions through Redborne School partnership with both A and B teams |  | Festival monitoring including attended and position.  **Autumn 2020:** Only virtual competitions have been offered though School Games due to COVID 19. All bubbles complete the event and the best 4-6 children were then selected for the virtual event.  Year 1 - rugby  Year 2 - tennis  Year 3 - dodgeball  Year 4 - table tennis  Cross country intra and inter competition - All children took part in class bubbles and fastest girl and boy from each year entered into virtual school games  Year 1 boy = 3m 58s, girl = 4m 44s  Year 2 boy = 1m 50s, girl = 2m 02s  Year 3 boy = 4:31, girl = 5:04  Year 4 boy = 3:43, girl = 4:02  We were the winners of this event and received a set of medals for our fastest children.  Spring 2021 | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils may be inspired to pursue outside of school.  Children experience interschool sports festivals and therefore will be more confident to put themselves forward for these in the future.  To allocate funding to be part of RSSP (bespoke package tailored to our needs) if needed in the future. |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** |  |

Additional information that could form the basis of a report to governors

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| **Financial Year** | **Budget** | **Actual Spend** | **Key Impact for each year** |
| 2013 - 2014 | £ | £ |  |
| 2014 - 2015 | £ | £ |  |
| 2015 - 2016 | £ | £ |  |
| 2016 - 2017 | £ | £ |  |
| 2017 -2018 | £ | £ |  |
| 2018 - 2019 | £ | £ |  |
| 2019 - 2020 | £ | £ |  |
| 2020 - 2021 | £ | £ |  |

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| **Summary of key achievements for 2020-2021** | **Summary of key plans for 2021-2022** |
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| **Signed off by** | | **Date** |
| PE Lead |  |  |
| Headteacher |  |  |
| Governor |  |  |