**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 2022. 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.

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 – apart from top-up swimming lessons after pupils’ completion of core lessons
* fund capital expenditure – DfE does not set the capitalisation policy for each school – school business managers, school accountants and their auditors are best placed to advise on a school’s agreed capitalisation policy

Any underspend of the PE and sport premium from the 2020/2021 and 2019/2020 academic years can be used until the end of July 2022.

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| **Academic Year: 2021-2022** | **Total Fund Carried over from 2020-2021**  **£109.96** | **Date updated**  **Autumn 2021** |
| What key indicator(s) are you going to focus on?  **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement** | | | |
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| **Intent** | **Implementation** | **Allocated funds** | **Anticipated outcomes** |
| 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 grow 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.  <https://www.victoriananursery.co.uk/Edible-Classroom-Spring--Summer-Term-Seed-Pack/>  To arrange for a gardener to come in and speak to the pupils about growing their own food. | £800 | 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. |

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| **Academic Year:** | 2021-2022 |
| **Funding Allocation:** | £16,000  £10pp  £19,400 |
| **Carry over from 2020-2021** | £109.96 |
| **Total** | £19,509.96 |
| **Predicted Spend:** | £19,559 |
| **Overspend** | £49.04 |

**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: %** |
| **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 £1,852 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/COVID recovery within school to have access and opportunity to attend extra-curricular clubs 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. | £3480 1 term | 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. | £800 | All pupils to be able to participate in high quality PE lessons/physical activity with safe, high quality resources. |
| **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** | **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 £1,852 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 |
| 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 | £ 300 | 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 |
| RSSP community day | Aimed towards family development in order for them to experience and value the importance of physical activity outside of the school day – linked to Active 30:30 agenda  I kind of see a workshop filled day (possibly a weekend) where families would be encouraged to come onto the school site to partake in fun and exciting physical activities/sports in a means of getting them motivated and enthused with some activity.  Activities being targeted towards sports clubs/leisure activities that families could access in the local vicinity post event - if we could get some clubs involved that would be great! A real community event with Russell at the heart of it | £2000 | Children/families to be more active outside of the school environment. |
| To support staff in creating more outdoor active learning opportunities linked to physical activity. | Use of Outdoor Education Advisor Service to support whole staff development around outdoor learning linked to physical activity. | £600 | Staff to feel confident in planning for and delivering active cross curricular outdoor learning opportunities. |
| To improve children’s mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life. | To introduce Stormbreak free materials to a year group to trial and consider the purchase of the Stormbreak Surge programme | £1500 | FOR CHILDREN  • Build resilience, overcome adversity, learn to face stress and pressure.  • Develop effective self-care, depression, anxiety and anger management skills.  • Develop optimism, focus, persistence and perseverance.  • Improve confidence, self-esteem, self-image and self-worth.    FOR TEACHERS  • Change perceptions of mentally healthy movement creating a whole school approach and lasting change.  • Improve confidence and delivery for supporting mentally healthy movement.  • Improve children’s behaviour and reduce their absenteeism.    FOR PARENTS, CARERS & THE COMMUNITY  • Reduce referral rates to school-based and community mental health interventions  • Improve social capital, wider community engagement opportunities and family mental health.  • Create healthier, happier, families and communities. |
| **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport** | | | **Percentage of total allocation: %** |
| **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. |
| For staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | Premier coaches to carry out team teaching with less experienced members of staff/staff with lower confidence in teaching PE. | £1170 (£65 per morning session X18 weeks) | Staff teaching and learning and confidence to have improved. |
| Further develop the skillset/confidence of the PE lead. | PE co-ordinator to attend the PE conference in March 2022 or any other relevant training. | £100 | 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. |
| Staff to gain experience in teaching a new physical activity – cultural dance. | Cultural dance workshops. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. | £1597 | Staff to have updated teaching and learning techniques to use when teaching specific physical activity. Staff to be confident in their own ability. |
| **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | **Percentage of total allocation: %** |
| **Intent** | **Implementation** | **Allocated funding** | **Anticipated outcomes** |
| Pupils to experience new physical activity – ice skating | Ice rink hire to enable all pupils the chance to ice-skate.  Booked for 4th and 5th Jan 2022 | £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. |
| 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 £3480 1 term 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. | Cultural dance workshop booked for April 22. 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. |
| **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.  All pupils in year 1 to attend a virtual 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 £1,852 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:** | 2021-2022 |
| **Funding Allocation:** | £16,000  £10pp  £19,480 (based on previous funding allocation) |
| **Carry over from 2020-2021** | £109.96 |
| **Total** | £19,589.96 |
| **Predicted Spend:** | £19,559 |
| **Remaining** | £30.96 |

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| **Academic Year: 2021 – 2022** | **Total Fund Carried over**  **£ 109.96 from 2020-2021** | **Date updated**  **Autumn 2021** |  | |
| What key indicator(s) are you going to focus on?  **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement** | | | | |
| **Intent** | **Implementation** | **Actual cost** | **Impact** | **Sustainability** |
| 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  Parent voice | 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. |
| 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  Parent voice | Pupils enjoy and are enthusiastic about sport, creating a positive sporting culture within school.  Pupils may be inspired to pursue outside of school |

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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. |  | 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. |
| Least active pupils/COVID recovery within school to have access and opportunity to attend extra-curricular clubs 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 least active identified:  % KS1  % KS2  % combined  % of identified from last year who are still partaking in 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 breaktimes.  PE lead to source appropriate recourses according to the need within school. |  | 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. |
|  |  |  | **WIDER IMPACT AS A RESULT OF ABOVE** |  |
| **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 £1,852 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. |
| 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 £1,852 RSSP package | Pupil survey  Parent voice | 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  Parent voice | 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. |
| RSSP community day | Aimed towards family development in order for them to experience and value the importance of physical activity outside of the school day – linked to Active 30:30 agenda  I kind of see a workshop filled day (possibly a weekend) where families would be encouraged to come onto the school site to partake in fun and exciting physical activities/sports in a means of getting them motivated and enthused with some activity.  Activities being targeted towards sports clubs/leisure activities that families could access in the local vicinity post event - if we could get some clubs involved that would be great! A real community event with Russell at the heart of it |  | Feedback from event | Children/families to be more active outside of the school environment. |
| To support staff in creating more outdoor active learning opportunities linked to physical activity. | Use of Outdoor Education Advisor Service to support whole staff development around outdoor learning linked to physical activity. |  | Staff questionnaire  Observations | Staff to feel confident in planning for and delivering active cross curricular outdoor learning opportunities. |
| To improve children’s mental health through movement. | To introduce Stormbreak free materials to a year group to trial and consider the purchase of the Stormbreak Surge programme |  | FOR CHILDREN  • Build resilience, overcome adversity, learn to face stress and pressure.  • Develop effective self-care, depression, anxiety and anger management skills.  • Develop optimism, focus, persistence and perseverance.  • Improve confidence, self-esteem, self-image and self-worth.    FOR TEACHERS  • Change perceptions of mentally healthy movement creating a whole school approach and lasting change.  • Improve confidence and delivery for supporting mentally healthy movement.  • Improve children’s behaviour and reduce their absenteeism.    FOR PARENTS, CARERS & THE COMMUNITY  • Reduce referral rates to school-based and community mental health interventions  • Improve social capital, wider community engagement opportunities and family mental health.  • Create healthier, happier, families and communities. | Equip children with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life. |
|  |  |  | **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 £1,852 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. |
| For staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | Premier coaches to carry out team teaching with less experienced members of staff/staff with lower confidence in teaching PE. |  | Staff survey | Staff teaching and learning and confidence to have improved. |
| To further develop the skillset/confidence of the PE lead. | PE co-ordinator to attend the PE conference in March 2021. |  | 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. | Improved capabilities within the school that will benefit pupils in years to come. |
| Staff to gain experience in teaching a new physical activity. | Cultural dance workshops. Highly skilled coaches to teach one PE lesson alongside staff and then offer lunchtime/twilight CPD to share new techniques and planning strategies. |  | Staff to have updated teaching and learning techniques to use when teaching specific physical activity. Staff to be confident in their own ability.  Staff survey  Future use |  |
|  |  |  | **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** |
| Pupils to experience new physical activity – ice skating | Ice rink hire to enable all pupils the chance to ice-skate.  Booked for 4th and 5th Jan 2022 |  | 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. |  |
| 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 £1,852 RSSP package | 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.  Pupil voice. | As a school we will continue to be a member of RSSP and be involved in all that they have to offer. |
| 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. |  | 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.  Pupil survey/voice | In partnerships with Premier Sport to continue to offer a broad range of sports both curricular and extra-curricular. |
| Pupils to experience new physical activity April cultural dance | Cultural dancing workshop. Highly skilled coaches to teach one PE lesson alongside staff. |  | 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 pupil’s cultural capital via PE.  Pupil survey/voice  Parent voice |  |
|  |  |  | **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.  All pupils in year 1 to attend a virtual 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 £1,852 to join RSSP | Pupils experience interschool sports festivals and therefore will be more confident to put themselves forward for these in the future.  Festival monitoring including attended and position.  **Autumn 2021:**  **Spring 2022:**  **Summer 2022:** | 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** |  |

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| **Financial Year** | **Budget** | **Actual Spend** | **Key Impact for each year** |
| 2019 - 2020 | £ 23,590 | £ 23,194 | COVID 19 year   * We could see the impact of the year 3 additional swimming from the previous as Year 4 children had much better competitive swimming results at the inter-school competition with Team 2 coming first. |
| 2020 - 2021 | £19,460 | £19,350.04 | Another COVID 19 year   * Increased engagement of pupils in regular physical activity |
| 2021 - 2022 | £ | £ |  |

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| **Summary of key plans for 2021-2022** | **Summary of key achievements for 2021-2022** | **Summary of key plans for 2022-2023** |
| • To broaden community links and achieve the platinum sports award.  • To continue to offer cultural capital and enrichment opportunities linked to physical education, sport and physical activity whilst developing teaching knowledge and understanding and confidence.  • To continue to target the least active and vulnerable groups.  • To support staff in providing more cross curricular links which involve the outdoors and physical activity.  • To support staffs QFT in continuing to develop the PE curriculum focussing on physical activity, mental health and wellbeing. |  |  |

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| **Signed off by** | | **Date** |
| PE Lead | L Bunney | Sept 21 |
| Headteacher | N Walker | Sept 21 |
| Governor |  |  |