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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| -Premier Sports coaching staff continue to deliver a high standard of physical education to children and teaching staff’s proficiency has continued to improve.  - Our development plan to increase the range of after school and before school sports clubs, open to all children was delayed from March 2020 due to COVID restrictions. However, during the Summer Term, following an easing of COVID restrictions, a range of clubs were offered to pupils including; Dodgeball, Athletics, Judo, Basketball, Netball, and Multi-Sports.  - During lockdown, pupils present in school received daily activities led by teachers and Premier Sports staff. Pupils working from home were directed to a comprehensive list of online health and physical activities – Yoga & Pilates, Keeping your Mind Healthy, Orienteering routes for the Family, Clubs, Fitness Workouts and Dance, BBC ‘Supermovers’, Basic Skills to Practise with Your Child, and Parent and Child Activities.  - We used resources from the Youth Sports Trust for active learning in the classroom.  - Throughout the year, pupils competed in their ‘bubbles’, taking part in football, netball and other intra school competitions (with pupils setting scores for other classes to compete against) and enjoyed various house competitions including class sports days.  - Year 6 pupils (boys and girls) competed in a local football tournament.  - MSE led a ‘bootcamp’ for all pupils, with children completing a challenging obstacle course and receiving lessons in archery.  - Year 5 pupils experienced a range of outdoor activities including basic forest skills at an outward bound centre and Year 6 attended an activity day, enjoying climbing, abseiling, archery, orienteering and team building activities.  - We have introduced use of the Daily Mile to increase pupils’ fitness levels.  - The schools PE equipment has been improved and extended to cater for a wider range of sporting opportunities.  - Lunchtime sports leads have encouraged children to develop their skills and enjoy increased physical activity. | -To ensure that at least 35% of pupils attend extra-curricular sporting activities-the percentage of pupils taking part will be monitored from September 2021.  - Promote SEN and Pupil Premium pupils’ attendance at clubs and (aim for above 50% attendance)  -To include at least two opportunities for pupils to take part in a personal challenge activity.  -To continue and extend the opportunities for pupils to take part in extra-curricular competition (both competitive and non-competitive) - at least 4 opportunities during the year.  -To resume PE lesson observations/support to ensure progression and quality physical education.  -To provide additional break time and lunchtime mini activities run by Play Leaders and lunchtime sports leads to ensure that children are physically active during the school day.  -To monitor and improve further pupil participation during lunch time activities provided through the school Play Leader system (especially those pupils who are least active - increase by 10% participation). Certificates to be awarded to promote further participation.  - Re-establish intra and inter school competitions to ensure pupils have competitive opportunities (set up timetable for Intra school and consult School Games Organiser for Inter School competitions).  -To improve upon the visibility of PE achievement in the school through VLE, noticeboards, display areas.  -To identify opportunities for engaging children who are less active across school (additional sporting exercise without competition). |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2019/2020 £ none**

**+ Total amount for this academic year 2020/2021 £ 17704**

**= Total to be spent by 31st July 2021 £ 17704**

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| 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. | % 80 |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | % 80 |
| 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? | No |

**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:** 2020/21 | **Total fund allocated:** £17704 | **Date Updated: July 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: |
| % |
| **Intent** | **Implementation** | | **Impact** | £15,400 + £420 (89%) |
| 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: |
| Introduce further sporting/physical activity opportunities, through Play Leaders, additional coaching opportunities, teacher-led activities, during lunch times to ensure pupil physical activity.  Aims:   * Improve physical fitness levels * Improve concentration levels * Relieve stress and improve emotional wellbeing.   To audit, purchase and update new play equipment to ensure that Play Leaders have a range of materials to select from for lunch time activities. | Liaised with Premier Sports and SFA to increase provision of lunchtime activities, and Daily Mile/additional outdoor breaks timetabled to support physical fitness and mental health.  Improved PE resources available for all classes whilst taught in ‘bubbles’ (COVID restrictions).  Provided midday assistants with new activity ideas for classes to use.  Pupils in school received daily physical activities led by teachers and Premier Sports staff.  Pupils working from home were directed to a comprehensive list of online health and physical activities –  Yoga & Pilates, Keeping your Mind Healthy, Orienteering Routes for the  Family, Clubs, Fitness Workouts and Dance, BBC Supermovers, Basic Skills to Practise with Your Child, and Parent and Child Activities.  During Summer Term 2021, after school and before school clubs restarted for all ages and abilities.  New PE equipment purchased for classes to use in their ‘bubbles’ during COVID restrictions. Equipment also provided to encourage increased activity at lunchtimes and supervisors engaged pupils in a variety of physical games. | Premier Sports-lunchtime provision  £15,400 +VAT  *2 Full Days teaching time and 4 clubs*.  IC-cost £15 per lunchtime session 3½ hours per week-£52.50 per week-Autumn term to begin with £420  Improvements to outdoor environment to be funded by POTS initiatives | Evidence: Timetables, certificates for participation, teacher questionnaires, pupil questionnaires.  Impact: all pupils in school, engaged in additional physical activity each day. For pupils in lockdown, additional activities made available via teachers’ online planning and school website.  Letter sent out to parents of Pupil Premium children in Sept 2020, informing them of free before and after school clubs.  Evidence: Audit of PE equipment, effective resourcing of PE lessons and lunch time activities.  Impact: increased variety of activities were made available to suit all pupils resulting in pupils being more active and showing improved levels of fitness | Before and after-school clubs will continue through Premier Sports and a range of other providers.  Monitor and measure the impact of physical activity on fitness levels (beep test) and wellbeing.  Develop role of Y6 Play Leaders to work alongside Midday Supervisors, developing active play.  Develop outdoor environment and increase range of activities available for pupils via wall and floor games and various court markings for PE.  Embed Daily Mile for all classes  (am for KS1 and pm for KS2) and extend mindfulness during the day. Continue to use ‘Wake up, Shake up’ and ‘Five-a-day Fitness’. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | \*\*Part of Premier Sports Cost |
| 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: |
| Continue improved focus upon physical education through lessons led by specialist coaches (training teachers as part of the process). Pupils to be engaged in physical education and enjoy sessions.  Increased competitive and participatory opportunities for school sport (both inter and intra sport). Promote expectation for pupils to demonstrate positive sporting behaviour and team spirit.  To promote PE across the school, to ensure that children are proud to take part in sport, whether that be competitive or not. To ensure that healthy lifestyles are fostered and maintained.  To highlight further the benefits of being physically active to pupils-pupils  to be more active in school and  demonstrate improved concentration and focus in school. | As a result of a comprehensive programme of support for staff by specialist coaches last year, staff are now more confident to lead effective Physical Education sessions.  In school, sporting achievements are celebrated during weekly assemblies, with increased recognition for pupils demonstrating ‘good character’, e.g. effort, sporting behaviour, perseverance etc  Premier Sport organised house competitions within classes and set up challenges across classes, including a mini sports day.  Year 6 pupils competed in a local football tournament during the Summer Term.  A range of physical activities were set up during lunch and curriculum times. Staff were happy to support these activities.  MSE, led a ‘bootcamp’ for all pupils, with children completing a challenging obstacle course and receiving lessons in archery.  Years 5 and 6 enjoyed visits to outdoor activity centres and had the opportunity to try climbing, abseiling, orienteering, archery and various team building activities. The Year 5 visit supported the school’s links with its Viking history. Pupils also enjoyed a range of ‘Forest School’ activities. | \*\*  *(Premier Sports- provision +*  *income from clubs - 2 Full Days teaching time = 4 clubs.)* | Impact:  Whilst it has not been possible to observe lessons for much of the year (COVID restrictions) dialogue with pupils shows that they have enjoyed lessons and assessment provided by Premier Sport shows that most pupils have continued to make expected progress.  Newsletter and social media used to promote and celebrate sporting achievements.  Improved levels of fitness and participation in active sessions has improved wellbeing and concentration in all lessons.  Selected pupils were proud to represent their school, enjoyed wearing sporting kits, showing local sponsors and school logos and demonstrated excellent sporting behaviour.  Evidence continues to show how excellent sport is for developing pupils’ personal and emotional capacity. | Continue to promote pupil sporting achievements on the sport notice board, VLE and on Twitter.  Continue to increase opportunities for competitive and non-competitive sport and activities, including visitors to school e.g. Freddy Fit  Continue to emphasise the link between physical activity and mental wellbeing to improve focus and performance in the classroom.  Explore new opportunities for Forest School and Outward bound activities, developing links to the whole school curriculum. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | No additional cost |
| 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: |  |  |  |  |
| Deliver a curriculum support plan, in  liaison with Premier Sports Coaching to ensure that outstanding Physical Education is being delivered across the school.  To continue to improve the quality of physical education in KS2 to ensure that children are both confident and  competent in a variety of sporting activities  Aims:  -Improved teacher confidence  -Progressive, effective PE curriculum  -Increased subject knowledge and ability to deliver effective PE sessions  -Pupils progress at the expected rate or better | Whilst CPD delivered by Premier Sports has proved difficult this year, staff have continued to have access to and receive support from specialist coaches with all classes receiving one session of PE per week. Staff have used the ‘Wirral Scheme of Work for Physical Education’, to support planning and assessment.  Pupil progress has been monitored regularly and evidence collated for accuracy using the assessment portal from Premier Sport. | No additional cost incurred other than upfront cost to fund Premier Sport Coaching team | Evidence: pre and post support comments, pupil and staff questionnaires, scrutiny of planning, assessment materials (video, photographs, teacher notes)  Impact:  Staff are confident and have the necessary knowledge and skills to deliver quality lessons.  Children have engaged enthusiastically with PE lessons and the majority of pupils have made expected progress. | Continue providing CPD using Premier Sports’ Coaching staff.  To increase opportunities for Premier Sports’ coaches to monitor the effectiveness of teacher/teaching assistant sessions to ensure succession of excellent standards.  Premier Sports’ coaches to support staff with the organisation and delivery of intra-school competitions during PE sessions, and help to set up activities to measure improvements against a range of ‘personal bests’. These to be timetabled throughout the year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | No additional cost |
| 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: |  |  |  |  |
| Taster sessions across a range of different sporting opportunities. To take place at lunch times and led by coaching staff and Play Leaders.  New ‘PE At Home’ tab created on the school website, providing opportunities for parents and children to remain active outside of school, during isolation and/or lockdown. | Premier Sports/Mr Colligan/Midday Assistants have led several new activities, including skipping and yoga.  School ‘PE At Home’ portal has been created, providing further opportunities for parents and children to remain active at home-especially during lockdowns.  Active education opportunities and the provision of a range of active opportunities have been linked to different subjects for example, ‘Supermovers’ | N/A  Taster sessions led by in-house staff  If taster sessions held by external providers, they will be free promotional activities (Once COVID restrictions allow)  No cost incurred | Evidence  - Observations made over lunchtimes, discussions with staff and feedback from pupils  Pupils are now enjoying a wider range of activities and feedback about the ‘PE At Home’ portal has been well received by parents supporting and enabling children’s (and whole family) access to physical activity at home during lockdown.  Pupil questionnaires have been completed establishing a list of resources to improve playtimes for pupils. Pupils indicated preferred clubs and ideas for new activities. | Continue to support Play Leaders to engage in the delivery of additional active sessions. Continue to work with Year 6 pupils, supporting them to deliver a range of activities for younger pupils.  Increase resources available to midday assistants during lunchtimes-keeping active, setting personal best and providing opportunities to play alternative games.  Set up KS2 cross country competitions. Record times and challenge pupils to improve their performance.  Continue to offer a wide range of sporting possibilities, both inside and outside of school hours, to ensure that pupils develop active and healthy lifestyles. Promote clubs via the VLE/Twitter/mail drop.  Use TOPS Sportsability materials to ensure that all sporting activities are made inclusive to all children-differentiation according to SEN. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | | No additional cost |
| 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: |  |  |  | |  |
| Increase the number and breadth of competitions made available.  To provide a greater range of opportunity of both inter and intra-school competitions to ensure that children are given the chance to compete in sport, either as a team or individually, including SEND pupils. | All competitions suspended due to COVID except for a football tournament in the summer term which we entered.  Informed parents of Wirral Football Trials for talented young footballers.  Inter house competitions have been set up within ‘bubbles’ across a range of sports Also, playtime challenges have enabled healthy competition between children. | Premier Sports  School Games portal is free of charge  Transport arrangements-parents to take pupils if and when able.  No cost incurred | | Evidence: Competition entry sheets, record of attendees, social media and VLE, notice boards evidence, newsletters.  Impact:  Children have enjoyed taking part in a range of competitive and participatory activities in their ‘bubble’ this year. Pupils have been highly motivated to improve their performance.  Inter house competitions have also motivated pupils and helped to focus learning during lessons.  Some children continue to thrive in a competitive environment, although some struggle to cope with losing. Inter-school Spring and Summer competitions/events suspended due to COVID) | When available, continue using the Wirral Games forum to organise sporting competitions across the school.  To provide a timetable of inter school competitions involving personal bests and competing class vs class for best times, scores, distances etc.  Premier Sports to run Intra-school competitions to provide competition between year groups.  Set up a timetable of personal best competitions that pupils can try at different times throughout the year  Use the Youth Sports Trust Inclusion materials to ensure that Intra School competitions can be accessed by all pupils.  Develop strategies to help pupils cope with disappointment of losing or failing to achieve targets.  To provide opportunities for pupils to run their own sporting events and activities both after school and during lunchtimes and break (linked to Play Leader programme)  School Sports Days, including a mix of competitive/non-competitive activities, to be organised next summer. |