



**The Federation of Abbey Infant & Junior.
Review of PE Premium spend from 2020-21.**

Planned spend of PE Premium 2021-22.

Website Reporting Tool
Revised July 2021



Commissioned by



Department
for Education

Created by



**YOUTH
SPORT
TRUST**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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. **All funding must be spent by 31st July 2022.**

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Note: The academic years 2019-20 & 20-21 were disrupted due to the global pandemic of Covid-19. Consequently, there is no end of key-stage information for any year group for 19-20 but 20-21 internal assessment information is available. The school's plan remains as detailed below. There was considerable evidence of the success of our strategy from the academic year 2018-19 (Detailed below) and this is the justification for continuing. Leaders have also added a section to the regular quality assurance through 'pupil progress' that details the steps taken as a 'catch-up curriculum for all' that complements this plan.

Key achievements to date:	Areas for further improvement taken from the subject plans	
<p>OFSTED- The extra sports funding provided for primary schools has been spent well. All staff have been trained in teaching physical education, so the quality of teaching has improved. More pupils are taking up sport each year and many more now take part in competitive sport.</p> <p>Subject leaders and teachers responsible for aspects of the school's work play a good part in helping to move the school forward.</p> <p>SIA - Pupils' attitudes to learning are good and engagement is high. A strong pastoral</p>	<p>Develop a bank of non-core assessment material in the form of tasks and some 'tests' that inform staff use of assessment information to inform provision across subjects.</p>	<p>Tasks link directly to taught units. Tasks are not standalone 'tests' but are used as part of the learning journey to inform next-steps and summative assessment of learning. In PE this will take the form of staff recognising acutely 'what a good one looks like' (WAGOLL), sometimes linked to the progression maps; others linked to the STEP principle.</p>
	<p>Revise the agreed Abbey 'steps to success' to reflect the pedagogical changes made to 2021-22.</p> <p>Ensure staff understanding about the menu of agreed practice and how/when it is appropriate to use these techniques across all subjects.</p>	<p>As part of directed time CPD, review with stakeholders. Draw upon self-review, current educational thinking and leaders' vision and ambition for the school to ensure clarity and consistency of our agreed TLA systems and structures.</p> <p>Ensure that all leaders drive the consistent message about how and when to choose from our agreed 'steps to success' to ensure good or better learning.</p> <p>In PE this will look at ensuring active lessons focussed on developmental steps to overarching lesson/sequence of lesson objectives.</p>



<p>team exists to support pupils' specific needs. Outdoor learning in the Early Years is being encouraged partly through a Forest School curriculum which is exciting and engaging for all children. The outdoor area has been cleared and reorganised to allow children in the early years to fully explore the environment.</p> <p>OTHER – The school has successfully been awarded the aFPE Mark – with distinction; The Sainsbury's Gold Award; Black Country award for effective use of PE Premium x 2.</p>	<p>To ensure all non-core subjects have a clear progression of skills that embed the overarching aims of the National Curriculum</p>	<p>PE is taught progressively throughout the school with all the skills being covered. There is a range of sports and activities to support the different areas of PE.</p> <p>The new planning addresses differentiation through the STEP principle and has supported teachers amend activities accordingly to help all children progress and access certain skills/sport situations.</p> <p>Gymnastic curriculum has been enhanced through the purchase of gym apparatus in the form of fixed bars. Children have really enjoyed using them and challenged themselves.</p> <p>Equipment has been organised to make it more accessible so teachers know what equipment is available and what would be needed for certain lessons.</p> <p>CPD has been provided for a range of staff across the key stages to support the deliver in areas they less confident in. During these sessions, teachers will have the opportunity to observe, then team teach and finally deliver a lesson themselves which will be observed to show their development and look at the positives and what could be improved to further the delivery of PE.</p> <p>Questionnaires are given at the end of the CPD cycle to get an idea of how they found it and how the CPD could be improved further.</p> <p>Sports Day has been a real success with children really positive about the activities and active for a maximum amount of time.</p> <p>Staff and children are both aware of the differences between soft skills and the importance of both.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>69% (leavers 18-19)</p> <p>73% (leavers 19-20)</p> <p>67% (leavers 20-21)</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52% (leavers 18-19) 66% (Leavers 19-20) 64% (leavers 20-21)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52% (leavers 18-19) 100% (leavers 19-20) 100% (leavers 20-21)
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 – see plan below.

Summary	25m+	50m	Range of Strokes	Safety
Y 4.1	25	12	25	30
Y 4.2	19	11	16	30
Y 4.3	16	6	17	30
TOTAL	60	29	58	90
%	67	32	64	100

Summary	25m+	50m	Range of Strokes	Safety
Y 5.1	25	15	23	30
Y 5.2	20	10	21	30
Y 5.3	21	11	15	30
TOTAL	66	36	59	90
%	73	40	66	100

Summary	25m+	50m	Range	Safety
4A	25	12	25	30
4RP	19	11	16	30
4P	16	6	17	30
TOTAL	60	29	58	90
%	67	32	64	100

IMPACT

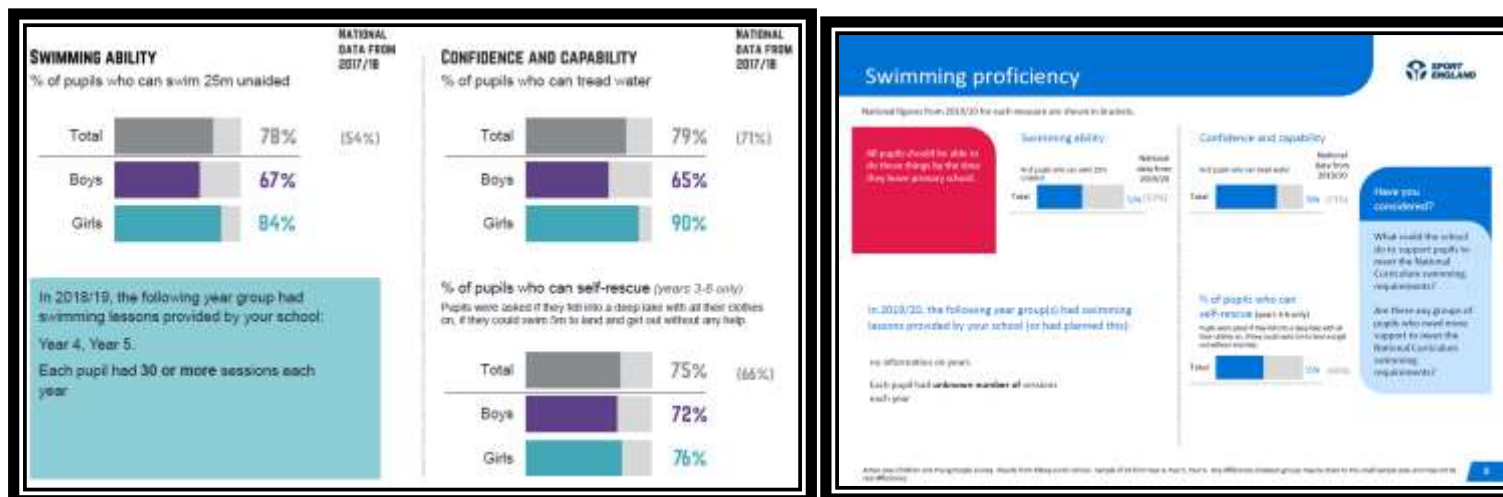
There is strong evidence of impact because of the proportion of pupils attaining the 25m NC aim. Additionally, the % of pupils who can swim 50m+ is good and improving. Compared to the national figures for swimming (see below) – the school is stronger in all aspects.

This is good evidence that the spend on additional swimming time is working and effective.

However, Covid has significantly affected the swimming attainment and National restrictions suspended swimming from March '20 through May '21.

Whilst the strategy was working well pre-Covid, leaders will provide additional swimming in the summer term of Y6 for the forthcoming academic years 2021-22 (current Y5 who missed March '20- July '20; years 2022-23 (current Y4 who missed Sept '20-May '21)

Leaders will continue with this aspect into 2021-22 and in the emboldened statement above for 21-22 and 22-23.



Note: #1-Extract from 'Active lives school report' totals do not match the figures above because only one class from Y3-6 was sampled. #2 – Part assessment information for disrupted year 2020-21 .

IMPACT STATEMENT OF 2020-21 SPEND

Academic Year: 2020-21	Total fund allocated: KS1 £16,900; KS2 £19,640	Date Updated: June 2021
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Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

IMPACT

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"> support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities. <p>The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend</p>			

There is strong evidence of pupils having access to a range of sporting and active clubs right throughout the day. The tables on the LHS (below) side show good take up within the school day and additionally 40% are taking up the option of an additional hour after school in KS2; 89% in KS1.

This is in addition to the in-school national curriculum PE and swimming where most year groups are having 2 hours of PE a week too.

and therefore receive an additional 1 hour of physical activity through extra-curricular provision.

Lunchtime clubs						
Clubs	Year 6	Year 5	Year 4	Year 3	TOTAL	
1 or more					357	100.0%
2+					356	100.0%
3+					353	99.0%
5+					349	98.0%
10+					320	90.0%
BOYS					197	100.0%
GIRLS					164	100.0%
				FSM/PP	79	100.0%

No clubs KS due to infant school re-build and site restrictions.

support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs.

After School Club Provision Data 2018/19						After School Club Provision Data 2018/19							
360 (on roll when full)													
Clubs	Year 6	Year 5	Year 4	Year 3	TOTAL	%	Clubs	Year 2	Year 1	Year 0	TOTAL	%	
1 or more	32	34	38	44	148	41.0%	1 or more	83	80	76	239	89.0%	
2+	21	22	20	31	100	28.0%	2+	61	68	57	186	69.0%	
3+	17	17	21	22	77	21.0%	3+	45	46	32	123	46.0%	
5+	9	12	15	13	49	14.0%	5+	23	27	10	60	22.0%	
10+	2	1	2	3	8	2.0%	10+	7	7	0	14	5.0%	
BOYS	14	13	21	26	74	38.0%	BOYS	41	42	37	120	86.0%	
GIRLS	18	21	17	18	74	45.0%	GIRLS	42	38	39	119	92.0%	
					FSM/PP	27	34.0%				FSM/PP	39	83.0%

Covid National restrictions severely reduced the use of out of school clubs and so the information presented here is for the last full year of academic data pre-pandemic.

Leaders will continue this plan through 21-22 based on the success of 19-20.

One aspect for improvement will be the targeting of pupils. Whilst this has worked, the targeted ten have not consistently turned up. To extend the plan into 20-21, places will be sent automatically to parents, handles sensitively, for their children.

Note: Covid National restrictions severely reduced the use of out of school clubs and so the information presented here is for the last full year of academic data pre-pandemic.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:
0 %

School focus with clarity on intended **impact on pupils:**

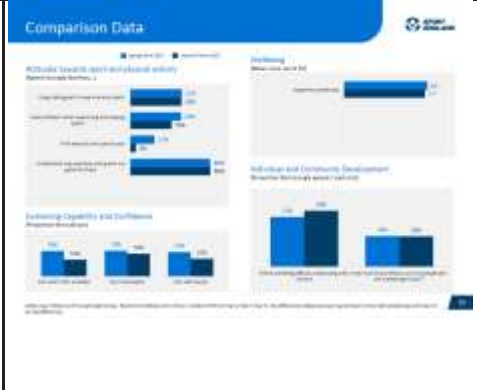
Actions to achieve:

Funding allocated:

Evidence and impact:

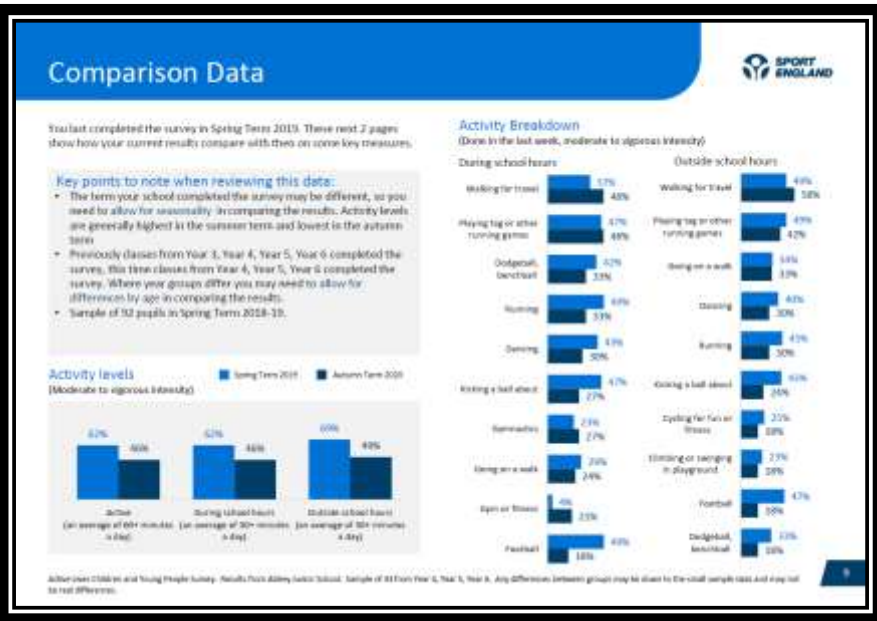
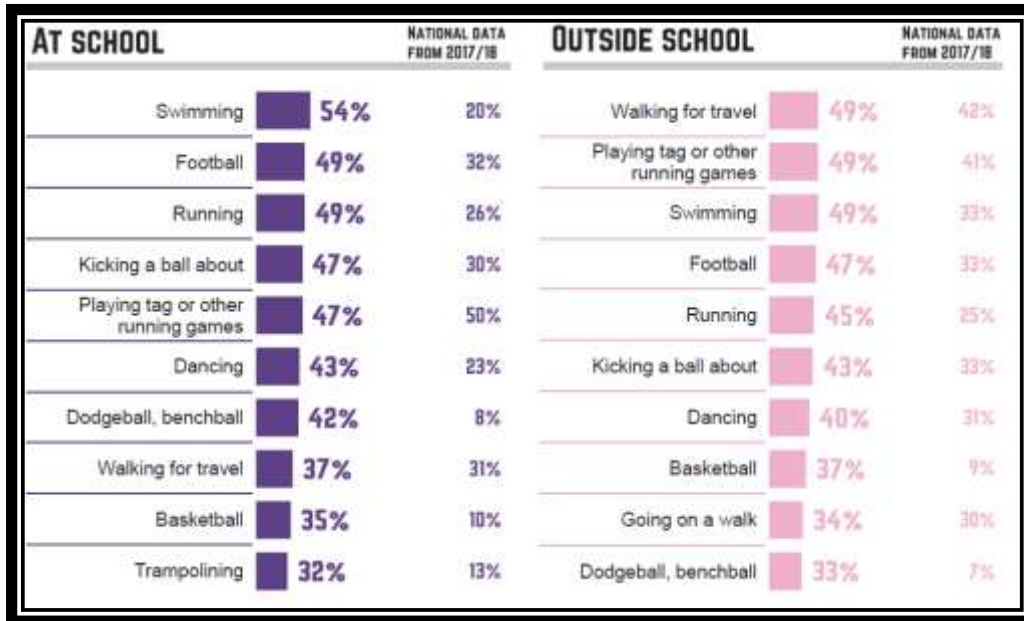
Sustainability and suggested next steps:

The profile of PE is well established and as a result, resources do not need to be allocated in this year's plan for this indicator.



Impact evidenced through the school's self-review, subject reports and SIP.

IMPACT
There is strong evidence of impact because of the attitudes to sport that Abbey pupils hold, notably enjoyment in taking part and the understanding of the importance of this for a healthy life.
This is embedding future life skills and may well contribute to pupils' mental health and attitudes to exercise as adults.
Additionally, the pupil perception of their activity levels compared to the national data is strong across nearly all comparators.
This is another strong indicator of the school's effectiveness in engaging pupils in positive sport.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

IMPACT

In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. Sample YR PD, Y2 & Y6 assessment information in the middle column.

Due to the success of this aspect on outcomes, this will continue into 21-22 (see link to subject plan above).

Due to the impact of 'fun-fit' on EYFS outcomes, additional support though PE development officer and LSP will be deployed through 21-22 to catch pupils who fall behind with their

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.			
90% of pupils reach ARE against the school's curriculum; 20% reach AARE against the school's curriculum.			
90% of pupils make good or better progress against the school's assessment system; 20% of pupils make better than expected progress against the school's assessment system.			

	<table border="1"> <thead> <tr> <th>Staff</th> <th>Year Group</th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr><td>Mrs Piper</td><td>1P</td><td>S.L.O.C.</td><td></td><td></td><td></td><td>Karateshorts</td><td></td></tr> <tr><td>Mrs Donnelly/Dav</td><td>1D</td><td></td><td>Gym</td><td></td><td></td><td>Karateshorts</td><td></td></tr> <tr><td>Mrs Chance/Phillips</td><td>1CP</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td></tr> <tr><td>Miss Gill</td><td>2G</td><td>PPA</td><td>PPA</td><td>ABCs</td><td>Dance</td><td></td><td>Karateshorts</td></tr> <tr><td>Mr Hayat</td><td>2H</td><td>ABCs</td><td></td><td></td><td>Dance</td><td>PPA</td><td>PPA</td></tr> <tr><td>Mr Johnson</td><td>2J</td><td></td><td></td><td>PPA</td><td>PPA</td><td></td><td></td></tr> <tr><td>Miss Bevan</td><td>3B</td><td>PPA</td><td>PPA</td><td>Dance</td><td>Oodgoball</td><td>Adhatic</td><td>PPA</td></tr> <tr><td>Mrs Kaur</td><td>3K</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>Monday an</td></tr> <tr><td>Miss Vance</td><td>3V</td><td>Handball</td><td>Gym</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td></tr> <tr><td>Mr Abercrombie</td><td>4A</td><td>Swim</td><td>Only</td><td>PPA</td><td>PPA</td><td>Swim</td><td>Only</td></tr> <tr><td>Mr Pottin</td><td>4P</td><td>PPA</td><td>PPA</td><td>Swim</td><td>Only</td><td>Swim</td><td>Only</td></tr> <tr><td>Ms Rockett/Pearshouse</td><td>4RP</td><td>Swim</td><td>Only</td><td>Swim</td><td>Only</td><td>PPA</td><td>PPA</td></tr> <tr><td>Miss Humphries</td><td>5H</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td></tr> <tr><td>Miss Monk</td><td>5M</td><td>PPA</td><td>PPA</td><td>Tennis</td><td>Tennis</td><td>PPA</td><td>PPA</td></tr> <tr><td>Miss Westwood (Out of class Mondays)</td><td>5W</td><td>PPA</td><td>PPA</td><td>Tennis</td><td>Tennis</td><td>PPA</td><td>PPA</td></tr> <tr><td>Mr Jones</td><td>6J</td><td></td><td>Gym</td><td></td><td></td><td></td><td></td></tr> <tr><td>Mr McGowan</td><td>6M</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td><td></td></tr> <tr><td>Mrs Vickers</td><td>6V</td><td>Basketball</td><td>Gym</td><td></td><td></td><td></td><td>PPA</td></tr> <tr><td>Mrs Brighton</td><td>HTA</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Mrs Stensrud</td><td>HTA</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Staff	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Mrs Piper	1P	S.L.O.C.				Karateshorts		Mrs Donnelly/Dav	1D		Gym			Karateshorts		Mrs Chance/Phillips	1CP	PPA	PPA	PPA	PPA	PPA	PPA	Miss Gill	2G	PPA	PPA	ABCs	Dance		Karateshorts	Mr Hayat	2H	ABCs			Dance	PPA	PPA	Mr Johnson	2J			PPA	PPA			Miss Bevan	3B	PPA	PPA	Dance	Oodgoball	Adhatic	PPA	Mrs Kaur	3K	PPA	PPA	PPA	PPA	PPA	Monday an	Miss Vance	3V	Handball	Gym	PPA	PPA	PPA	PPA	Mr Abercrombie	4A	Swim	Only	PPA	PPA	Swim	Only	Mr Pottin	4P	PPA	PPA	Swim	Only	Swim	Only	Ms Rockett/Pearshouse	4RP	Swim	Only	Swim	Only	PPA	PPA	Miss Humphries	5H	PPA	PPA	PPA	PPA	PPA	PPA	Miss Monk	5M	PPA	PPA	Tennis	Tennis	PPA	PPA	Miss Westwood (Out of class Mondays)	5W	PPA	PPA	Tennis	Tennis	PPA	PPA	Mr Jones	6J		Gym					Mr McGowan	6M	PPA	PPA	PPA	PPA	PPA		Mrs Vickers	6V	Basketball	Gym				PPA	Mrs Brighton	HTA							Mrs Stensrud	HTA							<p style="text-align: center;">IMPACT</p> <p>The table shows how the CPD has been shared across the school and for different aspects of PE.</p> <p>Staff report (see CPD 2019-20 report – see note on Covid restrictions)</p> <ul style="list-style-type: none"> • Increased confidence • Improved knowledge of the STEP principle • Link between INTENT & IMPLEMENTATION (seeing the plan in action) • Increased subject knowledge – knowing WAGOLL • Improved questioning by using key vocabulary • Inclusion of soft skills – linked to head, heart hands. 	<p>gross-motor and core strength. Additional impact information for 'Fun Fit' can be seen as part of the EYFS and PP evidence base.</p> <p>Note: Covid restrictions and limitations on bubble mixing has affected this aspect. The last year's full reporting cycle is here as good evidence of impact and will be re-started Sept' 21.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>		<p>IMPACT</p>
<p>School focus with clarity on intended impact on pupils:</p> <ul style="list-style-type: none"> - Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on those pupils who do not take up additional PE and Sport opportunities. 	<p>See the impact as part of Indicator 1 above.</p>	<p>See the impact as part of Indicator 1 above.</p>

Key indicator 5: Increased participation in competitive sport				IMPACT																														
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	All pupils took part in two intra-school competitions and, at the time of lockdown, were on-track to have completed three. A strong increase from 2018-19. Covid National and local restrictions has severely restricted cross-school and intra-school mixing – this will be re-started in Sept '21. Additionally, the local Cluster has plans to hold inter-school competitions too including a 'Smethwick Commonwealth Games'.																														
- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. - Engage more KS1 pupils in inter/intra school teams. All pupils enter an annual sports day	All pupils took part in two intra-school competitions and, at the time of lockdown, were on-track to have completed three. A strong increase from 2018-19.																																	
Additional factor identified by school.																																		
- To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. - All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.	See Impact as above	<p>Comparison Data</p> <p>Legend: Spring Term 2020 (Blue), Autumn Term 2020 (Dark Blue)</p> <p>Attitudes towards sport and physical activity (Agreed strongly that they...)</p> <table border="1"> <tr><td>Enjoy taking part in exercise and sport in</td><td>37%</td><td>34%</td></tr> <tr><td>Feel confident when swimming and playing sports</td><td>34%</td><td>30%</td></tr> <tr><td>Find exercise and sports fun</td><td>71%</td><td>66%</td></tr> <tr><td>Understand why exercise and sports are good for them</td><td>88%</td><td>86%</td></tr> </table> <p>Wellbeing (Mean score out of 10)</p> <table border="1"> <tr><td>Resilience yesterday</td><td>4.0</td><td>3.7</td></tr> </table> <p>Individual and Community Development (Percentage that strongly agreed / said a lot)</p> <table border="1"> <tr><td>It's not something difficult, messy or big</td><td>33%</td><td>33%</td></tr> <tr><td>It's something you can do</td><td>32%</td><td>32%</td></tr> </table> <p>Swimming Capability and Confidence (Percentage that said yes)</p> <table border="1"> <tr><td>Can swim 25m unaided</td><td>100%</td><td>100%</td></tr> <tr><td>Can float in water</td><td>79%</td><td>86%</td></tr> <tr><td>Can self-rescue</td><td>75%</td><td>70%</td></tr> </table> <p><small>After 1 year of COVID-19 and Young People's Survey. Results from Active School Survey. Sample of 1000 Year 6, Year 5, Year 4. Any difference between groups may be due to the small sample size and may not be real differences.</small></p>		Enjoy taking part in exercise and sport in	37%	34%	Feel confident when swimming and playing sports	34%	30%	Find exercise and sports fun	71%	66%	Understand why exercise and sports are good for them	88%	86%	Resilience yesterday	4.0	3.7	It's not something difficult, messy or big	33%	33%	It's something you can do	32%	32%	Can swim 25m unaided	100%	100%	Can float in water	79%	86%	Can self-rescue	75%	70%	See evidence above – strong impact – run again as a strategy to provide additional swimming time. Note: Finance to provide summer term catch up for current Y5 (20-21) and current Y4 (20-21) in the summer term of their Y6 [so for Y5 when they are Y6 in 21-22] will be accrued and ring-fenced.
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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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: KS1 £16,900; KS2 £19,640	Date Updated: July 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs.</p> <p>introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities.</p> <p>The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend and therefore receive an additional 1 hour of physical activity through extra-curricular provision.</p>	<p>Targeted AH PE Afterschool session KS1 (10 weeks x 3 terms x 1 hour (21ph) £630</p>	<p>Targeted AH PE Afterschool session KS2 (10 weeks x 3 terms x 1 hour (21ph) £630</p>	<p>20 pupils per club, per term to be targeted.</p> <p><i>(At the end of reporting cycle, update the numbers who attended here)</i></p> <p><i>(Report the range of clubs and attendance here)</i></p>	<p>This is an additional resource that is funded through the PE premium. At 4% of the total, should this funding be reduced then this aspect would be removed from school provision.</p>



support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs. Ten targeted places for those who would benefit from the activity during the school break. These ten pupils would receive an additional 3 days of 5 hours physical activity through extra-curricular provision.	Free places at Sports Camp to target those at risk of becoming, or remaining, obese in Y1/2 10 places x £10 per day x 10 days £1000 Additional from 18-19 review – target formal invitation to families using the school’s FSW as liaison.	£1000	10 places per holiday scheme to be targeted. (At the end of reporting cycle, update the numbers who attended here) (Report the range of activities undertaken and attendance at the holiday club)	This is an additional resource that is funded through the PE premium. At 4% of the total, should this funding be reduced then this aspect would be removed from school provision.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	0%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The profile of PE is well established and as a result, resources do not need to be allocated in this year’s plan for this indicator.	N/A		Impact evidenced through the school’s self-review, subject reports and SIP.	

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£36,540 (16,900; 19640)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4600
Total amount allocated for 2021/22	£36,540 (16,900; 19640)
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£41,540

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>90% of pupils reach ARE against the school's curriculum; 20% reach AARE against the school's curriculum.</p> <p>90% of pupils make good or better progress against the school's assessment system; 20% of pupils make better than expected progress against the school's assessment system.</p>	<p>Timetabled dedicated PE CPD day including vacant hall use to facilitate team teach, modelling, demonstrating, CPD.</p> <p>Impact report on the range of CPD received each term.</p>	<p>CPD (50% of AH 1 day per week) £5320 KS1; 50% of AH 1 day per week £5320 KS2.</p> <p>External CPD £1815</p>	<p>- Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets.</p> <p>Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.</p> <p><i>(Update this at the end of the cycle with the in-house attainment and achievement information).</i></p>	<p>- This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p>
<p>provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>Additional staffing (outcome from 2018-19 review) to catch those who do not meet the fun-fit/core strength objectives.</p>	<p>Fun-fit EYFS PE programme and bespoke 1:1 and small group catch-up to develop core strength and cross lateral movement.</p> <p>EYFS outcomes for PD remain at national.</p>	<p>Fun Fit (50% of KS 1 day per week) £4030; 50% of KS1 1 day per week KS2 £4030)</p> <p>Fun-fit AH ½ day £2660</p>	<p>Those with SEND make good progress from starting points.</p> <p>Core strength impacts upon gross and fine motor control; this impacts upon handwriting and proportion of pupils reaching ARE at EYFS, KS1 and KS2.</p>	<p>This will lead to sustainability as all staff will be supported to feel confident to deliver this programme through the coaching and mentoring process.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



<p>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>- Arrange a pupil survey to ascertain what pupils would like.</p> <p>- Involve external coaches to work with staff in clubs.</p>	<p>Friday PM additional sport (50% of £65 per day x 30 weeks) £975</p> <p>Friday PM additional sport (50% of £65 per day x 30 weeks) £975</p>	<p>90% of pupils say they enjoy PE and Sport and want to get involved in more activities.</p> <p>Range of clubs supports all ages and stages to ensure an effective mix to engage all.</p> <p>(At the end of the reporting cycle add detail of the number of clubs and attendances by key-stage and gender)</p>	<p>This is an additional resource that is funded through the PE premium. At 4% of the total, should this funding be reduced then this aspect would be removed from school provision.</p> <p>School will continue to offer (paid) sports coaches to deliver a wide range of activities as our school community desire this facility.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 15%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Engage more KS1 pupils in inter/intra school teams.</p> <p>- Engage more KS2 pupils in inter/intra school teams.</p> <p>All pupils enter an annual sports day; intra-school medals & certificates.</p>	<p>- Arrange friendly competition - inter/intra school - use the local sport partnership Sainsbury's Games & intra-comp.</p> <p>Abbey co-ordinate 6 x KS1 intra- sport competition days per academic year.</p> <p>Abbey co-ordinate 6 x KS2 intra- sport competition days per academic year.</p> <p>Competition medals, certificates and swimming certificates and badges (see additional factor).</p>	<p>£2000</p> <p>1 per half term (twelve days cover for AH)</p> <p>Mini-bus costs inc. driver</p> <p>Competition and cover costs = £2148</p> <p>£1250</p>	<p>All KS1 & KS2 pupils have the opportunity to compete in at least one competition per academic year.</p> <p>(At the end of the reporting cycle add detail of the number of competitions and attendances by key-stage and gender).</p> <p>All pupils compete in an intra-school sports day.</p>	<p>- Member of staff to take charge of the competitive sport co-ordination across Abbey.</p>
<p>Additional factor identified by school.</p>				<p>Percentage of total spend 19%</p>



<ul style="list-style-type: none"> - To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. - 85% achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE (increase of 20% on 18-19). - All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water. 	<ul style="list-style-type: none"> - Renegotiate additional pool time at another primary school to increase the swimming time in water by 50%. - To utilise the coach based at the swimming pool to work alongside teachers. 	<p>£7000</p>	<ul style="list-style-type: none"> - 85% of pupils can swim 25 metres at year 6. - 100% of pupils can perform safe self-rescue. <p><i>(At the end of the reporting cycle add detail of the number of pupils who have met the end of key-stage swimming expectation)</i></p>	<ul style="list-style-type: none"> - The Governors have agreed to ensure that they will ring fence funding to ensure the maximum amount of pupils leave the school being able to swim 25 metres. - Where appropriate, SEND funding will be allocated to non-swimmers. - The teachers will work together to ensure all staff involved are confident and competent to support the acquisition of skills.
<p>Due to lockdown – Y4 of academic year 2019-20 missed one and a half term’s worth of swimming; Y4 of academic year 2020-21 missed one and a half term’s worth of swimming. This will be provided through the academic year 2021-22 during the summer term and academic year 22-23. This is an additional investment in PE from the DSG to ensure that these children are not disadvantaged.</p>				



Funding breakdown PE Premium		
What can the money be spent on?	KS1 £16,900	KS2 £19,640
<ul style="list-style-type: none"> provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. 	CPD (50% of AH 1 day per week) £5320.	CPD (50% of AH 1 day per week) £5320.
<ul style="list-style-type: none"> provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. 	Fun Fit/EYFS PE Programme (50% of KS 1 day per week) £4030. ½ day AH £2660.	Fun Fit (50% of KS 1 day per week) £4030.
<ul style="list-style-type: none"> enter or run more sport competitions. 	Competitive sport external competition (Sainsbury's) and intra-school £1000.	Competitive sport external competition (Sainsbury's) and intra-school £1000.
<ul style="list-style-type: none"> provide staff with professional development. 	AFPE Membership (50%) £487.50. Dance Desk (50%) professional membership £0 – covered as part of AFPE.	AFPE Membership (50%) £487.50 Dance Desk (50%) professional membership £0 – covered as part of AFPE.
<ul style="list-style-type: none"> provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum. 	N/A.	35% additional swimming time utilising a local school's pool. £7000
<ul style="list-style-type: none"> hire qualified sports coaches to work with teachers to enhance or extend current opportunities. 	Friday PM additional sport. (50% of £65 per day x 30 weeks) £975.	Friday PM additional sport. (50% of £65 per day x 30 weeks) £975.
<ul style="list-style-type: none"> support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs. introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities. 	Targeted AH PE Afterschool session KS1. (10 weeks x 3 terms x 1 hour (21ph) £630.	Targeted AH PE Afterschool session KS2. (10 weeks x 3 terms x 1 hour (21ph) £630.
<ul style="list-style-type: none"> support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs. 	Free places at Sports Camp to target those at risk of becoming, or remaining, obese in Y1/2. 10 places x £10 per day x 10 days £1000.	N/A.
<ul style="list-style-type: none"> Raise KS1 & 2 competitive sport by organising and running dedicated intra-school competition and using external networks (where appropriate) e.g. Sainsbury. 	1 per half term (12 days cover for AH) £2148 Mini-bus costs inc. driver £1000. Medals, certificates, swimming certificates and badges £1250.	
<ul style="list-style-type: none"> Cover costs for staff to attend CPD. 	AH x 3 days per year. 2 x teachers x 2 days per year. £1155. £ 19655 costs against a grant of £16897. Therefore, a spend of 116%. Note: This does not include the accrued swimming money	2 x teachers x 2 days per year. £660 £20102.5 against a grant of £19,917 Therefore, a spend of 101%. Note: This does not include the accrued swimming money