



The Federation of Abbey Infant & Junior.

Review of PE Premium spend from 2019-20.

Planned spend of PE Premium 2020-21

Website Reporting Tool
Revised October 2018



Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 year 2019-20 was disrupted due to the global pandemic of Covid-19. Full-time school ceased on March 20th. Consequently there is no end of key-stage information for any year group. 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 SIP 2020-21	
<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 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</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.</p> <p>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 2018-19.</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>To ensure all non-core subjects have a clear progression of skills that embed the overarching aims of the National Curriculum</p>	<p>Subject leads to work collaboratively to revise the current curriculum provision for non-core subjects.</p> <p>Subject leads to ensure the coverage of skills clearly matches the overarching aims of the National Curriculum.</p> <p>Subject leads to deliver CPD for staff to ensure the progression of skills are clear and understood by all staff.</p> <p>External providers to work with subject leads/phases with ideas for implementing progress of skills tailored to Abbey.</p>

<p>for effective use of PE Premium x 2</p>	<p>To improve the quality of teaching and learning across all subjects by ensuring all staff are clear about the learning journey.</p>	<p>Subject leaders to revise the current skills progression maps to ensure they meet the needs of our school and community and the overarching aims of the National Curriculum. Subject leads to provide staff with CPD to enable a clear understanding of skills progression.</p> <p>Staff to ensure the lesson sequence clearly builds upon prior learning by using the skills progression framework.</p> <p>Staff to ensure planned activities match the skills progression, taking account of all learners but particularly the bottom 20%</p> <p>Staff to ensure hook lesson/experience/ day take place at the start of a unit Staff to plan for 2Simple assessment points.</p>
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<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:</p>
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p>69% (leavers 18-19) 73% (leavers 19-20)</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>52% (leavers 18-19) 66% (Leavers 19-20)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>52% (leavers 18-19) 100% (leavers 19-20)</p>
<p>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?</p>	<p>Yes – see plan below.</p>

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

IMPACT

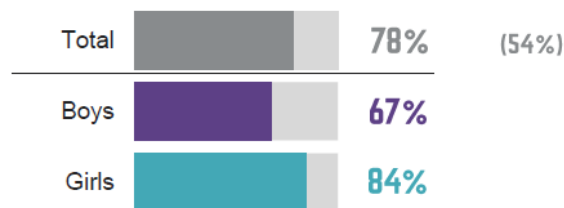
There is strong evidence of impact because of the proportion of pupils attaining the 25m NC aim. Additionally, the % of pupils who can swim 50m+ is good and improving. Compared to the national figures for swimming (see below) – the school is stronger in all aspects.

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

Leaders will continue with this aspect into 2019-20.

SWIMMING ABILITY

% of pupils who can swim 25m unaided



In 2018/19, the following year group had swimming lessons provided by your school:
Year 4, Year 5.
Each pupil had 30 or more sessions each year

CONFIDENCE AND CAPABILITY

% of pupils who can tread water



% of pupils who can self-rescue (years 3-6 only)

Pupils were asked if they fell into a deep lake with all their clothes on, if they could swim 5m to land and get out without any help.



Note: Extract from 'Active lives school report' totals do not match the figures above because only one class from Y3-6 was sampled.

IMPACT STATEMENT OF 2019-20 SPEND

Academic Year: 2019-20

Total fund allocated: KS1 £16,900; KS2 £19,640

Date Updated: June 2020

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:

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

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.

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.

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	96.0%	
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.

After School Club Provision Data 2018/19

360 (on roll when full)

Clubs	Year 6	Year 5	Year 4	Year 3	TOTAL	%	
1 or more	32	34	38	44	148	41.0%	
2+	21	22	26	31	100	28.0%	
3+	17	17	21	22	77	21.0%	
5+	9	12	15	13	49	14.0%	
10+	2	1	2	3	8	2.0%	
BOYS						74	38.0%
GIRLS						74	45.0%
					FSM/PP	27	34.0%

After School Club Provision Data 2018/19

Clubs	Year 2	Year 1	Year R	TOTAL		
1 or more	83	80	76	239	89.0%	
2+	61	68	57	186	69.0%	
3+	45	46	32	123	46.0%	
5+	23	27	10	60	22.0%	
10+	7	7	0	14	5.0%	
BOYS					120	86.0%
GIRLS					119	92.0%
				FSM/PP	39	83.0%

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 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.

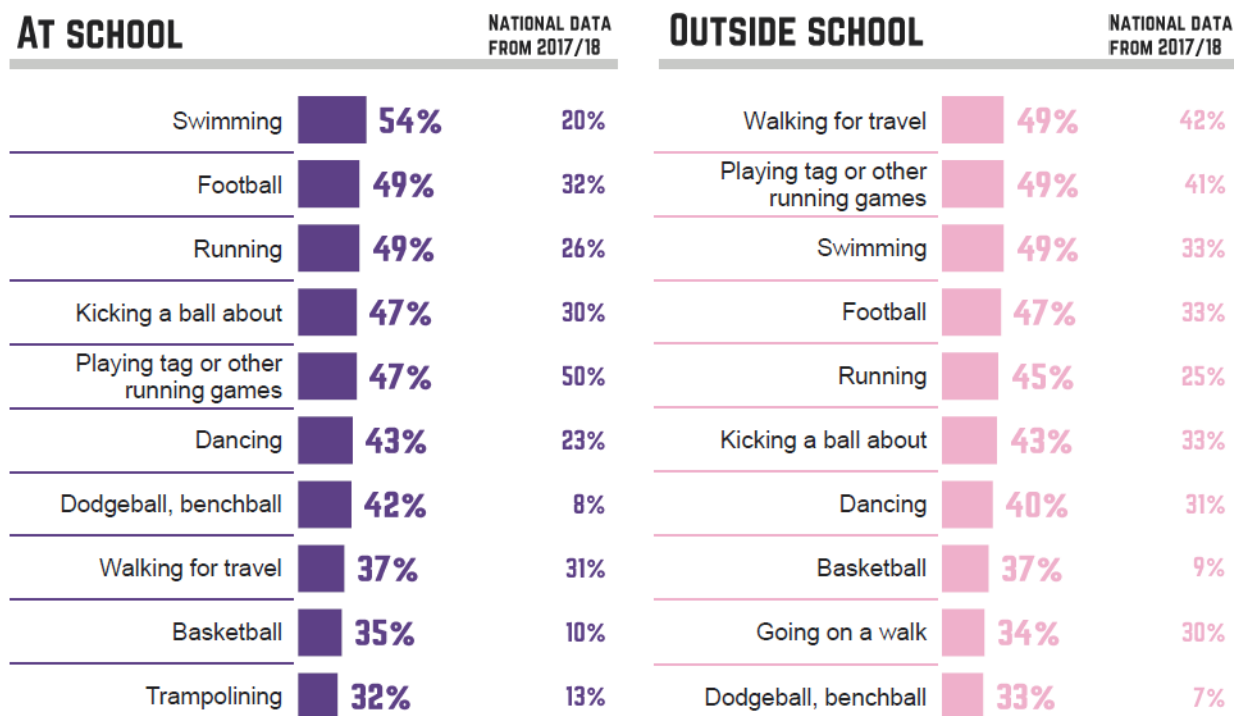
Leaders will continue this plan through 20-21 based on the success of 19-20.

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.

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.	ATTITUDES TOWARDS SPORT AND PHYSICAL ACTIVITY <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>96%</p> <p>agree that they enjoyed taking part in exercise and sports</p> </div> <div style="text-align: center;"> <p>99%</p> <p>agree that they understand why exercise and sports are good for them</p> </div> <div style="text-align: center;"> <p>72%</p> <p>agree that they find exercise and sports easy</p> </div> </div>		Impact evidenced through the school's self-review, subject reports and SIP.	<p style="text-align: center;">IMPACT</p> <p>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.</p> <p>This is embedding future life skills and may well contribute to pupils' mental health and attitudes to exercise as adults.</p> <p>Additionally, the pupil perception of the their activity levels compared to the national data is strong across nearly all comparators.</p> <p>This is another strong indicator of the school's effectiveness in engaging pupils in positive sport.</p>



<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>		
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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
<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>All pupils enter an annual sports day</p>	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.				
<p>- To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</p> <p>- All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p> <p>- All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.</p>	See Impact as above			See evidence above – strong impact – run again as a strategy to provide additional swimming time.

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: 2020/21	Total fund allocated: KS1 £16,900; KS2 £19,640	Date Updated: July 2020		
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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<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 and therefore receive an additional 1 hour of physical activity through extra-curricular provision.</p>	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	20 pupils per club, per term to be targeted. <i>(At the end of reporting cycle, update the numbers who attended here)</i> <i>(Report the range of clubs and attendance here)</i>	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</p> <p>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.</p>	<p>Free places at Sports Camp to target those at risk of becoming, or remaining, obese in Y1/2</p> <p>10 places x £10 per day x 10 days £1000</p> <p>Additional from 18-19 review – target formal invitation to families using the school’s FSW as liaison.</p>	<p>£1000</p>	<p>10 places per holiday scheme 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 activities undertaken and attendance at the holiday club)</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>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>0%</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>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.</p>	<p>N/A</p>		<p>Impact evidenced through the school’s self-review, subject reports and SIP.</p>	

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><i>(At the end of the reporting cycle add detail of the number of clubs and attendances by key-stage and gender)</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> <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:</p>
				<p>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><i>(At the end of the reporting cycle add detail of the number of competitions and attendances by key-stage and gender)</i></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.
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Due to lockdown – Y4 of academic year 2019-20 missed one term’s worth of swimming. This will be provided through the academic year 2020-21 on a rota term basis. This is an additional investment in PE from the DSG to ensure that these children are not disadvantaged.

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
provide staff with professional development	AFPE Membership (50%) £487.50	AFPE Membership (50%) £487.50
provide staff with professional development	Dance Desk (50%) professional membership £0 – covered as part of AFPE	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 spend of 116%	2 x teachers x 2 days per year £660 £20102.5 against a grant of £19,917 Therefore spend of 101%

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