

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | |
| 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? | |

*Schools may wish to provide this information in April, just before the publication deadline.

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: £18,730 | Date Updated: April 21 | |
|---|--|-------------------------------|---|---|
| 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Equipment replaced for both Key Stage 1 and 2 (ongoing) | All staff have access to a range of PE equipment in all PE lessons | Approx. £3,000 | To continue to monitor lessons in PE and ensure equipment is used. Once finished the new sports area will be timetabled for all year groups. This will be used for a range of sports. | PE equipment now located in hall. To continue to use PE curriculum for both Key Stages. Equipment to be replaced on a ½ termly basis |
| To continue to use markings on the playground. These are to develop a range of activities, which can be accessed during curriculum time and at playtimes and lunchtimes. | Make all staff and pupils aware of the new playground markings and train up Key Stage 2 children to use with Key Stage 1 children (sports leaders) | Approx. £3,000 | New skills and sports to be developed further over the year. | New markings will improve skills in basketball as new court to be introduced. Running markers around playground to be used in curriculum PE for both sprints and long distance. Each marker spaced around the outside of playground. New grids so small groups can access new activities at playtime and lunchtime. |
| (In the future) To continue to improve the equipment for lunchtimes and dinnertimes. To build up a better range of activities and PE equipment for sports leaders and Key Stage 1 and 2 children. | Children in Year 1 and 2 to be taught skills and team games in football with PE Co-coordinator, Coach and Year 6 | Approx. £4,000 | Evidence will be followed up by pupil voice and impact next year | Using pupil voice for PE. Children in Year 1 and 2 to be taught skills and team games in football with PE Co- |

Created by:



Supported by:



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| | | | | coordinator,coach and year 6. All children asked indicated wanting to have a football club on a lunchtime. |
| 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To ensure quality PE across whole school. (Ongoing) Linked to School improvement plan Quality of Education 1.3 | To make sure we continue with 2hrs PE across the whole school. To have 2 hours quality PE and extend time summer term using outdoor areas. | Approx. £18,000 | To continue to use specialist coaching to assist PE lessons. Ensuring those children with a particular talent are planned accordingly. To use those with PE as a strength to assist in coaching and leading in Key Stage 2. To continue to assess children with WTS, EXP and GDS. | Ongoing To give more opportunities to have inset and training to further develop knowledge and development. |
| Staff to target those children who find PE difficult and ensure small group activities. | To use the milestones for the development of PE. To target children in fun quick activities. | Approx. £3,000 | To implement a new Change for life club in the future for children in Year 4. | (In future To set up another Change for life club for YR 4 children. This is to be carried out by HFC again in an after school club as previous one was a success. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To employ specialist coaching staff to deliver curriculum and after school clubs. | Staff to work alongside P.E Specialists to strengthen their knowledge and confidence for teaching P.E | See K1 2 costing | To continue to use Specialist staff to assist in influencing key skills across the Key Stages. To continue to build on key skills in Year 2 so team games can be implemented. | Ongoing To use PE coaches |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: (In the future) Additional equipment to provide a variety of extra-curricular clubs. Quality links with outside agencies (basketball, dance, football, tennis, cricket) Etc.) Including competitions with schools on a regular basis. | To continue to contact new agencies and incorporate these into both curriculum and after school clubs. To continue to implement new club's pupils mentioned whilst carrying out pupil interviews. (dance, rugby, tennis, netball and football) To have activities for younger children in Foundation Stage. Continue to use Wyke volunteers and visits to both Kelvin Hall and Wyke to support specialist coaching and PE Co-coordinator. | Approx. £6,000 | To arrange outside agencies to come in to school. To develop a range of lunchtime and after school clubs linked to pupil interviews. To arrange for HFC to come into school during curriculum PE. | Continue with these clubs and look at carrying out further pupil voice surveys to find out further clubs and interests. To have outside agencies work alongside Foundation Stage. |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |

| | | | | % |
|---|--|---|---|--|
| School focus with clarity on intended impact on pupils: In the future Provide transport for travel to competitions. | Actions to achieve: Make links with local transport providers. To arrange as many out of school competitions throughout the year in a range of subjects and sports. | Funding allocated: MAT transport if possible | Evidence and impact: Children will be able to access competitions with transport provided. | Sustainability and suggested next steps To continue to fulfil remaining competitive fixtures. Continue to use transport companies to access sporting events. |
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