













Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:

The Youth Sport Trust and Sport England have decided in the light of Covid-19, to continue the pause on the School Games Mark for 2021. This means that schools will again retain their School Games Mark achieved in 2019.

Competitions entered: All competitions this year have been virtual due to Covid-19 pandemic, List of challenges- Star jump, speed bounce, skipping, volleyball, flamingo balance, dodgeball slam, Mr Walkers PE challenge stadium walk, bowling challenge, ladder challenge, target throw challenge, balloon bob, plank to press up.

Daily mile embedded during the Autumn term in the light of Covid 19 this has affected overall impact. Vulnerable and key worker pupils have continued with this and those at home are given physical tasks to complete at home.

Extra-curricular clubs offered pre Covid, with uptake as follows:

PE assessment attainment data analysed to support teacher's pupil progress analysis.

Staff confidence in delivery of PE enhanced through team teaching with sports coach.

Pupils sign posted to sports clubs in the local community – Pex Hill (Boys & Girls) football, Athletics/ Running, West bank bears ARLFC, Halton Farnworth hornets ARLFC, Moorefield Tigers ARLFC, Whiston Juniors football, Widnes fc football, Widnes Gymnastics, Widnes Tennis Club, Widnes Dance Club, Widnes Athletics, Widnes Running club.

Communication with parents in regards to all sporting events via the School Parent App.

Areas for further improvement and baseline evidence of need:

PE leader would like to secure the Platinum School Games Mark Award, upon completion of another successful year of participation in competitions, both inter and intra and by collating case study evidence (Covid will impact upon this so it could be ongoing).

PE display established to promote and celebrate physical activity and sport.

Children's PE Sports Leaders to be re-introduced in each class and rotated on half termly basis.

Risk Assess PE provision so that a minimum of 2 hours a week continues to take place during Covid 19 pandemic.

All teaching staff to participate in the delivery of PE continuing to offer staff CPD to ensure high quality teaching (Ongoing)

ipep planning to be evaluated, PE Long Term Plan to be developed with a view to writing our own plan which meets the needs of our pupils.

Update sports equipment and replenish consumable equipment.

Extra-curricular clubs to continue to be sports based (offer of extra-curricular to be risk assessed in light of Covid 19 pandemic).

Consider impact of Covid 19 on intra-school sport competitions led by the KSSP Sport Council and LEA competitions manager and participation in virtual competitions developed.

SLT to monitor the impact of the intent and implementation of the PE curriculum.

Encourage walking, cycling, and scooting to school, provide cycle store/shed.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO * Delete as

















applicable

If YES you must complete the following section If NO, the following section is <u>not</u> applicable to you













If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

| Mosting national curriculum requirements for cuimming and water cafety | |
|--|--|
| 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. | |
| 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 | Girls = 100% - 12/12 |
| summer term 2021. | Boys = 66% - 12/18 |
| | Total = 24/30 = 80% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Girls = 100% - 12/12 |
| | Boys = 61% - 11/18 |
| | Total = 23/30 = 77% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Girls = 100% - 12/12 |
| | Boys = 71% - 13/18 |
| | Total = 25/30 = 83% |
| 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, due to COVID-19, we have been unable to access any additional swimming time due to National and local lockdowns. |
| | |











Action Plan and Budget Tracking

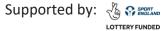
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21 | Total fund allocated: £ | Date Updated: | | |
|---|--|-----------------------------|---|--|
| Key indicator 1: The engagement of all pupil | | Officers guidelines re | ecommend that primary school pupils | Percentage of total allocation: |
| undertake at least 60 minutes of physical act | ivity a day in school | | | % |
| Intent | Implementation | | Impact | |
| 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: |
| To provide each cohort with two hours of curriculum time for the teaching of Physical Education. | Revise the PE LTP/ipep in light of Covid 19 protective measures to ensure a minimum of two hours of high-quality PE, with progressive skills, takes place every week. SLT to timetable two hours of PE for each class, each week. Class teacher to implement this timetable for their own class. Adapt PE lessons in response to Covid 19 protective measures and sanitise equipment as appropriate. Develops vocabulary across a range of sports and model this via sports display board. Children's PE leaders to help run elements of PE sessions, helping to take responsibility for a group of pupils. PE coaches to support the delivery of PE lessons and staff CPD. The coaches will | complete during school time | Throughout Covid lockdown children were provided with physical challenges and fitness activities to access at home or online. All children in school during lockdown continued to complete the daily mile along with daily PE activities including the development of skills. These sessions such as basketball and football skills provided opportunities to work independently with their own equipment alongside their peers. On return to the classroom, the daily mile continued along with two hours of allocate PE each week. Lessons were adapted to ensure the equipment was cleaned appropriately and cross infection between bubbles was eliminated. Lessons were taught outside whenever possible to ensure good ventilation and air quality. | Gymnastics was an area that was affected as the equipment and workspace did not meet Covid safety measures. This is an area for development next academic year. Look at allocation of staff and resources to support active break and lunchtimes. |









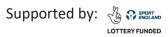




| | also ensure that pupils are participating in activities through break / dinner times, ensuring they are working towards the 60 minutes of physical exercise each day. | £12,200 (50% of the wages cost for 2 staff) | | |
|--|---|--|---|---|
| Re invigorate daily mile participation. | Introduce revised measures to increase participation and enjoyment levels. | £ for resources to enhance the Daily Mile initiative e.g. stop watches, markers. | Children's fitness levels throughput the pandemic was affected as participation was inconsistent. On return the daily mile run, using a revised course around the perimeter of the school grounds became more interesting for the pupils and they participated with increased enthusiasm. | Develop timings and an intra school competition between classes. |
| Sports specialists to deliver extensive range of physical activities during and after school for all key stages. | Sports specialists to be timetabled to deliver PE sessions alongside class teachers to ensure high quality teaching sessions designed to challenge pupils Develop a timetable of a broad range of sports based extra-curricular activities for all key stages (lunchtimes and after school)Lunchtime clubs to engage the least active pupils. | £12,200 (50% of the wages cost for 2 staff) | Class teachers were supported by Sports coach to deliver at least one of the two one-hour sessions each week. Class teacher CPD supported. | Class teachers will continue to develop their PE CPD and deliver at least one hour of PE per week with guidance from PE specialist. |
| Increase range of sports clubs offered to pupils across all key stages by bringing in external sports coaches. VIKINGS | Local tennis clubs, Rugby and football organisations coming in to deliver. | | Many clubs have been closed during the pandemic and therefore uptake from children has been minimal. Some clubs such as dance have offered online sessions. | Club links will need to be reestablished as we emerge from the Covid restrictions, promoting engagement in physical activity outside of the school day. |
| Encourage active play during playtimes and lunchtimes | Purchase play equipment chosen by the pupils (Pupil council) -Purchase play equipment that encourages pupils to be active — Staff on duty to engage pupils in active play during playtimes and lunchtimes — Children's Sports Leaders to engage pupils in active play during playtimes and lunchtimes | | PUPIL COUNCIL WAS SUSPENDED DUE TO COVID RESTRICTIONS Equipment was kept to a minimum to avoid cross infections. | The development of lunchtime activities and young leaders to be addressed 2021-2022 |





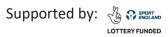




| Provide top up swimming lessons to ensure all pupils leave Y6 meeting the swimming requirements outlined in the National | This will be costly and may be built into ongoing swimming budget. | | SCHOOL SWIMMING SUSPENDED DURING PANDEMIC | KS2 Swimming timetabled from September 2021. |
|---|---|---------------------------------|---|---|
| Curriculum (this will address missed lessons due to Covid 19) | Y3/5 need catch up swimming Y6 swim check session and follow up for non-swimmers. | | THIS DID NOT HAPPEN DUE TO COVID RESTRICTIONS. | Swimming to be timetables for KS2 from September 2021 |
| Key indicator 2: The profile of PESSPA bein | g raised across the school as a tool for whole | e school improvemer | nt | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| 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: |
| To promote the use of Physical Education throughout the curriculum. | Cross curricular activities and brain breaks allow the pupils to move and be active during lessons. | No Cost | Active lessons, outdoor lessons and brain breaks (such as BBC super movers and go noodle) all used to promote physical activity within the curriculum. | Develop cross curricular links with PE in curriculum areas. |
| Raise profile of PE and sport through entry into virtual until restrictions are lifted, intra and inter competitions. | KPSSA programme for intra-class competitions to be followed. Articles, reports and tweets about competitions to be publicly shared with pupils and families via school assemblies, Parent App or Twitter. | Level 2 SLA – Costing £1,300 | KPSSA link continued with virtual competitions. National Sports Week was also used to promote physical activity, children participated in a different sport each day. | Competitive Sport to be developed through KPSSA as restrictions are lifted. |
| Continue to raise profile of PE and sport through signposting of pupils and families to sports related opportunities outside school through PE. | Sports related opportunities outside school via PE notice board, school assemblies, Parent App or Twitter. | No Cost | COMMUNITY BASED CLUBS SUSPENDED DUE TO PANDEMIC | Develop links with Charter standard clubs and links with KPSSA and share information with parents and children. |











| Appoint Children's Sports Leaders within | Sports Leaders appointed and given | No Cost | Develop the skills of young |
|---|------------------------------------|---------|------------------------------|
| each class to support in class and initiate | training from sports coaches. | | leaders to encourage them to |
| active play at break times. | | | lead active break and |
| | | | lunchtime activities. |
| | | | |













| Key indicator 3: Increased confidence, knowle | edge and skills of all staff in teaching PE and | d sport | | Percentage of total allocation: |
|---|---|---------------------------------|--|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| 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: | | | | |
| To improve the quality of pupil's physical education for all. | All staff and pupils to participate in the planning and delivery of an inclusive PE curriculum. | | | |
| Sports Coaches to keep up to date with PE and sports related CPD relevant to role. Sharing national and local (KPSSA) PE and sports related initiatives and developments. | Service Level Agreement with KPSSA Sports Coaches Lead to attend training and networks. SLT to keep abreast of PE Health & Safety advice and support (including advice on Safeguarding, Incident Support, Employment Law Issues) via the Association for Physical Education and Youth Sport Trust. SLT to monitor and evaluate the quality of PE and sports provision. | Level 2 SLA – Costing £1,300 | As the role of Sports coach/PE lead is changing at the end of this academic year. The new PE lead has already made links with KPSSA to look at future planning and assessment – keeping up to date with curricular demands including catch up re: COVID. | Continuous CPD through the KPSSA partnership. |
| Staff to access PE and sports related CPD relevant to their role. Teachers to continue with supported CPD from team teaching with Sports Coaches. | Staff to access PE and sports related CPD as available and relevant. Sports Coaches to deliver relevant staff CPD and to upskill them. | ??? | In house support has been given to class teachers who have worked alongside sports coaches. | Teachers to continue with supported CPD from team teaching with Sports Coaches. |
| Utilise the skills and talent of staff to support extra-curricular activities E.g., Yoga. | Staff Audit of skills to ascertain and then offer a wider range of extracurricular activities. | BH Yoga | Extra-curricular clubs have been offered to bubbles with sports clubs offered from Y1 – Y6 throughout Spring and Summer term | Extra-curricular clubs with continue next term. |







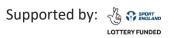




| Utilise the expertise of more able and talented PE and sports pupils to coach their peers alongside staff (within extra-curricular activities) Key indicator 4: Broader experience of a range Intent | identified and given the opportunity to model and coach peers and other groups within extra-curricular activities. | No Cost | Impact | Percentage of total allocation: |
|---|--|---|---|---|
| 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 and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has changed? | next steps: |
| To enable pupils to find a sport, exercise or game which they enjoy and will participate in regularly; this will increase their physical fitness. | | | | |
| Review the range of sports offered to pupils during PE lessons to broaden their sporting experience. | Continue to review and evaluate the PE Long Term Plan on an annual basis in light of pupil voice and potential opportunities. Sports Coaches to be timetabled to deliver PE sessions alongside class teachers to ensure high quality teaching sessions designed to challenge pupilsTrain staff in new sports to be offered. | £12,200 (50% of the wages cost for 2 staff) | | |
| Review planning and create bespoke planning to meet the needs of our pupils and develop a recovery plan for curriculum missed during Covid 19. | Develop a bank of Medium term plans building on iPep success and additional bespoke lessons planned by both Sports Coaches and class teachers. Review the LTP in light of Covid Catchup. | the wages cost for | measures and social distancing. | The curriculum will be evaluated and developed next academic year. This will include looking at different schemes and the Knowsley scheme for gymnastics. |











| Ensure over 50% of extra-curricular clubs offered to KS1 and KS2 are sports based. | Develop timetable of sports based extracurricular activities (lunchtimes and after school). Sports Coaches to deliver PE and sports related extracurricular clubs. Continually evaluate extra-curricular provision and look out for new and exciting opportunities for PE and sports related clubs. | Costing £1,300 | Clubs offered have included yoga, football, rugby in 3 wk blocks as part of their bubble. | Extra-curricular clubs to continue next term |
|---|---|--|--|--|
| Co-ordinate and deliver regular, high quality, intra-class, inter school, borough wide competitions as part of KPSSA and the national School Games programme. | Sports Coaches to attend and supervise pupils attending competitions. KPSSA Service Level Agreement) | Level 2 SLA – Costing £1,300 | External competitions were suspended due to COVID KPSSA organised virtual competitions. | As and when appropriate KPSSA competitive inter school sporting competitions will restart. |
| Promote a healthy mind and wellbeing for all pupils | | Miss Harrington to complete weekly sessions of Yoga as an after-school club | After school clubs for Yoga took place as each year group were offered 3-week blocks to enable them to stay in their bubble. | Extra-curricular clubs to continue next term |













| Key indicator 5: Increased participation in con | npetitive sport | | | Percentage of total allocation: |
|---|--|---------------------------------|---|--|
| | | | | % |
| Intent | Implementation | | Impact | |
| 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 of pupils representing the school in competitive sports competitions. | Sufficient competitions to be entered/ organised (intra-class, inter-school and KPSSA). | Level 2 SLA – Costing £1,300 | Due to COVID children's participation in intra and interschool competitions was limited/suspended although some virtual competitions did take place. | Increase the number of pupils representing the school |
| Provide competitive sports opportunities for pupils of all abilities. Encouraging pupils with SEND to take part in more competitions outside of school. | Sports coaches to prepare and support the pupils at sport competitions. Monitor the pupils taking part in competitive competitions to ensure that all pupils experience representing the school during their school career. | | Due to COVID children's participation in intra and interschool competitions was limited/suspended although some virtual competitions did take place. | |
| Whole school Sports events to be organised to increase participation. | Introduce physical activities to encourage pupil excitement and interest and involve parental support. | | 1 | This was a very positive experience across the school, and I am sure we will use the provider again next yea |
| Signpost pupils to external sports clubs and organisations to increase access to competitive sport. | Celebrate and promote pupil involvement in external sports clubs and organisations through Praise and Worship. | | Local sports / holiday clubs have been | Celebrating achievement will continue and external clubs promoted. |
| | Follow the development and achievements of pupils who attend external sports clubs and participate in competitions. | | Class teachers have continued to celebrate sporting achievement in the weekly celebrations in class rather than whole school. They have shared certificates, trophies and medals. | |

Signed off by













| Head Teacher: | |
|-----------------|--|
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |











