

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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 **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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Supported by:



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:	Areas for further improvement and baseline evidence of need:																																				
<p>*Developing pupil activity across the school day by using i-moves activity blasts, Go Noodle activities and Active 10 across the school 3 times a week.</p> <p>*Increasing the variety of sporting experiences which the children have access to. For example: Skateboarding day, BMX day, Boxing workshop, Maypole dancing, CPR workshop.</p> <p>*Developing mental health and well-being across the school for staff and pupils.</p> <p>*Increasing the number of extra-curricular clubs on offer to all children.</p> <p>*Increasing % of children attending extra-curricular clubs including SEND and PP building on previous year's success.</p> <table border="1" data-bbox="103 925 1122 1372"> <thead> <tr> <th></th> <th>Autumn Term</th> <th>Spring Term</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Term</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1 – Y6</td> <td>Cancelled</td> <td>Cancelled</td> <td>76% attending</td> </tr> <tr> <td colspan="4"><u>Pupil Premium Children and Extra Curricular Clubs</u></td> </tr> <tr> <td></td> <td>Autumn Term</td> <td>Spring Term</td> <td>Summer Term</td> </tr> <tr> <td>PP</td> <td>Cancelled</td> <td>Cancelled</td> <td>56% attending</td> </tr> <tr> <td colspan="4"><u>SEND Children and Extra-Curricular Clubs</u></td> </tr> <tr> <td></td> <td>Autumn Term</td> <td>Spring Term</td> <td>Summer Term</td> </tr> <tr> <td>SEND</td> <td>Cancelled</td> <td>Cancelled</td> <td>63% attending</td> </tr> </tbody> </table>		Autumn Term	Spring Term	Summer	Term				Year 1 – Y6	Cancelled	Cancelled	76% attending	<u>Pupil Premium Children and Extra Curricular Clubs</u>					Autumn Term	Spring Term	Summer Term	PP	Cancelled	Cancelled	56% attending	<u>SEND Children and Extra-Curricular Clubs</u>					Autumn Term	Spring Term	Summer Term	SEND	Cancelled	Cancelled	63% attending	<p>Develop resources in school to help with well-being.</p> <p>Develop outdoor provision for EYFS.</p>
	Autumn Term	Spring Term	Summer																																		
Term																																					
Year 1 – Y6	Cancelled	Cancelled	76% attending																																		
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SEND	Cancelled	Cancelled	63% attending																																		

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** 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.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated: July2021
What Key indicator(s) are you going to focus on? Key Indicator 1, Key Indicator 2.			Total Carry Over Funding: £10,000
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Provision and development of outdoor learning area for EYFS.</p> <p>INTENDED IMPACT:</p> <p>Greater exposure to the outdoor environment to aid physical and mental well-being. This links to Whole School Improvement.</p> <p>Develop fundamental skills, for example; climbing, running, balancing, and improving the children's Physical Literacy.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PESSPA Lead to liaise with EYFS Lead to develop appropriate resources, which will achieve intended impact directly.</p> <p>PESSPA Lead to liaise with suppliers of equipment</p> <p>PESSPA and EYFS Leads to liaise with HT</p>	<p>Carry over funding allocated:</p> <p>£6,500</p> <p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p><i>Immediate evidence:</i> An increase in the number of children who will achieve the ELG of movement and handling in EYFS. Improved physical Literacy of EYFS children.</p> <p><i>Long-term evidence:</i> The EYFS shared garden has enhanced the outdoor provision for the Early Years at Foxmoor. The children now have access to a safe space to play outdoors where they can develop their physical skills. There is now a hill to climb and a tunnel to crawl through. This will help to develop co-ordination and core</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>This will have long-term impact across the school because the as the children progress through Foxmoor they will have improved:</p> <ul style="list-style-type: none"> * physical literacy * core stability * mental health * physical fitness

			<p>strength; as well as social skills as they have to take turns and be careful when climbing and be respectful of others. The new climbing frame consists of a rock wall, steps to climb and a slide. This will help to develop balance, co-ordination, core strength and upper body strength. The children have to work together as a team whilst on the climbing frame, developing their spatial awareness, taking turns when playing and being respectful of each other.</p> <p>The space within the garden provides opportunities to run, skip, jump and hop etc and there is also space to ride bikes which will develop balance, co-ordination, core strength and general overall physical strength.</p> <p>The new EYFS play area has been an enormous improvement to the current outdoor provision.</p>	
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Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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/No Ordinarily, we would have provided extra swimming sessions for the 3 children who did not make the expected standard but due to Covid restrictions, we were not able to provide this support.

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: £33 309.00		Date Updated: July 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					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?:
To improve the physical activity of all children across the school.		Use of i-moves – Active Blasts and Go Noodle.		Subscription £697.00	Children are active in the classroom regularly due to the activities provided. This has been particularly useful during periods of inclement weather and stricter Covid-19 restrictions
		Active 10 – an extra 10 minutes of physical activity outside, across the school 3 times a week.		FOC	Active 10 has maintained the fitness levels of the children by using regular physical activity. This in turn has had a positive effect upon their mental health. Children ask to run around the track when they have been in the classroom for longer periods.
To have access to quality CPD opportunities and access to quality PE support for PE coordinator and well organised sporting events for all children across both key stages.		PE coordinator to liaise with Atlas Sports (James Harber and Dan Tanner) regarding all competitions arranged by the group. Atlas Sports Bronze Membership		£699.00	Good quality CPD is available as we need it. Advice for PE funding and assessment is available regularly. Sporting events have been organised throughout the school year (virtually or in person) in
					Continue to monitor and fund if appropriate
					Continue to monitor usage and fund if appropriate
					Continue to monitor levels of fitness via teachers from observations in PE lessons.

			Covid-19 safe manner. Tis has been valuable for the children's self-esteem and well-being. Cross country event was attended by the whole school Planned events: Football and District Athletics.	
Maintenance check on Outdoor Gym	PE Lead to liaise with maintenance team and check report. Feedback report to all staff and highlight issues with children	£561.40	Post COVID restrictions children will have the opportunity to keep active during playtimes and lunchtimes. Children are responsible for the safety of others and maintenance checks of the equipment – this is reported to staff.	Maintenance bi-annually Next check September 2022
Identify least active children and address with a fitness and activity club run by Fit Club leader (Jonathan Peacock) PE co-ordinator to liaise with Year group teachers and JP.	Least active encouraged to join after school club (Fox Fit). TA from identified year group employed to assist in club for consistency.	£1050.00	Club run by Mr Peacock for Year groups 3 and 4 as they are the least active cohorts. Club ran for 10 weeks with engagement of 30 % of the children in the cohorts. Athletics Club is also attended by Years 3 and 4 with a 53% engagement.	To continue to monitor children's activity levels via extra-curricular attendance with a view to run the same club in Spring and Summer terms.
All weather surface under a canopy. <ul style="list-style-type: none"> To ease hall timetable for dance and gym Encourage more activity during playtimes Implement pilates/mindfulness activities. 	Liaise with Maxim Play <ul style="list-style-type: none"> Installation Positioning Aesthetic requirements Liaise with all staff to encourage timetabling of the area for curriculum activities.	£7, 993.00	<i>Expected impact</i> More children will engage in physical activity. Promoting well-being of children involved. Hall timetable will be eased by utilising the outside space. Promoting healthy minds with exercise and PE in the outside space.	Continue to monitor and fund if appropriate based upon children and parental feedback.

Development of EYFS/KS1 Trim Trail and outdoor equipment. <ul style="list-style-type: none"> Encourage increased physical activity of all younger children. Develop improved core control of younger children. Improve and maintain good mental health and well-being. 	PESSPA Lead to liaise with EYFS Lead. 3 Quotes to be obtained for consideration. Equipment to be developed with key foci in mind.	£7459.00	<i>Expected impact</i> More younger children will engage in physical activity. Promoting well-being of younger children involved. Younger children will develop better core control at a younger age which will positively impact upon their lifelong learning in PE and sports.	Continue to monitor and fund if appropriate based upon children and staff feedback.
Climbing Wall <ul style="list-style-type: none"> Encourage physical activity at all times. Encourage physical activity of all children. Encourage problem solving skills. Encourage communication. 	Liaise with services to gain 3 quotes. Organise availability for fitting. Liaise with providers to ensure maximum problem solving skills.	£6500.00	<i>Expected Impact</i> All children are physically active at playtimes. Children are encouraged to communicate and problem solve.	Monitor engagement of children
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	18%
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 continue to broaden the range of physical activities available to the children in order to develop their life-long learning/understanding of positive physical and mental health	Continue to liaise with Mike Mullen. Book Mike Mullen BMX Champion for a day workshop with Years 5 and 6 and to deliver a mental health/positive mind-set assembly to the whole school. Booked for 24th May 2021	£535.00	24.5.2021 100% of Years 5 and 6 spent the day with Mike Mullen who delivered a motivating assembly and taught BMX skills 5 children who couldn't previously ride a bicycle can now ride.	Booked for 23 May 2022

			1 child has since been given a BMX to continue developing this skill, which has made him more active out of school. Parents have reported a new interest in riding bicycles so all children are now more willing to be active out of school.	
Employment of PE TA to contribute to the raising of the profile of PE. Extra-curricular clubs are registered and organised to ensure the smooth running of the programmes. Therefore the children have access to organised, quality activities which reduces staff workload and stressors.	PE TA to have 4 hours per week to assist in the PE admin to ensure smooth running and delivery of planned events and training.	£1889.00	PE coordinator released to arrange events and track school attainment more closely. PE coordinator is able to attend more events and therefore children are able to participate in more events. As more time is available, more CPD opportunities and sporting experiences can be sourced.	Continue to monitor effectiveness
To continue to broaden the range of physical activities available to the children in order to develop their life-long learning/understanding of positive physical and mental health	PE coordinator to liaise with Cam at Rubicon to organise dates and a suitable timetable for the day of Skateboarding activity. Team Rubicon www.teamrubicon.co.uk 0845 5198398 cam@teamrubicon.co.uk Booked for May 25 th 2021	£250.00	25.5.2021 100% of Years 3 and 4 spent a day learning skateboarding skills. It had a positive effect upon their mental health and self-esteem. One pupil with SEND and behavioural needs focussed for the whole session and behaved well. Many children wrote letters of thanks to PESSPA Lead for organising the event. Children have bought skateboards to practise their new found skills, therefore increasing activity out of school.	Booked for 24 th May 2022

<p>Youth Mental Health First Aid course as children have been identified who are at risk of mental health problems. Staff will be able to support at the earliest opportunity. This is an area of improvement on whole school plan and on PE action plan</p>	<p>18 March 2020 – cancelled due to COVID-19 restrictions. <i>Re-booked for June 2021</i></p> <p>Staff to feedback training to rest of staff so everyone is equipped to support children or they have a port of call if needed. PE coordinator to liaise with staff involved and arrange staff meeting dissemination slot.</p>	<p>£660.00</p>	<p><i>Immediate Impact</i> All 3 members of staff qualified as YMHFA. Within a day of finishing the course 2 members of the team have utilised their new skills with a child and parents.</p> <p><i>Projected Impact</i> Dissemination of training shared with all staff in Autumn Term. All staff to be more aware of the indicators for various mental health conditions so that they can call upon the YMHFA team when necessary. Use of CHP resources to be utilised across the school as a tool to prevent mental health issues and to provide some support in school.</p>	<p>Continue to monitor effectiveness.</p>
<p>To aid staff mental well-being enabling quality teaching across the school post COVID 19.</p> <ul style="list-style-type: none"> • Improved staff mental well-being • Reduced staff absence • Teaching quality maintained • Staff become role models for pupils 	<p>PE Coordinator to liaise with Jon Peacock to provide a fitness and mobility session weekly for all staff for Autumn Term 1. <i>Staff to liaise with Jon directly if more sessions are required.</i></p>	<p>£400.00</p>	<p>3.9.2020 – 22.10.2020 booked</p> <p>Sessions were attended by up to 7 members of staff and well received. Members of staff now book private PT sessions with Mr Peacock to maintain fitness achieved and continue to experience the benefits of positive mental health.</p>	<p>Provision continued until Christmas 2020. (£350.00)</p>
<p>To continue to broaden the range of physical activities available to the children in order to develop their life-long learning/understanding of positive physical and mental health</p>	<p>PE coordinator to liaise with Alison Rowley to organise dates and a suitable timetable for the day of Maypole Dancing.</p>	<p>£105.00 £105.00 deposit for next year (1.7.22)</p>	<p>25.6.2021 100% of KS1 children received a day of training. All children were physically active for at least 1 hour during the day. All children enjoyed the session from feedback received by teachers.</p>	<p>Booked for July 1st 2022</p>

			Children are now trying to re-enact the maypole dancing in the playground with skipping roped.	
The Children's Health Project	<p>Liaise with CHP to arrange staff introduction to the scheme and familiarisation.</p> <p>Liaise with staff to gauge when they will use the resources for health and well-being.</p> <p>Liaise with CHP and staff to gauge interest in CPD (Ambassadors)</p>	See below		
Purchase of PE equipment to maintain the provision of quality teaching of PE and good quality extra-curricular activities.	PESSPA Lead and PE TA to source quality equipment to raise the profile of PE in school.	£1198.45 £289.00	<p>Children see that quality equipment has been purchased regularly and realise the importance of PE and sport at Foxmoor.</p> <p>New extra-curricular clubs can be organised and the offer to children has been increased.</p>	<p>Continue to monitor PE and extra-curricular offer via observations and children and teacher feedback.</p> <p>Respond appropriately.</p>
<p>Purchase of football kit</p> <ul style="list-style-type: none"> • Raise the profile of Foxmoor football • Encourage greater pride in team sports. • Raise self-esteem of players • Raise the profile of football club. 	<p>PESSPA Lead to liaise with Football coach.</p> <p>Football coach to source suitable kit.</p> <p>Kit purchased.</p>	£404.32 £67.89	<p><i>Expected Impact</i></p> <p>Children see that quality kit has been purchased regularly and realise the importance of PE and sport at Foxmoor.</p> <p>Raised the profile of extra-curricular clubs.</p> <p>Attendance of Foxmoor at Football tournaments</p>	<p>Continue to monitor PE and extra-curricular offer via observations and children and teacher feedback.</p> <p>Respond appropriately.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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:
<p>Children's Health Project CPD</p> <p>Children will have a greater knowledge of well-being – physically and mentally.</p> <p>Children will have the tools to identify when they need help and guidance regarding their mental health.</p> <p>Children will be able to express ways in which they can maintain a healthy lifestyle.</p>	<p>Initial remote staff meeting with CHP creator Ilse Brockling (30.9.20) to introduce CHP and CPD (Ambassadors)</p> <p>PESSPA Lead to develop a document to link CHP activities to our current PE, PSHE, Science and DT curriculum.</p> <p>PESSPA Lead to share links document with all staff to enable ease of implementation with current curriculum.</p> <p>Liaise with staff to gauge interest in CPD</p> <p>Liaise with CHP to arrange module delivery and completion dates.</p>	£899.00	<p>Staff meeting introduced the CHP and the Ambassador programme.</p> <p>Ambassador Programme postponed due to stresses of Covid restrictions and remote learning.</p> <p>All staff to display health heroes or equivalent emblems and colours in classrooms and launch CHP on Hello Yellow Day (9.10.2020)</p> <p>Resources and lessons have been integrated by Y5 and Y6 into current provision of PE, PSHE, Science and DT. Focus for next academic year is to integrate more sessions across both key stages. CHP developer will provide support and mindful minutes videos to be utilised across the school in the new academic year.</p>	<p>Continue to monitor engagement and utilise offer of support by CHP.</p> <p>Lesson observations and children feedback will provide data.</p>

Continue to monitor PE assessment via PE Pal. Children will be able to express how they can improve their skills. Children will be confident to express how well they achieved their learning goals.	PESSPA Lead to ensure all staff use PE Pal. PESSPA Lead to support staff when using PE Pal assessment. PESSPA lead to liaise with Atlas Sports to arrange further CPD	No cost	Assessment data fulfilled for Governor report. Children able to discuss PE progress and ways to improve skills with some confidence. Children more able to explain how they can improve their skills across the school (KS1 and KS2)	Continue to fund and monitor
Mental Health Awareness Course (29.1.2020) as children have been identified who are at risk of mental health problems. Staff will be able to support at the earliest opportunity. This is an area of improvement on whole school plan and on PE action plan	PE Lead to feedback training to rest of staff so everyone is equipped to support children or they have a port of call if needed. PE coordinator to liaise with staff involved and arrange staff meeting dissemination slot.	£90.00	<i>Immediate Impact</i> PESSPA Lead to organise whole school training in January 2022. <i>Projected Impact</i> This will support the staff with identification of mental health needs and how to support the children in their care. The course will also help staff identify their own needs and help to maintain staff mental well-being.	Long term impact to be monitored via staff questionnaires.
Gloucestershire Cricket Board Chris.Munden@glosccc.co.uk <ul style="list-style-type: none"> Develop a love of physical activity Create local links to outside providers. Improve skills Provide CPD for staff 	PESSPA Lead to liaise with Chris and organize a timetable for KS2 children. PESSPA Lead to liaise with staff involved	F.O.C	Children received 6 weeks of cricket coaching from inspirational, skilled coaches. Children looked forwards to the coaching and requested links to clubs out of school that they could attend. Staff received quality coaching that can be utilised in their own practice.	As Below Continue to maintain links with a view to secure coaching in Summer Term 2022
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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:
<p>Maypole dancing KS1 with Alison Rowley.</p> <ul style="list-style-type: none"> • Improve and develop listening skills • Increased physical activity • Promote team work. 	<p>Alison Rowley re-booked by PE coordinator based on staff feedback of previous years workshop delivery and impact upon children 24th June 2021</p>	As Above	As above	Maypole dancing KS1 with Alison Rowley.
<p>BMX Experience Day Y5 and Y6</p> <ul style="list-style-type: none"> * Develop mindfulness * Develop core strength * Improve physical Literacy 	<p>Mike Mullen booked by PE Coordinator. All staff informed of some disruption to their day and other arrangements. Parents in formed and children prepped for any changes in clothing. 24th May 2021</p>	As above	As above	Pupil questionnaire
<p>Team Rubicon www.teamrubicon.co.uk 0845 5198398 cam@teamrubicon.co.uk</p> <ul style="list-style-type: none"> *Develop resilience *Develop core strength 	<p>Cam booked to deliver the experience to Y3 and Y4 pupils. All staff informed of the arrangements for the day. Parents in formed and children prepped for any changes in clothing. 25th May 2021</p>	As Above	As above	Pupil questionnaire
<p>Tri Golf Experience Nevil @jolf.golf.com</p> <ul style="list-style-type: none"> • Develop physical literacy • Improve resilience • Be physically active • Develop links to outside providers 	<p>PE coordinator to liaise with staff to organise smooth running of the day. PE coordinator to liaise with staff to organise supervision. PE coordinator to liaise with Jolf Golf to organise the timetable for the day.</p>	£1,149.00	<p>Introduces everyone to a new sport. Promotes team working with children of all ages and positive mental health and well-being. 267 children played golf. 96% enjoyed the experience 91% want to play golf again. “It was epic – great fun.” “I enjoyed being outside in the sunshine.”</p>	<p>Staff CPD has encouraged staff to run a TRI Golf club as an extra-curricular activity.</p> <p>Tri Golf to start in the Autumn Term</p> <p>Less active children are more engaged in activity.</p>

			“ I liked to challenge myself and show that I can be resilient.”	
Gloucestershire Cricket Board Chris.Munden@glosccc.co.uk <ul style="list-style-type: none"> • Develop a love of physical activity • Create local links to outside providers. • Improve skills • Provide CPD for staff 	PESSPA Lead to liaise with Chris and organize a timetable for KS2 children. PESSPA Lead to liaise with staff involved	F.O.C	Children received 6 weeks of cricket coaching from inspirational, skilled coaches. Children looked forwards to the coaching and requested links to clubs out of school that they could attend. Staff received quality coaching that can be utilised in their own practice.	Continue to maintain links with a view to secure coaching in Summer Term 2022
Bollywood Dance Workshop K’z Dance Entertainment Ltd kalpesh.kzdanceuk@gmail.com <ul style="list-style-type: none"> • Gain a greater understanding of a different culture • Be physically active • Develop resilience • Develop a love/interest in dance 	PESSPA Lead to liaise with Chris and organize a timetable for children. PESSPA Lead to liaise with staff involved	£575.00	<i>Impact</i> Children were engaged and constantly moving for their whole workshop. Y3 class enjoyed it so much that the year 3 teacher continued the session afterwards and children created their own Bollywood dances. Children left school and showed parents their new routines. Parent feedback has been very positive with many messages forwarded to school.	Continue to maintain links with a view to secure a workshop with a link to a religious festival as originally planned. Booked for Holy Festival 25.5.2021 With Parent Celebration planned

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.5%
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:
Tag Rugby				
Cross Country	Virtual whole school race October 2020 Results from whole school attached PESSPA Lead to liaise with Atlas Staff to arrange event and collation of results	FOC	Children energised and keen to run more races.	Continue to attend competitions as soon as restrictions allow
Football				
Quad Kids				
Archery				
Athletics Children to attend District Athletics competition after training during Athletics Club and subsequent team selection.	Coach to event to enable all selected children to attend.	£120.00	<i>Impact</i> <ul style="list-style-type: none"> All children were able to attend the event despite personal circumstances, which would have made this difficult. Self-esteem of selected team was raised. Confidence of the team was raised The profile of PESSPA was raised across the school Children who attended the extra-curricular club were proud of the Team's efforts and their self-esteem was 	

			raised from the training received.	
Dance				
Swimming				

Signed off by	
Head Teacher:	R Bridgewater
Date:	22.07.2021
Subject Leader:	V Tuck
Date:	8.7.2021
Governor:	M Chevalier
Date:	22.07.2021