



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 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need: (To be addressed in the Action Plan 2019-2020)
<p>KI 1: Play Leaders in were trained to deliver playtime games sessions with the younger children, with new equipment listed to order to support session delivery. A timetable was set up and was initially successful. Lunchtime clubs ran on rotation successfully across all year groups.</p> <p>KI 2: Display boards recognised the achievements and successes of sporting participation both in and outside of school.</p> <p>KI 3: The majority of staff received CPD in PE skills - specifically gymnastics where it was established confidence was low.</p> <p>KI 4: Lunchtime clubs continued to support and develop interest in a variety of sports. External coaches were invited into school to coach in sports extra to the curriculum. Children who would benefit from holiday clubs/coaching opportunities were put forward for places with some cost provision.</p> <p>KI 5: The new style of Mini Leagues encouraged a different cohort of children to participate, with a more limited range of sports on offer but more coaching opportunities available. The running club continued to be successful and hold a successful first race of the season. The girls football team came joint top of their league and the boys won their competition.</p>	<p>To establish playground zones which will be run by trained play leaders and monitored by staff in order to encourage positive playtime behaviours. These will be equipped with adequate resources.</p> <p>To make sporting achievements recognised across the school - displays, rewards, awards to motivate and inspire pupils to participate. To invest in new team kits to encourage positive and active participation. To support staff in recognising the benefits of active learning - not just in PE lessons but within the curriculum too. To link to mental health and well-being.</p> <p>To monitor staff engagement in PE and audit skills. To provide further CPD for staff as necessary so that they can teach and embed a broad set of skills.</p> <p>To listen to the children and take on board their ideas as to the range/types of sport they would like offered at Ashlands. To monitor popularity of the clubs/activities provided. To invite external coaching opportunities into school on a regular basis. To continue to monitor the participation of those children considered "less active" or engaged in sport, and those from a diverse background.</p> <p>To continue participation in the mini leagues with continued success, using coaching opportunities to motivate and enhance participation. To successfully run internal sports competitions - aside from sports days - and look into the possibility of extending this to KS1 children.</p>

Meeting national curriculum requirements for swimming and water safety.	
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.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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 - to provide transportation for those children with SEN to access developmental swimming lessons.

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: 2019/20		Total fund allocated: £19,627	Date Updated: November 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				29%
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:
<p>To have an established Play Leader timetable and "zones" in the playground - accessible for all children - and enabling those who find playtimes difficult.</p> <p>To ensure that children are active at breaktimes - with two 15 minute breaks this is achievable but for some they will need encouragement to participate.</p>	<p>Sports Equipment</p> <p>Trim Trail contribution</p>	<p>£ 1,511</p> <p>£ 4,273</p> <p>Total: £ 5,784</p>	<p>COVID-19 meant that the playtime zones were never fully embedded in the playground, however staggered breaktimes have meant that the children have wider spaces in which to play.</p> <p>Additional equipment was purchased to allow for each bubble to have their own playtime equipment.</p> <p>The extension of the trim trail has allowed more children to access it at the same time.</p>	<p>Dependent on the situation moving forward -</p> <p>If playtimes continue to be staggered, to find ways in which the play leaders can work alongside the younger children to promote positive play - especially for those children who find playtimes difficult.</p> <p>If children are to mix again, then to re-establish the playtime zones and play leaders on a rota basis.</p> <p>To "train" the next year group to become play leaders.</p> <p>To maintain the up-keep of the trim trail and football pitch.</p> <p>To look at ways to incorporate using the field on a more regular basis without weather being a factor.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				>1%
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:
<p>To raise the profile of Ashlands Primary School in the local cluster group of schools for sport and with the children.</p> <p>To celebrate Sporting Achievements - both on a local, national and international level - and recognise them within school.</p>	To invest in a new team kit for the children playing as part of the team.	£0 (Sponsorship was raised from two local businesses)	The Girls football team won their league and the boys came top of their competition - the children represented Ashlands with pride in their new kits.	To maintain the kit - ensure it is looked after and there are spares available.
	Trophies for cross country hosted at the school	£44		To provide awards for the children involved in the teams and give them recognition within school.
	Display materials for whole school display	£0	The running club event was well attended and showcased the school within the local area. Feedback was positive.	Maintain an area of recognition for sporting achievements in the school - which are updated. Link to a PE area on the school website too.
		Total: £ 44		Ashlands to again host a well-attended first race of the season in the Wharfedale Schools Cross Country League.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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:
All staff to be confident in their delivery of PE.	Staff CPD	254 2243	Staff are more confident teaching skills specifics in gymnastics.	To observe and monitor staff teaching of gymnastics and evaluate skills in different areas.
All staff to have been given opportunity to observe and participate in a PE session delivered by a specialist coach.	Staff CPD in Gymnastics support	360	Staff have had experience of observing a SPIRAL PE lesson delivered by a member of staff from the company.	Audit staff skills to identify areas of weakness for further CPD.
Staff to have a good scheme of work to use and follow to build up skills and knowledge.	Spiral PE licence	1000	Staff have planning which they feel increasingly confident in delivering	To continue to monitor the use and delivery of SPIRAL PE.
		Total £3,857		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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 continue to provide a diverse and challenging curriculum with each child receiving 2 hours of PE a week across school.	Cycling proficiency	1919	All children who participate in Cycling proficiency (Bike Ability) pass to the required standard.	To continue to deliver this in house and provide equipment for those in need.
To continue to provide diverse and challenging extra-curricular activities and increase participation.	Mini-bus: to transport children with SEN to swimming lessons	717	Children make good progress and enjoy the regular swimming sessions. These are a benefit to both their physical and mental well-being.	To continue to provide this for the children who require specialist intervention and allow them to participate in a sport that they might not otherwise engage with.
	Staff costs for swimming	2243		
		Total £4879		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
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 foster an engagement in sport - particularly competitive sport.	Lunchtime coaches to foster young leaders	2052	Pupils are equipped with the skills to support younger pupils in focused playtime games.	To train the next year group of children up to become play leaders, but work with the Year 5s as opposed to Yr6 so they are ready to "start" at the beginning of the academic year.
To continue to enjoy success in local competitions.	Competition coaching	1050	Both the girls and boys were successful in their respective leagues (up until they ended due to COVID)	When the leagues restart; continue to provide lunchtime coaching for the football teams to enjoy further success.
To begin to enjoy success at school level for the younger pupils (KS1 and LKS2)	IGS Sports League subscription	2000	Coaching continued until the COVID March lockdown. Children across KS2 enjoyed Rugby coaching - in order to gain the skills to play in a tournament successfully.	To continue to work alongside the 2VLC and IGS to support transition and engage children in a wider range of competitive sports.
		Total: £5102		

Signed off by	
Head Teacher:	<i>A. Soutar</i>
Date:	<i>Jan 2021</i>
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Date:	<i>Jan 2021</i>
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Date:	<i>Jan 2021</i>