

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Forest school training for staff</li> <li>• Purchasing of Forest school equipment</li> <li>• New PE Resources purchased for indoor PE</li> <li>• Sports equipment purchased for playtimes.</li> <li>• Training for engagement of PE in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Change of PE Subject leadership so CPD investment needed.</li> <li>• PE baseline completed and reviewed. Now need to consider the implications on provision as a result. This will drive improvement plan for 2021</li> <li>• Achievement for All initiative – National Mental Health award.</li> </ul> <p>P.E Recovery Curriculum Due to Covid-19:</p> <ul style="list-style-type: none"> <li>• Promote school values through PE. Encourage teamwork, cooperation, communication, confidence and identity</li> <li>• Manage feelings and behaviour ready to learn, be settled (Covid-19). Celebrate individual and team success, encourage empathy, promote being gracious in defeat, promote fair play</li> <li>• Enjoy and achieve. Provide atmosphere where children can be safe and secure in practical environment.</li> <li>• Health and well-being Improve general well-being through physical, mental and social interaction, and having fun. Promote fit body fit mind. Use exercise as a means to take the mind away from everything else.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>Could not assess as Due to Lockdown swimming lessons could not take place.</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>Could not assess as Due to Lockdown swimming lessons could not take place.</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Could not assess as Due to Lockdown swimming lessons could not take place.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

## 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: 2020-2021		Total fund allocated: £16800	Date Updated: July 2021	
<b>Key indicator 1:</b> 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 <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children to receive 2 hours of quality PE in school time. Areas to focus on should include general fitness as well as sport specific skills.</p> <p>All children to be offered a PE based after school sports club</p> <p>Impact – Children to make good or better progress in their PE sessions. High number of highly skilled adults in the sessions to decrease the child:adult ratio and improve the standards expected from the children.</p>	<p>Progressive Sports Taught sessions</p> <p>Baseline PE Assessment day</p> <p>Purchase of new equipment for forest school.</p> <p>Fizzy lessons</p> <p>Teachers use Cosmic Kids on smartboard 10 mins per day to promote mindfulness and active learning.</p>	<p>9585</p> <p>1125</p> <p>3000</p>	<p>All children are engaging in 2 hours of quality PE a week.</p> <p>Forest school is become more physically active due to the larger equipment we have. This is showing children that exercise and activity isn't just all about playing a sport.</p> <p>New equipment for playtime has enabled children to be more active during unstructured times and also enabling them to create their own games with each other.</p>	<p>PE Sports clubs 2021</p> <p>Lunchtime club for those not actively engaged in physical activity.</p> <p>New PE lead in place for September 2021. Allocation of training for her to fulfil this role.</p>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
High quality teaching of a range of sports and activities. To include “new” activities for KS1 and assessment across the school.	To share the PE successes with the whole school. PE celebration board, sharing achievements on board and in Westbury Whispers, Team captains to do termly write up.	£100	Children are far more engaged in PE activities. KS1 and EYFS children are able to access a lot more activities and sessions due to the number of adults in their room with them. Sports celebration board has been created, which is motivating for the children. Sports points are added weekly, culminating in a trophy awarded to the house with most points.	NS – PE and healthy body and mind display in the hall to refer to during sport activities and family worship (results from competitions)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Approx. 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Further development of PE Lead within PE role. KW to work alongside Progressive Sports on Mondays for all PE sessions for Y2&amp;3. Continued CPD for Preschool staff.</p> <p>Assessment of PE should be regularly carried out and lesson plans should be evaluated regarding the impact on the children's learning.</p>	<p>KW to observe and ensure that PS and teaching staff are sharing planning, taking part in the whole hour session and assessing children</p> <p>Regular meetings with Progressive sports to ensure that the teaching is of a high quality and to share observations.</p> <p>Assessment folders kept on all children. Photos and videos from sessions uploaded to the PS portal for all staff to use.</p> <p>KW and PS to keep notes on sessions and next steps.</p>	<p>9585 (linked to funding from KI1)</p>	<p>Lessons have impacted positively on the children. They have enjoyed having structured PE again after a period of time missed during the second lockdown. Pupil conferencing during the year has highlighted where pupils feel they need more physical activity.</p> <p>Assessment folders are regularly updated and checked by KW. Assessments are clearly discussed between KW and PS. Staff are much more aware of the achievements of the children in their class and areas that children need to work on.</p> <p>Despite Lockdown, PE was able to continue in school for those who were attending as Key workers.</p>	<p>Continuation of PS</p> <p>NS – External training for members of staff to increase subject knowledge of things such as umpiring during cricket tournaments and lessons.</p> <p>CPD through school partnership once face-to-face training can resume.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Additional achievements:</p> <p>Children across the school should be able to say they tried something different this year in PE.</p>	<p>Chance to shine cricket sessions</p> <p>Gloucester Rugby sessions</p> <p>Fencing</p> <p>Archery</p> <p>Mountain biking</p> <p>NeWMATCH Olympics</p>	<p>£300</p>	<p>Due to Lockdown and no face-to-face meetings, this was limited and we did not take part in our annual NewMATCH Olympics with other small schools. However, children were able to engage in some of the activities towards the end of the year. Pupils had the chance to Engage with the local 'Chance to Shine' initiative run by the cricket club.</p> <p>PE lead created a 'Marathon Challenge', which enabled children to take part in a series of physical activity outside of school, to encourage them to remain active. Stickers and medals motivated the children to take up this challenge, which required them to be active in creative and different ways over a distance of 26 miles.</p>	<p>Look at provisions for after school clubs.</p> <p>Climbing wall booked for Autumn term.</p> <p>Work with PS to see what other alternative physical activities they can offer the children as part of their PE sessions next year.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p>Approx. 11%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Enable children to reach different locations to engage with the local games.</p> <p>Meeting with PE leads from local school, to organise some less formal competitive games after school.</p>	<p>Contribution to SGO Forest games</p> <p>School games additional services</p>	<p>400</p> <p>166</p>	<p>COVID restrictions meant that we were not able to engage in face-to-face competitive competitions this year. These will hopefully restart in Sept 2021.</p>	<p>The informal sessions with local small school would be a free event organised by staff.</p>

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