

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 2021	Areas for further improvement and baseline evidence of need:	
<p>Activities offered were all outside from June 1st 2020 to December 16th 2020. Activities continued to be outside from January 2021 to July 2021.</p> <ul style="list-style-type: none"> ○ We have planned Outdoor Adventurous Education including orienteering, map work, scavenger hunts and treasure hunts. ○ We have focussed on health related fitness after lockdown: bleep test, timed runs, team relays, team building and Tri Golf. ○ We have planned and taught additional trial activities as part of our 'It's never too late' sports week, including a jumbo obstacle course and jujitsu. ○ We have ensured that the children have been taught tennis at Greenwood Park using a tennis coach for four classes. ○ We have created mid-term planning and progression documents for all aspects of the PE curriculum. These plans link clearly to the rationale for our PE curriculum. ○ We have increased the standard of facilities and equipment for use during PE lessons and clubs including fixing a number of football goals to the ground. ○ We have engaged less active pupils in daily jogs and provided a PE equipment bag to every child ever in receipt of free school meals. ○ Our new Summer Sports Week – 'It's never too late' – included a full week of new sports as well as inspirational speakers and assemblies. 	Development of needs	Evidence of needs
	Provide additional swimming lessons for non-swimmers. Liaise with secondary schools to ensure that swimming is part of the Y6 transition.	Unable to pick up the Y6 non-swimmers in the summer term due to COVID restrictions.
	Provide early swimming lessons for Year 5 (September 2021)	These children missed their swimming lessons in Y3 and Y4.
	Continue to develop the pupil sports leadership team using Google Classroom. Develop playground buddies to manage more organised games.	The current team support with whole school events such as cross-country and sports day, but we will further develop their role.
	Organise and facilitate more inter-house events to encourage competitive sport such as tennis and rounders.	This year we wore house colours to compete during sports mornings. COVID restrictions meant that we could not mix year group bubbles this academic year in more inter-house events.
	Observe staff teaching gymnastics following the INSET session at the start of the year. Prioritise indoor gymnastics and dance in the first 3	Our 3 weeks of 'Review and Refresh' at the start of the new academic year prioritise gymnastics for every class.

	weeks of September.	
	Train our new PE leader to manage PE as a subject and to develop and enhance provision. Provide a half-day release fortnightly to support this.	Existing PE Leader is retiring and the new leader will need additional training and release time.
	Utilise newly appointed teaching assistant staff to lead clubs independently.	Maximise club provision.
	Train newly appointed & existing MSAs to organise a range of playground games and fitness activities	All children will be active in their lunchtime play.

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

Yes

Total amount carried forward from 2019/2020	£7192.00
+ Total amount for this academic year 2020/2021	£19,420.00 - this value will be used for the % funding calculation and to date 84.7% has been spent.**
= Total	£26,612.00

N.B.

**** Many items are committed expenditure in August 2021 using these funds but do not fall in the timeline to capture on this document. These include outdoor table tennis tables, the balance of long jump refurbishment costs and installation of basketball posts. These funds will be spent within the DfE extension to spend deadline guidance of 31.07.2022.**

Swimming and Self Rescue	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<p>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?</p>	<p>We hoped to deliver non-swimmer sessions post 21/6/21 but now the date for the end of lockdown is 19/7/21. We have delivered three water safety lessons to Ks2.</p>

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 <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				Percentage of total allocation:
				%
Intent	Implementation		Impact	13.3
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:
<ol style="list-style-type: none"> 1. Improve physical fitness, concentration in lessons and mental wellbeing. 2. All children participate with enthusiasm and show increased stamina. 3. Promote extracurricular sport through offering the opportunity to participate in more clubs and sports/exercise as COVID restrictions are adjusted. 	<ul style="list-style-type: none"> • We timetable a 10-minute daily run for Early Years, Ks1 & Ks2. Every class has a minimum of two active PE lessons per week. • We have a marked 300m running track on the school field during the summer term which EYFS, Ks1 & Ks2 use for their Daily mile and PE lessons • We have a running club (for Y5 and Y6 in the summer term) with less active children participating and showing determination to improve their level of fitness. <p><u>AFTER SCHOOL CLUBS RESTARTED</u></p> <p>Netball – year 6</p> <p>Football – year 5</p> <p>Netball – year 5</p> <p>Dodgeball – years 3,4,5,6,</p>	<p>£503</p> <p>Markers £48</p> <p>£604</p> <p>£174</p> <p>£174</p> <p>£174</p>	<p>Fitness had been lost over lockdown for a number of pupils. They now show increased fitness in their PE sessions. The majority of pupils participate enthusiastically in fitness sessions (including the beep test). SEN children now have the confidence to ask for specialised equipment where they know it is available for them to use.</p> <p>Pupils who find it harder to keep fit have shown a real desire to increase their fitness. Many children show increased levels of fitness and enjoyment in sport.</p>	<p>By September, the new running track will enable ‘all weather’ running on a prepared track.</p> <p>Continue to target less active pupils in order to encourage continued participation.</p> <p>Order more specialised equipment for SEND children currently in KS1.</p>

4. Maximise the participation of disadvantaged children in after school clubs and at home.	<ul style="list-style-type: none"> We provide a sports home pack for children eligible for pupil premium funding to include a bag, skipping rope, football or other large ball. 	Skipping ropes £430 Netball size 4 £119 Netball size 5 £119 Football size 4 £210	Children can participate in active games at home with their parents and siblings.	Priority list for children eligible for pupil premium funding.
5. Encourage increased participation in playground activities by raising the profile of play leaders so they can share their ideas and encourage all pupils.	<ul style="list-style-type: none"> We train play Leaders to start and organise playground games. Training planned for year 5 for autumn 2021. House captains used for the summer term. 		More children participate in active games during lunch times.	Use this year's leaders to train next year's leaders. Directly encourage less confident children to apply. Order more playground equipment and provide further training for play leaders.
6. Ensure that football training and competitive matches continue in the new academic year.	<ul style="list-style-type: none"> We appoint outside specialists: St Albans City will take responsibility for the following: <ol style="list-style-type: none"> Running clubs for Ks1 and Ks2 including a girls' club. Organise and participate in fixtures to include leagues, cup games and tournaments: Year 5&6 A & B teams. Girls' team, Year 5 tournament team, C team & Year 4 team friendlies 	£30		Monitor the effectiveness of the provision from September.

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	33
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>Purchase stronger and more robust football goals to use during the school day and for competitive fixtures. Football skills will improve.</p> <p>Renovate the long jump run up and landing area. Integrate long jump into the athletics unit of work.</p> <p>Purchase high quality equipment following staff training.</p> <p>Purchase additional equipment to support playtime games to support self-directed fitness.</p>	<ul style="list-style-type: none"> Use the new goals for matches, lessons and lunchtimes in the summer term. Long jump can be part of sports day for many years to come. Ks2 children can enjoy long jump in their lesson. Cricket equipment, low compression tennis balls and foam skinned rugby balls. <p>Beanbags, skipping ropes, quoits, Markers, primary coloured tennis balls Basketball backboard & ring x 3</p>	<p>£1800</p> <p>£2600 part cost to date</p> <p>£120 £58 £49</p> <p>£440 £45</p> <p>£1300 + additional spend to erect in summer break.</p>	<p>Pupil voice indicated that children really enjoy football and want more of it during the school day, PE lessons and after school clubs.</p> <p>Children can practise the long jump during their PE lessons and become more proficient.</p> <p>Equipment is utilised and teaching has greater impact.</p> <p>Using the correct backboard in basketball means that children have the opportunity to execute a lay-up and shoot with correct technique.</p>	<p>Work towards Level 2 competition. For the previous three competitions, we have reached the final, entered two teams and one year reached level 3 competition.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	19.6
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>Enhance the quality of teaching and learning in all aspects of the PE curriculum but particularly gymnastics.</p> <p>As new staff join the school, ensure they are ready to teach high quality PE. Team teaching will be part of their induction process.</p> <p>Support excellent PE teaching through a structured process of team teaching.</p> <p>Release the existing PE leader for 2 hours each week to expedite a smooth transition to a new PE lead.</p>	<p>All staff attended at least 3 courses offered on the PE Conference online CPD training.</p> <p>INSET staff meeting – Teaching Gymnastics from Reception – year 6. Delivered by PE lead.</p> <p>Two teachers received 18 hours each of team teaching and development (Y4)</p> <p>Two teachers received 10 hours of team teaching each (Reception and Y2).</p> <p>Year 5 had 2 days of high quality PE sessions on returning to school: ultimate Frisbee, athletics, tag rugby and fitness.</p> <p>From the 8th March, the PE lead has had extra release time to ensure that clear transition plans are in place: mid-term plans have been written and annotated for every year group and club provision and handover has been planned for the next academic year.</p>	<p>£300</p> <p>£1305</p> <p>£603</p> <p>£335</p> <p>£250</p> <p>£1005</p>	<p>Register of attendance. Teacher voice and feedback from INSET was positive. Teachers shared their training with other teachers during staff INSET.</p> <p>Teachers can deliver high quality PE lessons.</p> <p>The children learned several athletics disciplines: relay, running technique and throwing. Teachers were shown how to teach athletics safely.</p>	<p>Continue this training for new staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	17
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>The profile of PE is improved and PE supports the children's emotional wellbeing through enjoyable physical exercise.</p> <p>A sports week re-engages pupils' enthusiasm for sport & exercise by offering different sports to participate in each year group.</p> <p>Motivational speakers encourage the children to be resilient and determined.</p> <p>Children work together within their houses to achieve success.</p>	<p>Activities included the following sessions:</p> <ul style="list-style-type: none"> An introduction assembly to inspire & motivate children to take up sport. The provision of a motivational video clip for each day from an inspiring athlete. Reception dance (JM Dance) Year 1 - fitness with inflatables or netball session with a specialist Year 2 – Golf Year 3 – Golf & Rugby Year 4 – Rugby Year 5 – Martial Arts Year 6 – Martial Arts A motivational talk by Karyn Bailey – Australian International, Saracens Mavericks & Surrey Storm Netballer. Dodgeball club all week for Ks2. Dress up day on Friday – school parade. 	<p>£500</p> <p>Inflatables £250</p> <p>£125</p> <p>£60</p>	<p>All pupils engaged in a new sport with enthusiasm. Sports week enhanced staff and pupil wellbeing.</p> <p>The children understand the commitment needed to become a professional athlete.</p> <p>Children play tennis with qualified coaches and excellent facilities.</p> <p>Children learned how to run different games and self-umpire.</p>	<p>Make sports week a regular annual event.</p> <p>Invite professional athletes to talk to the children.</p> <p>More sporting experiences with alternative sports in the future: water polo, fencing, using trampolines and free running</p> <p>Utilise other schools' facilities as COVID restrictions lift.</p> <p>Organise a First aid course for year 5's</p> <p>Organise a table tennis lunchtime/after school club.</p>

<p>Offer new opportunities for different sports during playtimes following pupil voice.</p>	<ul style="list-style-type: none"> • Fitness inflatables with an obstacle course for each year group mornings for Early Years, KS1 and KS2. • Tennis lessons at Greenwood Park. <p>Ultimate Frisbee sessions Y5/6</p>	<p>£2349</p> <p>24 Frisbees £25</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	1.8
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>More pupils to participate in competitive sports at the highest level where possible. Increase participation in KS2 from 50% to 65% this year.</p> <p>Enter a variety of competitions in a growing number of sports</p> <p>Extend the Health Related Fitness programme to all Ks2 pupils</p>	<p><u>Subscription to the St Albans Primary Schools Association:</u> entry into district inter sport events: district & county X-Country leagues, football league & cup competitions, netball league & tournament, district athletics, mini athletics and cricket tournaments.</p> <p><u>School Games Premium</u></p> <p>Outside COVID restrictions, the premium is used to enter school games partnership events: basketball, hockey, cricket, table tennis, indoor athletics, tag rugby festival, rapid-fire cricket, tennis, mixed cricket, Boccia, Tri Golf, year 4 sports festival and school games finals.</p> <p>Whole school participation in many orienteering courses, treasure hunts & scavenger hunts and other</p>	<p>£96</p> <p>Harpenden (Roundwood Park)</p> <p>School Sports Partnership Fee £250</p>	<p>Pupils get the opportunity for Level 2 competition – inter school sport. Approximately 150 out of 240 pupils usually have the chance to participate at this level, with some participating in Level 3 and Level 4.</p> <p>Pupils have learnt how they can participate in activities to help them keep fit and healthy.</p> <p>Pupils have learnt the importance of exercise and keeping a healthy body and mind.</p>	<p>Additional adults to accompany the PE leader so we can enter more teams in competitive events.</p> <p>Continue to enter events wherever possible to give more opportunities to pupils.</p> <p>More opportunities to compete competitively during PE lessons.</p> <p>Next year, implement house events missed this academic</p>

Provide orienteering courses for all year groups	outdoor activities. KS2 participated in many fitness activities: Bleep test, cross country, fitness circuits, train game and other activities. Learning about a healthy body, heart and mind.			year: house cross country, winter sports and house rounders tournaments.
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Head Teacher:	Tracy Mylotte
Date:	20.7.21
Subject Leader:	Helen Twining
Date:	26.6.21
Governor:	Steve Green
Date:	30.7.21