

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:
<ul style="list-style-type: none"> <li>• Increased awareness and focus on individual performance from the pupils - during PE lessons as a means of recording and checking their own individual performance and improvement tally. Pupils more fully aware of their own progress and demonstrate quantifiable evidence of their next steps required.</li> <li>• Professional development of all staff who will be delivering PE sessions remained a priority. Inset sessions run by the PE lead in association with St. Helens RLFC will ensure the delivery of high quality PE across the school.</li> <li>• Even more of an emphasis on extra-curricular clubs for all ages, including infant clubs and with a wider range including table tennis</li> <li>• Attendance of PE Network meetings will remain essential and integral in the development of PE and sport across the school. High levels of attendance at Network sporting events remains a Garswood Primary School Sports Premium Strategy 2019-2020 Support for review and reflection - considering the 5 key indicators from DfE challenge is demonstrable; and that progress can be easily monitored.</li> <li>• Enhanced success in inter school local authority competitions and tournaments.</li> <li>• Pupils have demonstrated success in a number of events and have enjoyed sharing their success in assemblies and on twitter. It is anticipated that these links will be maintained the following year to ensure that access to competitive sports events becomes more familiar with the pupils. priority and hosting an event each year will be paramount in ensuring the profile of the school in the network is maintained.</li> </ul>	<p>Plan for 20-21</p> <ul style="list-style-type: none"> <li>• Ensure new PE books are being used to record PB and techniques learned and ensure that delivery of PE sessions by staff is of a consistently high standard and assessed accurately (PE books can aid assessment)</li> <li>• To raise the profile of school sports leaders in PE sessions, activity leaders, and sports reporters. Ensure higher participation levels from all year groups at lunchtimes (Y5 to run multi-sport club at lunchtime)</li> <li>• Contribution to sport and PE to be demonstrated and celebrated by the acquisition of quantifiable evidence. To demonstrate progress and high-quality delivery of PE and sport within the school in every year group. Including extra-curricular opportunities.</li> <li>• Clubs to be offered in line with inter-school competitions to ensure greater success. Improved levels of participation in a wider range of extra-curricular sports activities across the school through increase of clubs offered by specialised staff and teaching staff</li> <li>• Improved levels of participation in a wider range of extra-curricular sports activities across the school through increase of clubs offered by specialised staff and teaching staff.</li> <li>• Enhanced success in inter school local authority competitions and tournaments. Pupils from across the school will demonstrate greater levels of success in School Games competitions and St Helens First Network events. A, B and C category participation to be recorded and celebrated.</li> <li>• Develop pupils' attitude and approach to physical activity in a positive fashion to promote a want to participate.</li> </ul>

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? <b>N.B.</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.	55% Assessments interrupted due to COVID19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55% Assessments interrupted due to COVID19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55% Assessments interrupted due to COVID19
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?	No

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## 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:	
<b>Key indicator 1:</b> 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:
					20%
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?:
Contribution to sport and PE to be demonstrated and celebrated by the acquisition of quantifiable evidence. To demonstrate progress and high quality delivery of PE and sport within the school in every year group. Including extracurricular opportunities. Demonstrate th		Maintenance of Sainsbury's School Games Mark -Gold. Evidence for accreditation to be accumulated over the academic year as demonstrable evidence of approach to the high quality delivery of sport and PE in the school.		£6000	Sainsbury's School Games Mark is well regarded as a means of demonstrating detailed evidence of the contribution and commitment to raising the standards of PE in school. Fitness levels of all the pupils is of specific focus. Implementation of strategies such as development of 'Covid friendly bubble activities', 'and 2 hours dedicated PE time are clear indicators of the commitment to this goal. (Forest School sessions can also be included)
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					10%
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?:

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<p>To raise the profile of 'sport role models' in PE sessions, use of 'bubble activity leaders' and new equipment for each year group. Ensure higher participation levels from all year groups at lunchtimes. (sports bags to be used per year group to avoid sharing equipment)</p>	<p>Encourage children to take part in all sessions with a positive attitude. Pupils should feel inspired to participate in lunchtime sessions and the profile of PE and sport will be further developed throughout the year. Pupils from each class will participate in the new 'Covid friendly games' set up by 'role models' within the class.</p>	<p>£3000</p>	<p>SH will work alongside the activity leaders as a means of improving their delivery skills. PE lead to oversee the midday supervisor's role at lunchtimes. School website to have reports and activities published half termly. (Supply costs for PE lead to monitor delivery) (Children use the equipment bags effectively at lunchtime and develop 'Covid friendly' activities.)</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 ensure that delivery of PE sessions by staff is of a consistently high standard and assessed accurately. In addition to this, due to new Covid health and safety guidelines, all PE lessons to be taught outside so adaptations to be used for some units such as dance. Catch up curriculum for missed units to be utilised effectively	To maintain the already high standard of PE and sport provision in the school. To widen the range and evidence of PE delivery with more members of staff feeling confident	£9,000	Improved quality of teaching and learning of PE from INSET delivered in house. Impact recorded Pupil voice recorded on school website with a focus on peer assessment, reporting and perfect modelling. Excellence and achievements to be celebrated on website, Twitter and in school assemblies. Planning will ensure the progression of skills and wider variety of experiences (see PE planning on staff share)	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
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>Improved levels of participation (when viable due to Covid) in a wider range of extracurricular sports activities across the school through increase of clubs offered by staff. (suggestions from school council – archery, running, multi sports). Improve fitness levels through effective reward systems in place to encourage participation at home</p>	<p>100% of pupils to attend at least two online/virtual extracurricular activities or challenges throughout the year. Figures to be recorded in participation of clubs on teaching staff share. Create new matrix to show and record children accessing and participating in online competitions.</p>	<p>£6000</p>	<p>Previous participation data held on staff share demonstrates particular year groups and focus groups such as PP and SEN which require improvements in uptake. New data to include information with regards to children's' access to PC/tablet etc in order to access virtual challenges. Engage with Specialised external staff to offer wide range of virtual/ online clubs/CPD with staff including judo, fencing, dance, and gymnastics.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
Enhanced success in inter and intra school competitions and tournaments. Pupils from across the school will demonstrate greater levels of success in School Games competitions and St Helens First Network events. New methods of virtual/online participation to be recorded and celebrated. Ensure 'Covid friendly' virtual competitions communicated through Danny Bacon are shared effectively with parents via Twitter, Teams or email. Encourage children to access the virtual competitions during school time, where possible.	School to have a termly competition between classes to be celebrated during assemblies and practises recorded in PE books (number of balls in ball catcher during a 2 min period) Participation in inter network and LA sports virtual competitions to be enhanced with all year groups having the opportunity to represent in a competition throughout the year. School to have representation at more than 70% of School games virtual competitions for the LA	£6000	Evidence of class winners and scores on matrix and recorded in PE books. Quantifiable evidence required for maintenance of School Games Gold Mark. Virtual competitions matrix highlights when and how competitions are held and demonstrate any patterns of participation and/or nonattendance. Recent network planning has established the need for more competitions which allow for B and C team representation-thus accreditation for Sports Mark is more easily attainable. Competitions matrix will allow more pupils from each year group to access the online/virtual tournaments and have the opportunity to represent the school.	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

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Governor:	
Date:	