

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"> • An embedded new scheme of work – looking at developing the whole child and not just physical skills • Two hours of high-quality P.E lessons for all classes Year 1-6 (1 hour for EYFS) • An introduction of the Daily Mile • Cycle ready sessions offered to all children in KS1 • Balanceability sessions Level 1 offered to all children in Year 4 and Level 2 in Year 5 • Dr Bike – bike servicing ensuring bikes are road-ready – encouraging active travel to school • Year 5 play leaders trained and beginning to work with younger years (Covid-19 meant this couldn't continue all academic year) • Active playtimes – markings onto playgrounds, traversing wall installed • Subject leader CPD – intent, implementation, impact Ofsted framework training for updated curriculum design to ensure progression of skills • Lots of physical activity opportunities provided to children during Lockdown – Rainbow Games, The Joy of Movement, School Games – My active Rainbow 	<ul style="list-style-type: none"> • Assessment data – fully completed and used to analyse attainment of disadvantaged groups • Look at curriculum mapping to ensure progression of skills across key stages and ensure a wide range of activities offered • All year groups accessing the Daily Mile at least 3 times a week • Increased after school clubs leading to increased attendance at School Games competitions • Steps To Tokyo – cut short due to Covid-19 – reintroduce initiative to achieve the steps as a school before the end of Term 6 • PE Sporting values – embedded as part of P.E lessons • Pupil Voice – attitudes to P.E and extra-curricular clubs canvassing required • Increased inter-house competition – raise the profile of the house system to more than just Sports Days • Develop the offering of swimming to ensure all children leave St John's able to meet the Swimming National Curriculum requirements • Achieve at least Bronze again in the School Games Mark

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

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

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: £5,573.97	Date Updated: March 2021		
What Key indicator(s) are you going to focus on? 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				Total Carry Over Funding: £5,511.34
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils. Encourage all children to increase their daily step count	Make sure your actions to achieve are linked to your intentions: Purchase better step counters – USB chargeable – more accurate. Provide data on most active classes/ Key Stage – newsletter	Carry over funding allocated: £263.84	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?: Children have created healthy competition between each other in classes to get their step counts up and also want to be the most active class/key stage. Other children have started wearing their own trackers from home and compare step counts with each other regularly. Project was halted for Terms 3 & 4 due to National Lockdown 3. Step count might not be reached but Terms 5 & 6 will have a further push. “I love having the watch – it is good to see how many steps I do in a day. I like trying to beat my friends too”. Yr 5 child. “We run around more at break time to get the most steps” Yr 2	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?: Find a new goal step target. Purchase more trackers so more children in the class can wear them. Create reward for most steps per week. Run this by the House Captains.

<p>KS1 and KS2 Children more active during break times and lunch times.</p>	<p>Equipment boxes for all classes purchased – no sharing of equipment – complying with Covid guidance and risk assessment</p>	<p>£1,147.50</p>	<p>child.</p> <p>All children have the opportunity to participate in more structured play in their lunch times. Has increased the children’s ability to develop creative games, make up rules and follow the School’s Sporting Values.</p> <p>“We like using the scoopers and balls and have created a new game that we all like playing” Yr 5 child.</p> <p>“Play times are calmer as the children are more engaged in specific activities. I have enjoyed seeing their creativity develop as they think of rules and tactics for their own games” Yr 5 TA</p>	<p>Train MMS staff to engage further with the children. Play the games with them.</p> <p>Allow children the chance to officiate small sided games at break/lunch.</p> <p>Ensure training of play leaders returns once mixing is reallowed so they can run games with the younger children who may currently struggle to use the equipment sensibly/safely at all times.</p>
	<p>Artificial grass laid under traversing wall to ensure this can be used in all weathers</p>	<p>£2000</p>	<p>Climbing wall is timetabled for use at lunchtimes by classes and available for use during activity breaks. Children do not need to worry about changing their shoes if the weather is bad as surface is always useable.</p>	
<p>Provide children by the end of KS2, the opportunity to learn safe and confident practice riding a bike on the road.</p>	<p>Bikeability provision for Year 4 to increase children’s confidence and knowledge of pedal bike riding. To become ready to cycle on roads</p>	<p>Yr 4 £600</p>	<p>Cancelled again due to Covid-19 school closure – dates couldn’t be moved to later in the year – rearranged for next academic year</p>	<p>Children to receive additional bikeability training in Year 5</p>
<p>Children by the end of KS1 to be confident riding a pedal bike without stabilisers</p>	<p>Balanceability provision for EYFS Additional Cycle ready provision for Year 1 to increase children’s</p>	<p>EYFS £600</p>	<p>Cancelled again due to Covid-19 school closure – dates couldn’t be moved to later in the year –</p>	<p>Cycle Ready provision to continue</p>

	<p>confidence with pedal bike riding</p> <p>Catch up sessions with Year 2 children who did not meet required standards in Year 1</p>	<p>Yr 1 £600</p> <p>Yr 2 £300</p>	<p>rearranged for next academic year</p>	<p>in EYFS and Year 1 to improve the % of children able to successfully ride.</p> <p>Cycle-Ready may need to occur in year 3 next year too to ensure all children are confident using a pedal bike without stabilisers.</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.	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
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 We would have used Term 6 to target Non-Swimmers, however Covid-19 stopped this being possible.

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: £19,770		Date Updated: April 2021, May 2021, July 2021	
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		
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:
Ensure whole school is taking part in the Daily Mile at least 3 times a weeks	Daily Mile surface – applied to existing school field to ensure the Daily Mile can happen whatever the weather.		£ price TBC – quotes to be sourced Price TBC – quotes to be sourced £163.72	This allows two spaces to be used (playground markings added last year) – maintaining class bubbles not mixing	Not currently implemented - Look to provide a track area around existing school field next academic year. This will ensure the surface for doing the daily mile is suitable in all weathers throughout the whole year.
KS1 and KS2 Children more active during break times and lunch times.	Outdoor Gym Equipment Outdoor speaker purchased – dance party lunchtimes Train current Year 4s in Term 6 to be play leaders – after school play leaders club? Dr Bike - Bike servicing ensuring bikes			Play leaders will encourage more active and structured play times. Play leaders can target those children who may struggle socially to engage with other children in unstructured environments.	Play leader training scheduled for Term 1 with Year 5 children. Rota of children and classes to work with play leaders to be created.

Created by:



Supported by:



Encourage KS1 and KS2 children alongside their families to scoot/cycle to school	are road-ready Re-cycle bike sale – donated bikes refurbished and sold on.			
Increase % of time Year 1 are active outside	Liaise with Year 1 team to ascertain active equipment needed: Creative crates Wooden boards	£103.92 £40.32	Children are now more active outside. They are developing gross motor skills and using their imagination.	Due to Covid, KS1 are moving to more continuous provision style of learning – especially in year 1. Liaise with Yr 1 teachers to see other equipment to purchase to improve gross and fine motor skills and physical development.

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	
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:
Whole school consistency of planning used	Continue to use GetSet4PE planning and assessment	£0	The scheme allows an excellent progression of skills from YR – Y6. Scheme of work is highly rated by all teaching staff.	Purchase a further three years of the scheme.
Ofsted Framework for wider Curriculum used to develop a vision for PESSPA	Subject lead to attend online CPD to ensure curriculum design meets Ofsted criteria of 3 Is Curriculum mapping to ensure progression of skills through key stages and that a wide range of activities are being used to teach the required skills.		“In 15 years of teaching, I’ve never enjoyed teaching P.E as much” Yr 2 teacher Children enjoy the range of sports included in KS2 SoW.	Change some Y3 units to include fundamentals and ball skills. Allow for gaps in Physical Development from Covid.
A broader range of activities offered as extra-curricular activities in line with School Games Calendar	Cover for Subject Leader to complete curriculum design Pay TA to run after school clubs Pupil voice to determine which clubs children would like to attend from pre-determined list in-line with School		“I’ve never played Volleyball before. I have enjoyed learning the different shots and using the nets to play.” Yr 5 pupil Use of TA to run clubs next academic year for Yr 1-6. Trialled with Y5 football club.	Add Handball into Curriculum Overview for Y6. Run a timetable of clubs based on the School Games calendar.

<p>Initiatives to ensure the priority of children's well-being after returning to school after Lockdowns</p> <p>Active Maths for KS1 intervention post Lockdown to address gaps in learning</p> <p>Development of SEN 'Room of Requirement'</p> <p>Ensure high quality P.E lessons throughout all key stages</p> <p>Swimming intervention provided (above the basic National Curriculum requirement) to ensure all children leave St John's being able to achieve the National Curriculum objectives</p>	<p>Games competition calendar</p> <p>Speak with PSHE lead to work collaboratively on wellbeing initiatives</p> <p>Assess gaps and resources needed for intervention</p> <p>Purchase sensory and physical intervention resources in conjunction with SENCo</p> <p>Observation of lessons – focus on % of active 'doing' time in a lesson</p> <p>Send letter to Year 6 parents to ascertain % of children not yet confident and competent swimmers in the National Curriculum descriptors</p> <p>Organise swimming lesson instructions</p>	<p>£151.85</p>	<p>Excellent uptake from whole year group, meaning two separate days were needed for the clubs.</p> <p>Room used for Sensory Circuits intervention daily – dedicated space allows correct and safe implementation of activities.</p> <p>Intervention swimming lessons could not happen due to Covid-19 restrictions on school swimming lessons.</p>	<p>Plans for a sensory garden to be developed 21-22 academic year alongside the regeneration of pond area.</p> <p>Additional resources to be purchases for this room and also sensory garden.</p> <p>Timetable swimming missed by cohorts due to Covid-19 restrictions.</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:
				%
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:
Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident. Improved quality of children's physical education in Key Stage 2 to ensure they are competent and confident.	PE subject leader to attend CPD training and then to provide updates throughout the year in staff meetings. Staff audit to understand confidence in delivery of P.E scheme of work and areas they would like to receive CPD PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. All staff encouraged to partake in Active 30:30 activities alongside children Staff to partake in Daily Mile alongside children Purchase Safe Practice in PE updated resource to give staff most up-to-date knowledge of current best practice Join AfPE to receive latest updates in PESSPA key issues, resources and support. All staff encouraged to partake in	£115	No training attended face-to-face but CPD attended via Zoom with GetSet4PE.	Staff to identify areas for their professional development next year Arrange team teaching opportunities for year group/phase teachers to observe each other's practice. Ensure continued development of top quality teaching, learning and assessment Subject leader to work with new staff to ensure they are consistent with the teaching of P.E Timetable of pupil and staff conferencing developed for academic year 2021-22. Monitor email correspondence from AfPE to ensure latest guidance and updates to PESSPA are implemented within school.

	Active 30:30 activities alongside children Staff to partake in Daily Mile alongside children			Daily Mile to be fully embedded throughout the school by the end of Term 2 21-22.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. Increased Inter-house competition for all children in KS1 and KS2	Introduce new activities for UKS2 to ensure skills coverage is taught through new activities: Badminton/Volleyball resources Tri-Golf Introduce a wider range of clubs and maintain current provision. Attend competitions when allowed. Involve TA to run extra-curricular clubs Arrange a pupil survey to ascertain what pupils would like. All children to experience working as part of a team to develop awareness of fair play and rules. All to learn new skills and then apply them to competition scenario Timetable of year groups and activities generated Purchase house cups	£582.50 £249.99 £171.50	Children enjoy the range of sports included in KS2 SoW. "I've never played Volleyball before. I have enjoyed learning the different shots and using the nets to play." Yr 5 pupil Timetable of inter-house competition interrupted due to National Lockdown. All children competed in Inter-house Sports day.	Purchase further equipment for additional activities added to Curriculum map - Handball Run a timetable of clubs based on the School Games calendar. Calendar of inter-house competition developed for academic year 2021-22 House Captains to deliver timetabled events.

<p>Increased % children with good level of fine motor skill entering KS2</p>	<p>After school club to continue from following demand for club. Target children identified by KS1 teachers and parents as children needing additional intervention for fine motor skill. Delivered as fun club where children are not necessarily aware of the learning going on. Fine and Gross motor skills development resources purchased.</p>			
<p>All children to engage with 'Active Experience Days'</p>	<p>Each year group to research and choose an experience day for their year group. Could be off site trip or company coming into school Budget agreed and communicated to all staff</p>		<p>Budget agreed this academic year – year groups to choose activity and book in for 21-22 academic year.</p>	

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<p>To introduce additional competitive sports identified by pupils in survey in order to engage more pupils.</p> <p>Opportunities for A, B and C team competition to increase number of KS2 children involved in competition.</p> <p>Gain the Bronze Sports Mark achieved in academic year 2018/19 whilst aspiring to meet criteria to achieve Silver Sports Mark</p> <p>All KS1 and KS2 children to participate in competition sport within curriculum time.</p> <p>Replace/add to equipment in line with School Games Calendar</p>	<p>Lunch time and after school clubs in line with School Games timetable of events.</p> <p>Events for both LKS2 and UKS2 to be entered.</p> <p>Timetabled inter-house competition</p> <p>Equipment and storage to be purchased to replace existing equipment</p> <p>Tennis Balls</p> <p>Netball post protector padding</p> <p>Netball posts</p> <p>Goals</p> <p>Balls/storage/stopwatches</p> <p>Equipment for new activities for School Sports Days</p>	<p>£68.60</p> <p>£64.94</p> <p>£166.64</p> <p>£133.30</p> <p>£82.95</p> <p>£175.90</p> <p>£500.00</p>	<p>Club offering limited due to bubbles and covid restrictions.</p> <p>All children took part in summer end of year Sports Days and competed within their house teams.</p>	<p>Purchase further equipment for additional activities added to club calendar.</p> <p>Pay TA to run clubs.</p> <p>Run a timetable of clubs based on the School Games calendar.</p> <p>Calendar of inter-house competition developed for academic year 2021-22</p> <p>House Captains to deliver timetabled events.</p>

Signed off by	
Head Teacher:	DJ Smith
Date:	31.7.21
Subject Leader:	R Milsted
Date:	31.7.21
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Date:	31.7.21