

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:
<p>Children receive high quality coaching that will encourage them to partake in an active and healthy lifestyle. They are developing greater proficiency in a range of skills and their progress and development is tracked.</p> <p>Children will experience different sports through clubs and engage in at least 30 minutes of physical activity a day through daily physical activities.</p> <p>Target children will show an increase in self-confidence and body control</p> <p>There has been a significant improvement in the attendance of sporting extra-curricular activities</p> <p>Created opportunities for the Network to work with teachers in lesson</p> <p>Set up SEND PE lessons and after school clubs with updated equipment to allow the children to access the lesson e.g. new age curling, boccia and different types of balls.</p>	<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>Improve the percentage of current Year 6 cohort to swim competently, confidently and proficiently over a distance of at least 25 metres? Swimming interrupted due to Covid 19 restrictions and the closure of swimming pools. Only 60% of children at the end of the summer term 2020 could swim 25 m. Only 30% of current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>0% of our current Year 6 cohort perform safe self-rescue in different water-based situations as their learning was interrupted due to Covid 19 restrictions and the closure of swimming pools.</p> <p>Develop the knowledge and skills of support staff to deliver activities at break and lunchtimes. LPESSN Team to come in and work with the lunchtime covers.</p> <p>HLTAs to work with Coach Dan and PESSN to look at how to get out Gymnastics equipment.</p> <ul style="list-style-type: none"> • Continue to develop staff knowledge and skills to deliver more activities confidently and competently. Dance and gymnastics have been identified as areas to develop.

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

Academic Year: September 2020 to March 2021	Total fund carried over: £2484.30	Date Updated: 15/10/2020
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What Key indicator(s) are you going to focus on?	Total Carry Over Funding: £2484.30
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Intent	Implementation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <ul style="list-style-type: none"> All pupils to receive high quality teaching from trained coaches. Pupil voice to show PE sessions are engaging, challenging, stimulating and accessible to all. Challenge for the more able is evident in lessons and in clubs. Develop opportunities for vulnerable groups to attend PE clubs, targeting them specifically. Introduce Yoga for targeted children. Sport coaches at lunchtime organise games for the children. Training sports leaders (year 4, 5 and 6 pupils) Membership of London P.E network- participate in competitions. Embed the daily mile.(School building works has put a pause on this as we have no playground) Daily mile home activity sent for home learning during lockdown <p>Lunch time staff to support the</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE coaches continue the running of: Multi-skills Hockey, Basketball, Gymnastic, Badminton, Parkour Football clubs aimed at children who are vulnerable to not attending. SEND after school club equipment. G&T after school club formed to enhance sport for these children. Develop opportunities for vulnerable groups to attend PE clubs and participate in activities at lunchtime-targeting them specifically. Yoga for targeted children with (6 per year group and for 8 weeks):</p> <ul style="list-style-type: none"> Poor body awareness and core strength Poor concentration and focus Low self-esteem 	<p>Carry over funding allocated:</p> <p>SEND after school club equipment. (£486.66)</p> <p>Indoor equipment top up £154</p>	<p>Evidence of impact: How can you measure the impact on your pupils.</p> <p>Children will receive high quality coaching that will encourage them to partake in an active and healthy lifestyle. They will develop greater proficiency in a range of skills and their progress and development tracked.</p> <p>Children will experience different sports through clubs and engage in at least 30 minutes of physical activity a day through daily physical activities.</p> <p>Target children will show an increase in self-confidence and body control.</p> <p>There has been a significant improvement in the attendance of sporting extra-curricular</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>42% 1 coach and 1 apprentice employed by the school. Next steps to provide more training for teachers and support them in delivering P.E lessons.</p> <p>20%- Coach has taken over running this provision in a space that is free to hire so ongoing costs are free.</p> <p>Year 4, 5 and 6 pupils to continue to support play at lunchtimes within their year group bubbles- P.E coach to train year 3 pupils.</p> <p>Home Learning PE activities provided by PESSN. Children accessed videos for home activity</p>

<p>running of activities at lunchtime- children to participate in cricket, tennis, football, badminton, catching games, basketball, etc within their bubbles.</p>	<p>Children will be involved in physical activity for at least 30 minutes per day –activities at lunchtime.</p> <p>Year 4,5 and 6 children will develop their leadership skills within their year group bubbles and support their peers in participating.</p> <p>All children are given the opportunity to participate in sports competitions- sports day and through the LPESSN group. This is all virtually done due to Covid 19 restrictions</p>	<p>Top up equipment for year group bubbles.</p>	<p>activities through the engagement of pupils during lesson time. These are provided through their year group bubbles and virtually.</p> <p>The introduction of additional sporting activities during lunch within year group bubbles</p>	<p>through LPESSN and Joe Wicks Cross-curricular video links to keep children active.</p>
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>				<p>Due to Covid 19 restrictions safe self-rescue techniques are included in PE lessons to provide pupils with skills.</p>
<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>60 %</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>30 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>				<p>0 %</p>

<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>Yes Top up swimming lessons provided for Summer 2 to Year 6 pupils (N.B: Covid-19 lockdown limited access during the Summer and Autumn term 2020 so achievement was limited and targets could not be fully met.)</p>
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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: £19,000		Date Updated: March 2021	
<p>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</p>					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:
<ul style="list-style-type: none"> All pupils to receive high quality teaching from trained coaches and teachers Pupil voice to show PE sessions are engaging, challenging, stimulating and accessible to all. Challenge for the more able is evident in lessons and in clubs. Develop opportunities for vulnerable groups to attend PE clubs, targeting them specifically. Introduce Yoga for targeted children. Sport coaches at lunchtime organise games for the children. Training sports leaders (year 4, 5 and 6 pupils) Membership of London P.E network- participate in competitions. 	<p>P.E coaches continue the running of: Multi-skills Hockey, Basketball, Gymnastic, Badminton, Parkour</p> <p>Football clubs aimed at children who are vulnerable to not attending G&T after school club formed to enhance sport for these children</p> <p>Develop opportunities for vulnerable groups to attend PE clubs and participate in activities at lunchtime- targeting them specifically.</p> <p>Yoga for targeted children with (6 per year group and for 8 weeks):</p> <ul style="list-style-type: none"> Poor body awareness and core strength Poor concentration and focus Low self-esteem <p>Children will be involved in physical activity for at least 30 minutes per day –activities at lunchtime</p>		<p>Coach and Teachers to run Large equipment for Gymnastics (Mats, Benches for both Key Stages)</p> <p>£10, 800.00</p> <p>Equipment for after school clubs</p> <p>£300 (After school club equipment top up)</p> <p>£497</p>	<p>Children receive high quality coaching that encourages them to partake in an active and healthy lifestyle. They develop greater proficiency in a range of skills and their progress and development is tracked.</p> <p>Children experience different sports through clubs and engage in at least 30 minutes of physical activity a day through daily physical activities and play.</p> <p>Targeted children show an increase in self-confidence and body control.</p> <p>There has been a significant improvement in the attendance of sporting extra-curricular activities through the engagement of pupils</p>	<p>56% spent on large equipment. 1 coach and 1 apprentice employed by the school After Autumn Term there will be 1 coach. Teachers and coach to teach 1 X weekly lesson from Spring Term.</p> <p>Next steps to provide more training for teachers and support them in delivering P.E lessons.</p> <p>Specialist coach and PESSN has taken over running this provision in a space that is free within school within year group bubbles.</p> <p>4.19% spent on top up equipment for after school club</p> <p>Year 4, 5 and 6 pupils to</p>

<ul style="list-style-type: none"> • Embed the daily mile. (Could not take place due to Lockdown restrictions and Covid 19 regulations} <p>Lunch time Staff and Coach to support the running of activities at lunchtime- children to participate in cricket, tennis, football, badminton, catching games, basketball, etc (Daily mile cannot take place due to building work and a restricted playground.)</p> <p>Workshop to be introduced on having a healthy mind and body.</p>	<p>Year 4,5 and 6 children will develop their leadership skills within their year group bubbles and support their peers in participating.</p> <p>All children are given the opportunity to participate in sports competitions- sports day and through the PESSN group. This is all be virtually done due to Covid 19 restrictions</p>	<p>LPSSN membership</p> <p>£312.98</p> <p>£903.00</p> <p>£129.29</p>	<p>during lesson time. These are provided through their year group bubbles and virtually.</p> <p>The introduction of additional sporting activities during lunch within year group bubbles</p> <p>A very successful sports day was held within the regulations of Covid 19</p> <p>My Young Mind – ‘Inside Out’ session where we discuss mental health and emotions as well as how best to look after our minds and relationships. (Eating/drinking/sleeping/exercise etc).</p>	<p>continue to support play at lunchtimes within their year group bubbles- P.E coach to train year 3 pupils.</p> <p>Continue to provide opportunities for children to think about a more consistent healthy lifestyle.</p>
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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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Invite a local football team in to speak to children in assembly (Virtually) • Invite an athlete to motivate pupils (Virtually) • Celebrate children success- include these in the school newsletter and displaying newspaper clippings. • Noticeboards with the sports on offer. 	<p>Information on club times and competitions to be on display in entrance hall on the website and in the parent handbook.</p> <p>To inspire children to want to be involved in these assemblies by ensuring these celebrations happen every week virtually and within their year group bubbles.</p>	<p>No cost</p>	<p>Children have had the opportunity virtually see professional sports people in action and this inspires and increases their aspiration for their own achievements.</p> <p>Children feel proud to have their achievements recognised through being chosen as “Star of the week” within lessons.</p>	<p>1 coach and 1 apprentice employed by the school. Next steps to provide more training for teachers and support them in delivering P.E lessons.</p> <p>Continue to celebrate P.E star of the week and achievements in newsletters.</p> <p>To continue to develop</p>

<ul style="list-style-type: none"> • Weekly P.E award to celebrate importance of participation in sport • Sportsmanship awards during sports competitions • Pupils to have option to participate in daily mile at break times (which is restricted due to not having a playground due to building works.) 	<p>Medals presented to celebrate these children. Star of the week chosen. Encourage children to participate in physical activity at playtimes.</p>		<p>Competitions occurred virtually and children were awarded certificates and their achievements were celebrated in the newsletter. This has a positive impact on their self-esteem.</p> <p>Children are rewarded for resilience and determinations- this will encourage future participation.</p>	<p>relationships with local football teams and other sportspeople to encourage aspirations which is done through virtual support.</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:
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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:
<ul style="list-style-type: none"> Continue to work with London School P.E Network to engage in whole school training (Inset) Identify training needs of staff and send them on the relevant courses. 	Bespoke support targeted to improve areas which are important to our school including professional development and health and well-being.	LPESSEN membership £5,280 (2020/2021)	<p>Increased confidence, knowledge and skills of all staff that teach PE. Broader range of sports and activities offered to all pupils delivered by a more confident leader. Increase quality of teaching and learning.</p> <p>Dance, multi-skills and SEND training for teachers was provided in the Spring Term. Specialist coach provided dance training to staff in Spring 1</p>	27% To provide more CPD opportunities for teachers so they are more confident in teaching the different areas of sport within the PE curriculum
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:

<p>Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved.</p> <p>Additional achievements: Additional swimming To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</p> <p>All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE</p>	<p>Pupil voice to understand the activities pupils would like to participate in.</p> <p>Continue the intense week swimming offer for Year 5 children in the Summer term- if lockdown restrictions allows.</p> <p>Work with local swimming pools to find an appropriate location and skilled teacher for swimming.</p> <p>Ensure remaining year 6 pupils are receiving swimming interventions.</p>	<p>Coaches to provide this.</p> <p>£1080- Top up swimming (Summer 2)</p>	<p>Introduction of new sporting clubs, and a range of activities at lunch time.</p> <p>At the end of year 5 33% of children were achieving the end of Key Stage 2 requirements. The aim is to increase this to 70%.</p> <p>At the end of year 5 78% of children were non swimmers. Of these 93% were achieving the end of KS1 requirements.</p> <p>Desired target for the intervention is for: 60% of pupils can swim 25 metres at Year 6 using a range of strokes.</p> <p>40% of pupils can swim competently, confidently and proficiently over a distance of 25m using a range of strokes.</p> <p>100% of pupils increased their distance swimming by 10 metres.</p> <p>What was actually achieved: 65% of pupils can swim 25 metres at Year 6 using a range of strokes.</p>	<p>From year 1-6 pupils experience 14 different sports.</p> <p>8% Swimming provision provided by the local authority to be reviewed.</p> <p>60% of children are now able to swim 25m after this intervention. This provision will need to be continued next year.</p> <p>To continue to provide Top up swimming sessions next academic year to get the current Year 5 cohort to swim 25m in Year 6</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> • Enter virtual competitions against other Southwark schools • Engage more girls in inter/intra school teams. Engagement with The PE & School Sports Network	Participate in virtual competitions on offer from LPESSN and sign up for these. Sports coach to run after school training sessions for year 5 and 6 girls within their bubbles.	LPESSN membership £2,115.80 on equipment	A range of pupils were engaged in virtual competitive sports. This supported pupils in develop confidence and engaged them in a healthy lifestyle. Equipment was purchased to enable pupils to develop skills to enter a wider range of competitions. More girls are willing to participate in PE with positive attitudes. Children participated virtually in local sports competition and events with other local primary schools. An increase in entering inter school competition has allowed pupils to have more access to competitive sport virtually.	11% on equipment. Provides children with the opportunities to experience different sports and develop the skills to compete. This academic year we had to invest in basketball hoops and large gymnastic equipment.

Signed off by	
Head Teacher:	Lisa Christiansen

Date:	19/7/21
Subject Leader:	C. Maasdorp
Date:	19/7/21
Governor:	
Date:	