

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

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.

Holy Trinity CE Primary School Sports premium funding 2019-2020 = £16,000+ £10 per pupil = £17,621

At Holy Trinity CE Primary school we recognise the contribution of PE to the health and well-being of the children. In addition, it is considered that an innovative and varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all children.

Our Sports Funding allocation will enable us to continue and extend our provision through entering into more competitive sports competitions and by training our staff to deliver in-house quality PE sessions. We believe the money must be used so that all children benefit regardless of their sporting ability. We will continue to place a high priority on our PE provision and as such have invested in additional staffing/coaching and resources to further enhance the curriculum

As a result of the funding so far we have:

- Teaching staff are more confident in the areas they have observed and are able to use this as a basis for their own planning. This ensures enhanced quality of teaching and learning
- All the sports clubs during the year were used effectively to develop skills and teamwork within the sports. Smaller clubs were also used in school time (Break and lunch-times)
- Pupil voice shows a high level of enjoyment in PE/sport. Most children in KS2 have taken part in extracurricular sport either in or out of school during the year.
- A log is kept of all of the pupils that take part in the different activities during and after-school. This ensures that we can monitor participation in extra-curricular school sports. Those pupils who were not interested in previous clubs are chosen first for the clubs they show a preference in. Each year we continue to strive to provide a wider variety of sports to encompass the sporting interests of all learners across the school.
- We competed in WDPSSA football leagues. We ensured that all children who attended this after school club competed in the matches.
- We also entered competitions including

- Sports hall athletics
- District sports
- Netball tournament
- Football tournament
- Girls football tournament
- Tag rugby
- Cricket

- Sports funding was utilised to boost our school resources throughout the school e.g. Tag rugby equipment, tennis rackets.
- Daily Mile has been introduced to the whole school.

Looking ahead, we propose to use future funding to further support the teaching and delivery of curriculum PE alongside the already strong program of extra-curricular activities. We want to ensure all children, including targeted groups, continue to develop and progress physically, socially, cognitively and emotionally. We want to continue to increase participation levels in competitive sport and healthy activity of all children, as well as continuing to raise standards in PE and school sport

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>A clear and robust set of plans have been made which are accessible to all and for all year groups with clear differentiation. These are rotated to ensure a variety of sports are accessible to children</p> <p>Success in sporting competitions including winning district sports for the 4th year in a row- money was used to enter the competitions.</p> <p>Implementation of Daily Mile across the school-15 minutes</p>	<p>Continue to support class teachers in their confidence in the planning and delivering of PE especially in subjects they feel less confident in.</p> <p>To take part in a wider variety of competitive activities within our area. Increasing in the numbers of pupils participating in a range of sports and obtain the Bronze Kitemark award- this means entering the A10 competition more regularly.</p> <p>Look into further resources transport to and from events.</p>

daily.

Ensure assessment of PE takes place throughout the school including gymnastics and dance and class teachers are confident in this. This has been in place for two years. This has ensured that attainment and skills in sport have been raised.

Support class teachers in their confidence in the planning and delivering of PE especially in subjects they feel less confident in developing their plans with them.

Two hours of PE each week is timetabled for each class and this is adhered to (monitored with spot checks)

All children in KS2 took part in a 10 week swimming program. Top up swimming was offered to year six pupils who had not reached the standard

After school dance club by year one class teacher as well as weekly after school dance and gymnastic clubs for KS2. Introduction of tennis club for KS2 pupils

Year five took part in bell boating's and the bell boating regatta which they won.

Year four and year six pupils took part in outdoor and adventurous activities residential.

Further develop the link between healthy lifestyles and the jigsaw curriculum

House captains to be in place, to provide more intra sporting competitions, focusing on participation and enjoyment of taking part in a variety of sports as well as taking on a leadership role.

To increase the number of after school clubs and lunchtime activities – in line with the new government recommendations of 30mins in school every day.

Ensure all take part in the daily mile and activity in class lessons.(Joe Wicks)

Further develop the link between healthy lifestyles and the jigsaw curriculum- [this has been established with the school achieving the Kitemark award in Autumn term 2020 in healthy lifestyle's.](#)

Meeting national curriculum requirements for swimming and water safety.	
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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

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: 2019/20	Total fund allocated: £	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			25%	
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:
Children to take part in a wider range of sports, resulting in them experiencing a wider range of physical activities and develop their skills in a multitude of areas. As well as recognizing the need for a healthy active lifestyle	Pupil voice to aid in planning activities and find out which sports children enjoy and why as well as what they would like to learn	£250	Intended impact:	Aim to provide a structure daily timetable of activities to encourage more pupils to participate in sport. This will be embedded in school
	Sports equipment to facilitate a range of activities – new equipment will need to be bought to ensure these activities can take place.	£400	- Children take part in a wide range of activities in their PE lessons and lunchtime activities.	Embed the Daily Mile as an established part of the school day.
		£500	- Pupils are more active in PE lessons	
			- Children are encouraged to lead a healthy and active lifestyle	A rigorous assessment and planning system will be in place to identify pupils.
Use of breakfast club to encourage more pupils to attend school earlier and get involved in activities. Children	Identify a staff member to undertake activities (possibly a TA initially)		- Children enjoy the 'Daily Mile.' As a way to improve fitness. All pupils involved in	

<p>are then ready to participate in the school day.</p> <p>Ensure that each lunchtime a lunchtime club is run with different sports to engage pupils in physical activity of an extra 30 minutes per day.</p> <p>Develop and enhance the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day which can be linked to other curriculum subjects.</p> <p>Enter more A10 Active Events</p>	<p>Introduce activities in which all pupils are involved during breakfast club such as wake up and shake</p> <p>Rota of clubs to be decided with pupils following pupil voice- initially to be run with PE Lead and then support/training for lunchtime supervisors (NB?)</p> <p>Train year six pupils to support with lunchtime clubs on a rota basis.</p> <p>Equipment for lunchtime clubs to be bought.</p> <p>KS2 and KS1 football and basketball rota.</p> <p>Ensure all staff participate and engage with children during the daily mile.</p>	<p>£500</p> <p>£250</p> <p>£500</p> <p>£500</p>	<p>additional 15 minutes of activity every day.</p> <ul style="list-style-type: none"> - Children will not only attend two hour of high quality PE each week but 30minutes physical exercise each day. - All children will have access to swimming lessons and the percentage of children who have reached the standard by the end of KS2 will increase by 10% - Increased [opportunities for less active children to be more physically engaged during the day. - All children fulfil the PE NC aims at progress towards ARE expectations - More children with access to structured physical activity throughout the day. 	<p>House captains will be set up and embedded within the school with 'Sports Leader' to represent the school in sport and raise the sporting profile in school/throughout the school day.</p> <p>Entering more competitive events will enable children to participate and take up more sport and experience more competitive sport.</p> <p>Sports leaders will be embedded within the school and be seen as a pivotal role in school</p>
--	---	---	---	--

<p>to ensure we achieve the bronze kitemark- pupils will have the opportunity to take part in sporting events.</p>	<p>Enter 3 A10 events each academic year.</p>	<p>£500</p>	<p>- School sport will be raised higher within school developing children's leadership skills through play leaders.</p>	
<p>Ensure we have A10 Active membership- so we can access their resources to further develop PE in the school</p>	<p>A10 Active membership needs to signed up for.</p>	<p>£1000</p>	<p>Actual impact update Autumn 2019- pupil voice completed with pupils. Equipment for lunchtimes discussed with school council meetings. KS2 and KS1 Have a rota for football and basketball- netball has also begun. A10 and WDPSSAA joined. Year six children took part in PGL</p>	
<p>To continue our membership with the WDPSSA- leagues and competitive tournaments so that a wide range of pupils can experience competitive sport.</p>	<p>Enter most of the WDPSSA events and ensure a team in in the football leagues to more pupils to take part in competitive sports.</p>	<p>£1000</p>	<p>Spring 2020- pupil voice completed. WDPSSA football and netball league fully underway and participated in. Football tournament entered and played in – all other activities were cancelled due to COVID-19. Sports</p>	
<p>Year 6 PGL to Norfolk- outdoor and adventurous activities.</p>	<p>Year 6 pupils to take part in the PGL</p>			
<p>Class Year 3 class activity day at Tolmers outdoor and adventurous activities.</p>	<p>Ensure booking is made for Tolmers, support pupils in being able to attend .</p>			
<p>Year 4 residential to Tolmers</p>				

camp.			<p>inventory completed and new equipment bought for Lunchtimes and PE lesson. Rota in place for KS1 and KS" for football, netball and other activities at lunchtime. Tolmers booked and provision begun to made to ensure all year 4 pupils can attend.</p> <p>Summer 2020- Tolmers cancelled due to Covid 19 as well as competitive sporting events- virtual sports day online via google classroom and Joe Wicks links every day.</p>	
-------	--	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 46%
---	--

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>PE teaching and learning throughout the school is moving from good to outstanding- children will thrive through excellent teaching and begin to recognise the importance of a healthy active lifestyle- linked to mental health and positive wellbeing.</p>	<p>Identify examples of good planning and assessment tools and ensure this is shared with staff. Ensure staff development in areas of weakness</p>	<p>£7000</p>	<p>Intended impact:</p>	<p>Aim to provide a structure daily timetable of activities to encourage more pupils to participate in sport.</p>
	<p>Continue to use PE teacher to model lessons and planning to all members of staff. Continue to use PE planned by PE teacher to plan and assess for games, develop dance and gymnastics.</p>		<ul style="list-style-type: none"> - Staff survey will show an increased confidence in teaching PE, plans will be more detailed and annotated. 	<p>Embed the Daily Mile as an established part of the school day.</p>
<p>Ensure that all children see the importance and value in daily exercise as a lifetime investment</p>	<p>Continue to use PE teacher to model lessons and upskill teachers in dance. Continue with CPD with PE teacher coach in the autumn/spring terms- development of OAA, basketball, athletics and hockey to increase teacher confidence in administering these lessons. Teachers to assess children in lessons thus looking for key skill used</p>	<p>£0</p>	<ul style="list-style-type: none"> - children take part in a wide range of activities in their PE lessons and lunchtime activities. 	<p>A rigorous assessment and planning system will be in place to identify pupils.</p>
	<p>Daily mile by all staff to develop stronger links with</p>	<p>£0</p>	<ul style="list-style-type: none"> - Pupils are more active and engaged in PE lessons 	<p>House captains will be set up and embedded within the school with 'Sports Leader' to represent the school in sport. As well as a higher number of intra house competitions taking place.</p>
		<p>£0</p>	<ul style="list-style-type: none"> - Children are encouraged to lead a healthy and active lifestyle they understand the benefits of this. - Children enjoy the 'Daily Mile.' As a way to improve fitness. All pupils involved in 	<p>Entering more competitive events will enable children to</p>

<p>Include PE award into celebrations assembly every week to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to be involved.</p> <p>Extra notice boards in main entrance to raise the profile of PE and sport for all visitors and parents.</p> <p>House captains to be present in school and taking an active role with inter sporting competitions.</p>	<p>other curriculum areas.</p> <p>Daily Mile 15 minutes per day will contribute towards recommendations of 30 minute daily exercise</p> <p>Achievement celebrated in assembly (match result plus notable achievement in lessons)</p> <p>Buy notice boards and arrange to have them fixed</p> <p>Movers and munchers</p> <p>House captains. Will be helping to raise the profile of sport as well as using house points system.</p> <p>House captains need to be decided in September and</p>	<p>£100</p> <p>£200</p> <p>£0</p> <p>£0</p> <p>£750</p>	<p>additional 15 minutes of activity every day.</p> <ul style="list-style-type: none"> - All children will have access to swimming lessons and the percentage of children who have reached the standard by the end of KS2 will increase by 10% - Increased [opportunities for less active children to be more physically engaged during the day. - All children fulfill the PE NC aims. - More children with access to structured physical activity throughout the - The profile of sport in school will be raised through the PE award each week. - Intra house competitions will be embedded in school. - Children will be able to 	<p>participate and take up more sport.</p> <p>Sports leaders will be embedded within the school</p>
--	--	---	---	---

<p>Role models – local sporting personality so pupils can identify with success and aspire to be a local sporting hero.</p> <p>Year six lunchtime leaders to organise sporting game in KS1 and KS2 supervised by PE lead.</p>	<p>meet termly. Plan sporting competitions into the school calendar!</p> <p>Ascertain which local personalities the pupils relate to and invite them into school</p> <p>Hold a sporting hero day where children research a sporting personality they would like to aspire to.</p> <p>Lunchtime equipment to be bought.</p> <p>T-shirts for play leaders to raise the status of lunchtime leaders.</p>	<p>(same as in key indicator 1)</p> <p>£100</p>	<p>speaking about different sporting role models.</p> <p>Actual impact update</p> <p>Autumn 2019 – PE planned by sports lead- PE lessons with CT observed and support with planning in place. Sports lead is developing dance and gymnastic plans for January. Movers and munchers discussed with Allsorts to begin in the summer term. House captains decided, Local sporting personality- email sent and arranged for the spring term.</p> <p>Spring 2020- PE lessons developed. PE lead planned and delivered dance and gymnastics to engage in a new curriculum for this and to support teachers. Class teachers taught games off PE lead planning to adapt</p>	
---	---	---	---	--

			<p>their own skills. House captains fully implemented. Lunchtime equipment ordered and in full use around the school. Local sporting hero day held with a 400m runner invited into school to inspire pupils. All pupils took part in this as well as a sponsored walk. Movers and Munchers cancelled due to COVID -19 .</p> <p>Summer 2020- Covid 19- google classroom. All lessons for September planned and curriculum reviewed to ensure catch up for all pupils in key skills.</p> <p>Vocabulary and expectations of each year group reviewed.</p> <p>Assessments completed for all children as up to the point of closing</p>	
--	--	--	--	--

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:
Staff knowledge to increase and develop. This will have a positive impact on pupils who will gain from class teacher knowledge. In order to improve progress and achievement of all pupil the focus is n up-skilling the staff Continue to develop a robust PE curriculum with detailed lesson plans from reception to year 6 so that any member of staff can feel confident in teaching the curriculum- swapping subjects and lessons so that class teachers can upskill themselves in different areas.	PE coordinator to lead twilight sessions in Gymnastics and Dance Baseline pupils so that impact can be measured over time. Whole school assessment of PE and children in PE will be undertaken to monitor children levels in PE Identify local centers who are running course and ensure members of staff are booked onto the training. They are then to be given time in school to feedback to other members of staff.	£321 £0 £500 £500	Intended impact - Teachers can confident deliver a varied PE curriculum - Staff are exposed to a variety of CPD opportunities that improves their practice - Programmes are tailored to develop individual needs for staff - Links with clubs provide extra opportunities for children to participate in a variety of activities. - Class teachers will have a deeper knowledge of different areas of PE, therefore being more able to provide more	Pass on knowledge to class teachers in way of staff inset. Staff training/meeting to pass on knowledge and information to other staff. Further staff insets to develop class teachers confidence and knowledge in different areas. Continue to use staff surveys to identify extra areas to develop. Once teacher have completed CPD they can

<p>Targeted CPD for teachers who require more subject knowledge to enhance their PE lessons and increase the range of sports clubs.</p>	<p>Staff release time to watch outstanding lessons and good practice//team teach.</p>		<p>specialist provision and sports clubs</p> <p>Actual impact update</p> <p>Autumn 2019- All pupils in school baselined in key skills and evaluated at the end of each unit for the Autumn term.</p> <p>Spring 2020- Gymnastics and dance curriculum fully developed. Class teachers supported in delivering hockey/tag rugby through planning and lessons. Modelling/team teaching in some classes when identified. All pupils baselined and monitored.</p> <p>Summer 2020 – CPD individually by PE coordinator to support in upskilling staff in September- curriculum revised and Autumn term lessons planned for 2 hours a week for each class.</p>	<p>pass the knowledge onto others.</p>
---	---	--	---	--

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. To develop their knowledge and skills on a healthy active lifestyle. Cycling proficiency training course for Year 6's to help them develop their skills and confidence in a different sport, as well as providing good road safety training. Year 6 PGL to Derbyshire-outdoor and adventurous activities.	Arrange a pupil survey to ascertain what pupil would like. Promote clubs that might attract children who might not currently take part in clubs. Provide taster sessions to promote a range of activities. Identify suitable activities in the local area that would interest and inspire pupils Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports coach/outside agency to support with expertise	£250 £100 £100 £500 £1000	Intended outcomes. - Enables more children to be involved in a wider variety of sports clubs during and after the school day, as well as in half terms. - Pupils are exposed to a variety of sports and activities that can be accessed by all abilities - Pupils learn new sports and meet inspirational sporting figures that are positive role models - Holy Trinity has a variety of resources and sorting equipment that is safe to use and is replaced when needed. - Pupils will experience OAA through KS2	Find out what other sports clubs pupils may be interested in and look to offer a wider range Timetable taster sessions and continue to respond to pupil voice each term. Resources to be audited termly.

<p>Class Year 3 class activity day at Tolmers outdoor and adventurous activities skills in outdoor and adventurous activities..</p> <p>Year 4 residential to Tolmers to develop children's skills in outdoor and adventurous activities.</p>	<p>Provide access to sports that are not traditionally offered at Holy Trinity- use pupil voice to find out what children would like to they</p> <p>Bikeability/scooter safety for yr5/6</p> <p>Generate interest in the Cycling Proficiency training within the school</p> <p>Year 6 pupils to take part in the PGL</p> <p>Ensure booking is made for Tolmers.</p>	<p>£500 (bikeability)</p>	<p>Actual impact update</p> <p>Autumn 2019- Tolmers and Bikeability booked. All children attended the PGL in the autumn term. Dance and Gymnastics after school booked. Netball and football clubs started at lunchtimes</p> <p>Spring 2020- Booking cancelled due to COVID 19</p> <p>Summer 2020 –bookings cancelled</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:
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. To develop their knowledge and skills on a healthy active lifestyle. Cycling proficiency training course for Year 6's to help them develop their skills and confidence in a different sport, as well as providing good road safety training. Year 6 PGL to Derbyshire-outdoor and adventurous activities.	Arrange a pupil survey to ascertain what pupil would like. Promote clubs that might attract children who might not currently take part in clubs. Provide taster sessions to promote a range of activities. Identify suitable activities in the local area that would interest and inspire pupils Run a wide variety of extracurricular sporting activities (some with a focus on non-sporty children) These may need a sports	£250 £100 £100 £500 £1000	Intended outcomes. - Enables more children to be involved in a wider variety of sports clubs during and after the school day, as well as in half terms. - Pupils are exposed to a variety of sports and activities that can be accessed by all abilities - Pupils learn new sports and meet inspirational sporting figures that are positive role models - Holy Trinity has a variety of resources and sorting equipment that is safe to use and is replaced when needed.	Find out what other sports clubs pupils may be interested in and look to offer a wider range Timetable taster sessions and continue to respond to pupil voice each term. Resources to be audited termly.

<p>Class Year 3 class activity day at Tolmers outdoor and adventurous activities skills in outdoor and adventurous activities..</p> <p>Year 4 residential to Tolmers to develop children's skills in outdoor and adventurous activities.</p>	<p>coach/outside agency to support with expertise</p> <p>Provide access to sports that are not traditionally offered at Holy Trinity- use pupil voice to find out what children would like to they</p> <p>Bikeability/scooter safety for yr5/6</p> <p>Generate interest in the Cycling Proficiency training within the school</p> <p>Year 6 pupils to take part in the PGL</p> <p>Ensure booking is made for Tolmers.</p>	<p>£500 (bikeability)</p>	<p>- Pupils will experience OAA through KS2</p> <p>Actual impact update</p> <p>Autumn 2019- Tolmers and Bikeability booked. All children attended the PGL in the autumn term. Dance and Gymnastics after school booked. Netball and football clubs started at lunchtimes</p> <p>Spring 2020- Booking cancelled due to COVID 19</p> <p>Summer 2020 –bookings cancelled</p>	
--	---	---------------------------	---	--

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

Governor:	
Date:	

Underspend from 2019-2020 academic year £10,248

This underspend is accounted due to;

- Use of breakfast club not fully embedded and started so staff member not identified.
- Clubs during the summer term did not take place
- A10 Active events not participated in
- CPD and teacher modelling did not take place in the summer term- so cover not used. This was also limited in the spring term due to staffing.
- House captain and house captain events did not take place in the summer term.
- Extra-curricular clubs cancelled at the end of the spring term (last three weeks) and summer term.

Planned expenditure for current underspend

- **Specialist sports teacher development**- 1 hour per week for year 1-6 team teaching with class teacher/PE lead to support to enhance and develop PE curriculum further and quality of PE for all pupils. Further developing the PE curriculum and teaching of PE for future years including planning and assessment. 6 hours per week @ £14 per hour from September 7th - March 31st - 29