

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.

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? <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.	n/a as 0 pupils in Y6 this year
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	n/a
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	n/a
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?	<del>Yes</del> /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: 2020/21		Total fund allocated: £13,000		Date Updated: July 2021	
<b>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</b>					Percentage of total allocation:
					28%
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:
All children will have engaged in regular physical activity To provide <b>all</b> children with access to specialist knowledge and skills in order to improve their sporting ability, knowledge and understanding.	FS/KS1 Forest Schools (see Key Indicator 2); KS2 Walking the Cumbrian Way Specialist PE coaches from GLL have been employed throughout the year to deliver PE lessons for both FS/KS1 and KS2		See KI2 £3630	Children can use skills learned at Forest Schools when playing in school grounds at break times.	Develop areas for school-based Forest schools Children acquire new sets of skills
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					Percentage of total allocation:
					68%
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 develop pupil's confidence, resilience and independence with long term gains across the curriculum.	Long walk for KS2 – 70 miles along The Cumbrian Way over the Autumn and Summer terms. Specialist Outdoor Educator is employed to develop knowledge, skills and understanding of pupils – Forest schools for FS/KS1 pupils		£6053 £ 2809.46	Have more self-confidence and resilience. Are able to reflect on personal challenges and successes. Children are more independent and have skills that they can use outside of school.	Build skills and experiences so develop life-long love of activity Children and staff develop activities using skills in school

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 gain new skills by working alongside qualified coaches	School staff to work alongside coaches/instructors from Cumbria Outdoors, GLL and Forest Schools to develop own skills	(see indicator 1)	Staff have increased skills and confidence	Continue; staff have skills which can be used if no future funding
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 experience a wider range of sports	Specialist PE coaches from GLL have been employed throughout the year to deliver PE lessons for both FS/KS1 and KS2. Plus, provision for 0.2 member of staff, to support and develop wider range of skills by supporting coaches.	See KI1	Children have broader range of skills.	Review range of activities and feed into next year's curriculum plan

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0 %
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:
None taken place because of Coronavirus				Continue with link with William Howard school and local schools' partnership.