



Knowle CE Primary Academy



FRUIT OF THE SPIRIT

love,
joy,
peace,
patience,
kindness,
goodness,
faithfulness,
gentleness,
and self-control



Galatians 5:22-23

Preparing Children for the Future



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2019/2020, 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 2021** 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 2021. 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.

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"> Increased range of sports offered to pupils through club links and additional coaching. Increased pupils' enjoyment in PE and confidence in assessing and developing their own skills. Awarded Sainsbury's School Games Gold award 16/17, 17/18 & 19/20 Increased level in competitions for year groups 1-6. New school games day format successfully implemented- positively received by parents, pupils and staff. Improved staff confidence and skills level in teaching Dance and realPE assessment New staff trained in realPE and additional CPD for staff who required updates subject knowledge. Increased activity levels during classroom based teaching time and frequent activity breaks being offered to pupils. ALL pupils given opportunities to represent the school and compete in a range of sports. 	<ul style="list-style-type: none"> Continue dance CPD for staff who were unable to receive it due to COVID restrictions. Continue to develop new staff realPE teaching. Provide resources for PE teaching in line with COVID restrictions Ensure ALL pupils are able to participate in PE and School Sport both at home and in school and represent the school in virtual competition programme Review School Games Mark framework and implement changes needed. <p>Ensure pupils in the 19/20 and 20/21 cohorts who were unable to attend swimming due to lockdown closures attend by the end of primary school</p>

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

Total amount carried forward from 2019/2020 **£9101.53**
+ Total amount for this academic year 2020/2021 **£19580**
= Total to be spent by 31st July 2021 **£28,681.53**

<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 which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	83%
<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>Please see note above.</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%
<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>	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: £28681 Total Spend: £18,982.36 £9698.64 committed towards 21/22 from 20/21 funding		Date Updated: July 2021	
Key indicator 1: The engagement of all 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:
				12%
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:
Inclusions, engagement and school culture: being active enthusiastically promoted with pupils, families and staff engaged in physical activity. All pupils engaged in 30+ minutes of moderate to vigorous daily activity in school, with specific measures to ensure engagement of inactive pupils. Aim to reduce sedentary behaviours; build resilience in children (SMILE) and pupils’ readiness to learn. Pupils to understand the importance of being physically active and the positive benefits on the mind and body.	Due to current COVID regulations pupils have limited space on the playground to ensure they keep within their bubbles. Resources purchased to support pupils in being physically active during play/ lunch times. Onsite coaching also employed on Wednesday lunchtimes to support physical activity sessions. Staff to ensure activity breaks are given throughout the day in the classroom. Wake n Shake Videos created to share with pupils across the school. (Year 6 to film these) Autumn 2020.	Resources to support active play/ lunchtimes: £533.16	Pupils have been able to stay active during play/ lunch times with restrictions in place. Participation in activity breaks throughout the school day has been good- teachers report pupils have engaged well with this and enjoyed additional movement sessions.	21/22: employ Sports Coaches to support active lunchtimes-organise games/ activities for all pupils to participate in during lunchtimes. Evidence: keep registers/ pupils activity questionnaires Extra- curricular activity club for pupils identified as needing additional physical development support Estimated Funding Costs: Trial Autumn Term £3000

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
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:
Promote competition and participation in sport for children across all year groups so that pupils can experience a variety of sporting activities and competitions in a safe and nurturing environment.	<p>Part of LHSSP partnership.</p> <p>Autumn term: Y1&2- Intra-school competition: dance</p> <p>Inter- school competition: Multi Skills</p> <p>Years 3&6: Inter-school competitions: Pentathlon and Football Skills</p> <p>Years 4&5: Intra-school competition Dance</p> <p>Intra-school competition: Pentathlon</p> <p>Spring:</p> <p>KS2- Run the distance- Y3-6 compete</p> <p>Summer:</p> <p>Y6 Cheerleading- additional coaching purchased so all pupils in Y6 could compete in their class bubbles.</p> <p>Y6-Tag Rugby- additional coaching purchased so all pupils in Y6 could compete in their class bubbles.</p> <p>School Games Day to be held 6/7th July Years 2-6 and 13th July FS & KS1.</p>	<p>LHSSP Membership 20/21: £2050</p> <p>21/22 membership: £2460</p> <p>Specialising in Sport Roadshow: £350</p> <p>KDDK £286.80</p> <p>£250</p> <p>Management</p>	<p>All pupils in Years 1-6 were able to access and participate in competitions and sports. Due to COVID restrictions many are unable to participate in sports out of school, so this enables pupils to be active and experience PB activities and skill development.</p> <p>Year 6 bubbles: achieved GOLD in Pentathlon and Football skills- came 4th and 5th at Regional Level.</p> <p>Year 4 bubble: achieved SILVER at Pentathlon.</p> <p>Sporting news shared with all parents and children.</p> <p>Staff noted pupil's enthusiasm and engagement with competition and PE lessons.</p> <p>Year 1: Gymnastics- Silver place</p> <p>GOLD achieved in Primary Spring and Summer Term Participation Award- Coventry, Solihull & Warwickshire Virtual School Games.</p>	<p>Participating in these virtual competitions has ensured we are able to keep PE and School Sport of a high profile in school. It has ensured we maintain a positive attitude towards physical activity and purpose and has given pupils a drive to achieve during all the restrictions on sports outside of school.</p> <p>Reintroduce Arden competition calendar with Rural Schools Cluster- additional opportunity for each year group to participate in. Est cost: £1500</p>

	Take place in class bubbles. Virtual celebration event to share winning house team.	time NH to submit competition data £250 (1 and ½ days)		
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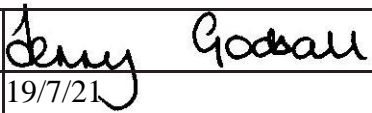
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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:
Implement a range of CPD and team-teaching opportunities as part of a needs-led staff development plan to include high quality, externally provided training, supporting resources and teaching aids. This training will ensure that ALL pupils are able to develop their skills, imagination and creativity across a range of sports and activities and support pupils in the knowing the next steps of their learning journeys. Assessment for learning will be embedded with peer assessment and collaborative learning integral to all lessons.	Continued realPE support and training for new staff. Utilising links with Lode Heath SSP and Create Development to give staff access to online and 3 weeks of team teaching of realPE. Online Introduction Session with JC: 24.22.20 Spring term: 3 sessions for SW Y4 3 sessions each for GC and SH Year 2 3 sessions JS(NQT) Y3 Arrange Dance CPD missed from 19/20 for 1 x Year 3 class (Spring 2020) and Year 1 Summer Term Athletics team teaching	RealPe Jasmine License- whole school £245 In school support-carried over to 21/22 as unable to take place due to COVID £1500 and dance £1260	Staff confident to teach PE lessons with sequential skill progression. Recovery curriculum implemented for all pupils in PE and pupils will be able to access skill specific teaching at the level required for individual progress. % of pupils who achieved expected or above in PE Summer term 2021 Y6- 95% Y5- 89% Y4-95% Y3- 97% Y2- 88% Y1- 93% Pupils who have not been able to access sports/ physical activity due to COVID	Continue CPD development-focus on realPE as many staff have not had full training yet. Staff who have received successful CPD this year to team teach with colleagues who have require support. Staff questionnaire to ascertain areas for development.

	<p>Y5- 4 sessions Year 6- 5 sessions</p> <p>Resources purchased to ensure staff are confident in teaching COVID safe lessons, ensuring all pupils can participate fully in PE lessons.</p> <p>NH to monitor share new medium-term planning and support where required. Due to COVID restrictions and virtual competitions this may not be given in the usual teaching sequence.</p> <p>Through Lode Heath SSP put in place CPD opportunities for various year groups; Year 3- tri golf, Year 4 & 5- Chance to Shine Cricket, Year 6- Tag Rugby, Indoor Athletics, Cheerleading</p>	<p>Year 5- £440 Year 6- £660.00</p> <p>Total spend on PE resources: £2846.22</p>	<p>restrictions will have full access in school to a range of sports and skill teaching.</p> <p>Resources available ensures PE can be taught safely in line with current COVID restrictions.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				43%
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:
Following COVID closures our Autumn Term baseline focused on a Recovery Curriculum for pupils. In Reception it was identified that our Physical Development Baseline was low (figures). Staff will implement additional intervention programmes for gross and fine motor movements and purchase resources to support the development of these through focused teaching and play.	Autumn term: shared larger playground equipment access is restricted due to class bubbles. Reception staff to purchase open ended large outdoor equipment to support the development of gross motor skills and strength. Staff to facilitate play and learning using these resources to support pupils in developing these skills further. Gross motor intervention programme purchased and followed with focus group of pupils to increase percentage of children meeting expected curriculum standards. Focus pupils to also participate in a fine motor intervention programme- resources purchased to support this.	Early Years Resources: £643.70 Cosy Direct: £633.80 £90.95 Smart Moves Intervention Programme £134.95 Resources realPE Foundations License £250	Reception Cohort 20/21 Baseline Data: 84% Gross Motor Expected Standard 75% Fine Motor Expected Standard Autumn Data: 88% Gross Motor Expected Standard 84% Fine Motor Expected Standard Spring Data: 96% Gross Motor Expected Standard 93% Fine Motor Expected Standard Summer Data: 98% (+14%) Gross Motor Expected Standard 95% (+20%) Fine Motor Expected Standard	Resources available to support new cohort- will continue to develop and build on this to create cross curricular physical activity opportunities. Est cost: £1000 Staff have access and understanding of intervention programmes to support physical development which can be shared and used on other cohorts. Purchase resources to support this as needed. Continued progress of Balanceability Programme Nursery- Autumn 19% pupils emerging in Physical Development (PD) Summer 2% pupils emerging in PD Continue to resource and support CPD and purchase storage for resources Est £6000

Provide Year 6 children with a wider range of outdoor and adventurous activities to broaden their physical education experiences and confidence in a safe and professional environment; due to COVID restrictions, Year 6 have been unable to take part in the usual activities that develop team building and outdoor/adventurous skills so local or on-site replacement activities are needed to replace them.	Ensure that Year 6 children attend at least 2 activity days that provide them with specific coaching and opportunities in OAA and Team building/problem solving activities. Children will attend Ackers Adventure to participate in climbing, water sports and skiing coaching, and 'The Problem Solving Company' will provide on-site group team building activities.	£2505	Children's access to OAA has been drastically reduced over the past two years as a result of COVID-19 restrictions. 97% of Year 6 pupils attended the days and received a broader range of sporting activities as a result. On INSIGHT tracker, before the visit and the teambuilding day, 68% of children 'I can recognise my own and others' strengths and weaknesses and can suggest ideas that will improve performance' and 79% 'I can recognise and suggest strategies and tactics which will increase chances of success.' Also 81% 'I can play/perform effectively as part of a team or group and collaborate appropriately'. All these figures increased to 97% (+29%, +18%, +16%) after the events as we were able to observe the children in different situations which required them to show these skills to participate rather than in some of the previous sporting activities which could be more dominated by more talented pupils or allow more passive participation.	Following the positive impact and enjoyment from the experience- NH to look into Enrich Education to create an Orienteering trail at school and provide resources/ CPD to support cross curricular teaching. Funding costs: £1539
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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:
<p>Compete in a range of virtual inter-school competitions. All year groups (1-6) to compete in at least 2 competitions across the academic year. Pupils to also participate in a range of Personal Best and intra-school competitions throughout the year.</p> <p>School Games Day to be organized and ALL pupils encouraged to be actively involved.</p> <p>The above will ensure we are engaging pupils in competitive sports at all levels and fostering school and team spirit.</p>	<p>Timetable of competitions shared with staff. Support from PE Coordinator for staff to organize competitions. Transport to be provided if needed.</p> <p>NH to submit data for virtual competitions.</p> <p>All year groups Y1-6 to compete in at least 1 competition this year- all pupils to take part.</p> <p>Year 2-6 School Games Day 6/7th July in class bubbles.</p> <p>FS- Y1 13th July</p> <p>Virtual celebration event to be held to announce House Cup Winners.</p>	<p>Previously detailed.</p>	<p>Detailed in KI2</p> <p>Athletics/ Football/ Onside extra-curricular clubs able to resume Summer 2021.</p> <p>GOLD achieved in Primary Spring and Supper Term Participation Award- Coventry, Solihull & Warwickshire Virtual School Games.</p>	<p>Continue to build competition calendar back up for ALL pupils.</p> <p>Intra school competition programme development.</p> <p>Arden cluster competition programme.</p> <p>LHSSSP</p> <p>Extra-curricular club programme back up and running from September 2020.</p>

Signed off by	
Head Teacher:	
Date:	19/7/21
Subject Leader:	Nikki Hawkins

Date:	19/7/21
Governor:	Chris Welton
Date:	19/7/21