

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

- Develop or add to the PESPA activities that your school already offers
- 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. Under the <u>Ofsted Schools Inspection Framework</u>, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively <u>governors</u> hold them to account for this.

Schools are required to <u>publish details</u> 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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date: 2018/19 Areas for further improvement and baseline evidence of need: Kev Indicator 1: Raise the profile of inter-house competitions and house colours awards Increase the range of inspirational sports and activities - aiming to inspire The amount of PE curriculum time is a minimum of 2hrs per week lifelong participation and excitement in the least inspired pupils Swimming was increased to 1 full hour each session - 1 term per class Help more pupils experience winning / improving / losing in competitive sports High rates of participation in competitive sports and clubs to help build confidence and acceptance JD play monitors choose appropriate active equipment for each breaktime Ensure key individuals are involved in active games at break times School hiking sessions were in place for the second year of the rolling programme for the whole of JD - impact e.g. 'F was so inspired she has hiked JD also aim to: 7km per day throughout the holiday' Additional 'wake up-shake up' sessions implemented with key individuals Raise the independence level of pupils bringing kit and equipment Trim trail bolts upgraded, now in use for all pupils Ensure appropriate kit is brought in for all activities **Key Indicator 2** Pupils aspire to represent the School - highly successful year for gymnastic (regional champions) and swimming (Peterborough Schools champions) Integration with Main School sports raises aspirations PE and sport used to promote our Christian Values - sportsmanship Head of PE - high profile - adds importance in eyes of pupils Early experiments for School Instagram feed **Key Indicator 3** Support for Lower KS2 teacher provided from expert staff Key Indicator 4: Tallington- attended by all pupils for a session in watersports / outdoor / teambuilding Snozone trip allowed all pupils to try skiing and tobogganing on real snow in a genuinely cold environment











Access to competitive activities within the LA - including Swimming, gymnastics.

Key Indicator 5:

- Strong sporting achievements considering size of School e.g., 1st in swimming, district champions in gymnastics
- Competitive JD sports day extremely well attended by parents high level of organisation from the pupils themselves
- Interhouse competitions taking place regularly. Intra school sportparticipation 100%
- Participation in competitive sport (Inter School sport): Year 3 53.3%, Year 4 73.3%, Year 5 73.3%, Year 6 60%, JD1 63.3%, JD2 66.6%

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93% (previous year 84%)
N.B. Even though your children may swim in another year please report on their attainment on leaving	
primary school.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86% (previous year 70%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47% (previous year 0%)
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









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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £16,610	Date Updated: October 2019		
_	Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30			
minutes of physical activity a day in scho	ool			
School focus with clarity on intended	Actions to achieve:	Funding	Evidence and impact:	
impact on pupils:		allocated:		
JD hiking days to ensure all pupils	Planning time, 6 hiking days, support staff	£2,700	Hikes completed:	
experience regular stretch and	and transport provision to enable point to			
challenge in the natural environment.	point walks.		Marholm to King's	
Aim to build fitness, resilience and	Range of locations chosen - woodland,		Rutland hills / Launde Abbey	
confidence in the outdoor	farmland, lakes and rivers, hills and		Fineshades	
environment, and to promote and	coastal.		Hills and Holes	
develop lifelong healthy habits.			Castor	
Develop mapwork skills			Ferry Meadows	
Broaden experience - specific to our				
cohorts - experience beach, hill,			Pupils gained a real sense of achievement and developed their	
forest.			confidence and self-belief through genuine challenge in unfamiliar	
			environments. Parent feedback includes - my child was so inspired	
			they have walked 7km every day through the Easter holiday.	
Maintain pupil physical activity during	Playground resources selected and chosen	£300	Repair and replacement of playtime site equipment.	
the School day by ensuring provision	by pupils on a daily basis dependent on		Responsibility and respect - pupils mow grass, mark lines and	
of engaging equipment e.g. Tennis	weather - team of pupils responsible		maintain football pitch. Referee opportunities to inspire different	
balls, howlers, tennis rackets,	changes termly.		roles in sport and increase respect for players.	
replacement scoops.	Opportunities for children to be involved			
Chaff are and here are the arrand	in the organisation of matches and			
Staff member on the yard	referee.			
encouraging pupils to be active -				
especially focussed on those pupils				
with poor habits. Staff member to				
support child led games when space allows in the Summer Term.				
allows in the Summer Term.				











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Engaging in activity with the focus on	Ceilidh band working in School with pupils	£300	Inspiring pupils with new activity, exercise as fun. Build on musical
enjoyment and breaking down	to teach dances and inspire pupils to 'have		expertise. Unite groups in dance and enjoyment.
barriers to enjoying sport.	a goʻ		
Key Indicator 2: The profile of PESSPA b	peing raised across the school as a tool for who	ole school imp	provement
School focus with clarity on intended	Actions to achieve:	Funding	Evidence and impact:
impact on pupils:		allocated:	
To ensure pupils feel proud and	Use reward assemblies to best advantage	£100	Pupils attend Full School assemblies to receive sporting trophies in
rewarded for participation in sports	including taking the trophies home for		front of 800+ students, as well as existing presentations at JD.
and activities.	photographs.		Children feel proud of their achievements are shared with peers.
	Engrave trophies for house events – build		
	upon School history. Sports board		
	regularly updated in JD.		
Instagram/Facebook/Twitter - to	Clear necessary permissions in School	£450	Twitter/Instagram/Facebook feed
ensure photos are uploaded to social	Purchase phone and contract to use in JD	55	
media promptly and promoted with	for all events.		Evidence in writing books and how pupils are able to talk about
JD parents to raise profile of all			experiences. Cultural capital for accessing descriptive writing,
sporting/healthy outdoor events.			reading comprehensions etc.
,			
To use memorable sports experiences	Sports used as a focus for writing work,		
as a stimulus in class lessons.	linked to science and health and		
	promoting wellbeing and healthy lifestyles.		
Give House sporting events a higher	Buy, engrave and display new trophies,	£1,140	Increased in number of pupils wearing house colours with pride. JD
profile.	promote events in advance to parents via		Gazette including Inter House competitions. Trophies are significant
	newsletters/social media and celebrate in	£300	and sustainable and engraved each academic year.
	JD Gazette. JD staff to wear House	storage	
	coloured T-shirts to promote Houses at		
	sporting events e.g. Sports Day/Inter		
	House Competitions.		











School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
Katie processing and leading - initiating new sports - seeing events are in place, role in JD1 PE, playtimes, hikes, sports	Co-ordination of schemes of learning for JD1 department-based PE.	£3,700	Making sure all children take advantage of the opportunities to engage in games at breaktime.
events. TA - support hikes, trips to competitive	Co-ordinating curriculum links between PE taught by JD staff and main School PE.		Liaise with PE HOD to ensure quality of provision is as expected and JD department lead PE compliments and improves skills within main
sports events and playtimes	Planning and organisation of additional activities.		School PE.
	Evaluation and assessment of quality of provision.		Additional activities are planned, organised and recorded successfully, communicating with main School staff where necessary.
	Planning next steps to ensure challenge and progress.		
	Co-ordinating and providing CPD/Investigate if staff would like further training, if so which areas.		CPD is suggested and offered to staff in JD.
	Coordinating the curriculum links between PE taught by JD staff and main School.		
Key Indicator 4: Broader experience of a	range of sports and activities offered to all p	upils	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
To challenge those already meeting the basic requirements of swimming to extend their skills even further; and to	Additional pool time, transport and specialist coaching	£2,000	Non-swimmer pupils now making substantial progress and increase in confidence with TA in water. Greater amount of progress within one session.
support intervention groups	Expand the session from 45 mins to a full hour with a view to build fitness, stamina, resilience and self-esteem		100% pupils participated in swimming lessons.
			Pupils offered opportunity to compete in county athletics









Bring life preserving skill into sessions for Year 5 and 6 pupils		Duing life agreeming skill into accions for	1	_ ahammiamahina
Challenge pupils by use of diving pool deep water for able swimmers TA in the water to model and reduce language barriers. Increase confidence for non-swimmers. ### Athletics experiences: Use running track for JD pupils at least once during the summer term to provide sporting experience ### All pupils to participate and engage in Parkour activity and The Cave Bus experience. ### Parkour activity and The Cave Bus experience ### Designing/instigating the activity program tailored to the needs and aspirations of our cohorts. Each child to show progression and improvement with specific skills. ### Key Indicator 5: Increased participation in competitive sport ### School focus with clarity on intended impact on pupils: ### Actions to achieve: ### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. ### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem and skills within each activity and experience aspirational activities, which link to the main School clubs. #### Pupils build self-esteem a				championships.
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	competition.	Transportation and staffing for events.		











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All pupils to take part in competitive sport through JD specific inter-house Sports Day	Site provision, line marking and support from PE specialists, planning time by HOD PE, additional staffing and site preparation, badges awarded for races, prizes as needed.	£250	Pupils participate fully - showing leadership, sportsmanship and athletic ability.
All pupils to participate in inter house competitions throughout the year - contributing to whole School outcomes	PE specialist staff - organise and implement a range of competitions across the curriculum.	In House	
To allow able swimmers to experience competing in a swimming gala	Time for gala selection built into new longer lessons. Pool hire and training session prior to gala to practice and unite the team.	£250	Gala team selected - extra training time and competitive elements built in.
Facilitate and promote participation in Fencing, Gymnastics and Karate clubs.	Clubs promoted, club letters handed out, pupils delivered to after School clubs safely and promptly.		
Pitch and Putt activity at Ferry meadows to give exposure golf, allowing all children the opportunity to	Transportation and staffing for events. Trophies awarded for achievements.	£1,800	100% participate in Pitch and Putt, statistical analysis shows pupils are improving over time.
experience a new competitive sport.	Track participation of competitive sport.		Tracking shows an increase in participation.
All children take part in a competitive sport against their peers.			









