

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department  
for Education

Created by



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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](http://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

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 **31<sup>st</sup> July 2021** at the latest. **\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31<sup>st</sup> March 2021.**

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 31<sup>st</sup> July 2021. To see an example of how to complete the table please click [HERE](#).

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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><b><u>School Games Award</u></b> We are delighted to announce that we achieved the school games recognition award 19/20 for engagement in PE and School Sport participation in school games and with virtual events during lockdown.</p> <p><b><u>Power of PE and Curriculum time.</u></b> Our PE scheme Power of PE scheme has been embedded into the curriculum along with KKPD's from the Trust. Adjustments were made to the Long term plan with PE to ensure we were complying with covid regulations and risk assessments. Where possible, PE has been taught outside and children have received at least 2 hours of curriculum PE week including those Key worker pupils in school. We have only been able to swim this year up to December 19 due to Derbyshire County Council School swimming pool closures. New resources have been purchased to support the curriculum. A staff questionnaire has been used to assess the needs of individual staff and CPD.</p> <p><b><u>Remote learning.</u></b> The PE lead raised the safety of Remote PE with the Trust and AFPE to ensure children were accessing PE during lockdown and isolation. We provided 2 PE and school games activities a week for remote sessions using the SSP personal challenges, it was great to receive videos online of children participating. Loom lessons were originally sent to all children for a series of virtual gymnastics sessions with a link to Beth Tweddle gymnastics before Oak Academy produced a series of PE lessons which have been used for remote provision</p> <p><b><u>Residential</u></b> PE premium spend was used to reduce the cost for pupils attending the Outdoor and Adventurous Education residential October 19 where the pupils experienced orienteering, climbing and team building challenges.</p> <p><b><u>Intervention</u></b> As a result of the teacher assessments (July 19) 40 pupils have been invited to participate in an intervention programmes to raise, self-esteem in PE, support core stability, co-ordination and developing healthy lifestyles and well-being. PE funding has been used to employ a specialist in this area. In the past, this has been well received and results are positive from staff, pupils and parents. The impact has been analysed- via pupil interviews and observations</p>	<p><b><u>Quality assure teaching of High-Quality PE</u></b> PE leaning walks to be conducted to ensure HQ PE and plan a new covid secure LTP. <b><u>PE notice board to be updated</u></b> Continue to monitor and update termly.</p> <p><b><u>Swimming</u></b> Swimming move from Y4 to Y5 in the long term plan to ensure gaps of swimming provision are met. Booster sessions for the non-swimmers to be block booked for after Sats if available with DCC.</p> <p><b><u>PE Governor</u></b> New PE governor to meet with subject lead</p> <p><b><u>Resources</u></b> To be purchased from audit for curriculum lessons and playground active play to enhance sessions so that they are covid secure with each child having access to their own equipment. Play equipment to be collected in and redistributed.</p> <p><b><u>Mini Leaders</u></b> To resume lunchtime provision with Y6 leaders engaging Y3 pupils in playground activities if bubbles permit.</p> <p><b><u>PE and Sport celebration</u></b> Continue to celebrate Sporting achievements on Dojo and in celebration assemblies.</p> <p><b><u>Extra-Curricular and events calendar.</u></b> To timetable in extra-curricular provision in line with the Trust events calendar and the SSP following Covid regulations. Attend additional sporting competitions with the SSP and Trust (virtually and face to face)</p> <p><b><u>School Games</u></b> Work in collaboration with the SSP for the school games mark and complete heat maps.</p> <p><b><u>Intervention</u></b> To use the intervention to provide catch up support for pupils not achieving on the KKPDs with focus on core motor control and provide 30 minutes' additional time for those children who have missed opportunities to be physically active in groups due to sustained periods of isolation.</p>

as well as a noticeable reduction in behaviour incidents children attending these sessions have also attended clubs and competitions to raise their self-esteem. From March 20 this was suspended due to lockdown.

#### Enrichment

Bikeability, 30 Y6 children successfully completed the level 1 and 2 bikeability course, learning about simple bike maintenance, riding safely off and on local roads and rules of the road, The

Bikeability Level 2 course aims to develop riders' skills and confidence for cycling on single-lane roads and simple junctions with mostly moderate motor traffic flows.

#### Stand Up Derbyshire Day.

The whole school participated in class and year groups for this year's stand up Derbyshire day which aims for children to learn whilst on the move. Activities included active maths and English as well as a glow stick dance marathon.

#### Annual Sports Day

Due to covid 19 this was postponed in 2020, instead, we ran a virtual sports day alongside the Trust based on personal challenges during National Sports Week. For those key worker pupils in school they participated in their bubbles, all children participating were awarded a virtual certificate.

#### Play Leader

The appointment of the play leader enhanced our lunchtime provision with personal challenges activities and running the daily mile. During lockdown the play leader continued to work with a bubble on covid secure playground games. As of July 20 the play leader secured a full time job so a new play leader is being advertised.

#### Leadership

Prior to lockdown our Y6 pupils ran personal challenges at lunchtime with the Y3 pupils.

#### Staff CPD

Our PE lead has been involved with the Trust PE network and has introduced KKPd grids for staff showing a clear progression of skills along with PE updates and developments from the SSP. These sessions have been face to face and virtual. The PE lead has had training on Beyond the physical and attended inset in making PE and School Sport Covid secure. Our play leader received training to develop zones in the school yard. Y4 staff had team teaching opportunities with Rugby and Gymnastics.

#### Extra Curricular Clubs- Which ran prior to lockdown March 20.

#### Junior Gym November 19.

In the Autumn Term 32 children attended Junior Gym sessions, funded from the Sports Premium, before school. This is 15% of the school population. It was booked for spring and summer terms but was postponed due to covid. 5/60 fit for life club was cancelled due to lockdown.

Bocce- This was a targeted afterschool club for SEND pupils or pupils who are less engaged in competitive sport, places for this were by staff invitation.

Multiskills. This club ran with Y3/4 pupils each week to inspire them to try new sports and activities

Rugby This club ran for 6 weeks to prepare Y5 and 6 pupils for the cluster competition

Basketball This club ran for 6 weeks to prepare Y5 and 6 pupils for the cluster competition

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**Dance Club** One of our staff, who is IDTA trained, ran a 6 week dance club in preparation for SSP Dance Festival. (The festival was postponed)

**Inter and Intraschool competition and events 19/20 Pre covid**

**Football** The boys team played in the cluster competition and only lost by 1 goal in the final 10 seconds of the match.

**Girls football** The girls team drew the cluster match. Funding was used to affiliate the girls team to the Kirkby and District League They played in the Kirkby and District league playing weekly matches until lockdown.

**Indoor Athletics.** We came 2<sup>nd</sup> in the partnership Indoor athletics competition

**Boccia.** We sent 3 teams to the Boccia competition, one team got through to the Derbyshire County finals (unfortunately, this was postponed due to covid)

**Basketball-** We entered 2 teams in the partnership cluster competition with the B team coming first. (The partnership final was postponed due to covid)

**Cross Country** We entered 3 teams for both the girls and boys in the cluster cross country competition. 2 Pupils were placed so were invited to the partnership final. (This was postponed due to covid)

**Gymnastics** A class of Year 4 children attended a gymnastics festival in our sports hall competing against our cluster school. Fun was had by all.

**Rugby Mega Fest** A class of Year 4 children attended a Rugby Festival at our cluster school

**Inter and Intraschool competition and events 19/20 Post covid**

**National Sports Week** A series of events and activities were posted on class dojo to engage all pupils during lockdown, including round the world dance sessions.

**Weekly Personal Challenges** These were posted weekly on class Dojo and pupils submitted videos

**Virtual Sports Day** . This event was posted on Dojo and on weekly remote plans for children to participate at home, each child was awarded a virtual certificate. For the Keyworker children in school, this event was held in socially distanced bubbles.

**Club Links**

These have continued to be develop with the local community and provide a pathway for pupils in different areas of sport. We have links with gymnastics, basketball, dance, football, athletics, rugby, martial arts and cricket.

**Resources**

A resource audit took place ready to purchase equipment for September.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? No

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:
What key indicator(s) are you going to focus on?			
<b>Intent</b>		<b>Implementation</b>	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:
Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:			
Total Carry Over Funding: £		<b>Impact</b>	

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% achieved DCC water safety level 1 33% achieved water safety level 2 with a reach and throw rescue
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?	No Due to covid, the pool was closed so we were unable to provide catch up sessions. We did book in sessions but national guidelines prevented this from happening.

**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: £18290	Date Updated:
<p><b>Key indicator 1:</b> 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</p>			
<b>Intent</b>		<b>Implementation</b>	
<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>To be able to have Membership to Bolsover SSP to ensure links between cluster schools, CPD developments for staff and increase opportunities for pupils with reference to 30 minutes of physical activity a day.</p>		<p>Support leading of Curriculum and SS. Support with playground challenges for the play leader to increase daily activity to a wider audience. To adapt playground format (Playwaze).</p>	
<p>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>Funding allocated:</p>	
<p>£6727.38</p>		<p>£494</p>	
<p><b>Impact</b></p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Percentage of total allocation: 36%</p>		<p>Pupils know that daily activity is important for our long term health, running/walking daily improves our step count. It is important to know what you can do yourself and how to improve. Everyone can get better no matter their starting point.</p>	
<p>Application for games mark by July 2021            Review Summer Term 21 to ensure pupils have opportunities in school and virtually.</p>		<p>Personal challenges have been adapted to a virtual format to support the remote learning offer.(Playwaze).            Parents have had access to designated weekends to free events to engage families in outdoor activities at Pleasley Vale, invites of weekend partnership events posted on dojo.            Games mark award evidence.</p>	

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<p>For the pupils to be able to engage in structured lunchtime activities. To know 30 minutes of daily activity is recommended physical activity in school. Pupils to learn about changes they could make to ensure healthy lifestyles.</p>	<p>To employ a dedicated play leader to increase engagement in physical activity. Play leader to support active lunchtimes with daily mile, supporting sports crew and leaders. Monitor and termly meetings with play leaders.</p> <p>Play leaders to be trained to support active lunchtimes.</p>	<p>£2925</p>	<p>Initially there was no suitable candidate for the play leader role (after our previous leader left to a full time post) and the post was re-advertised.</p> <p>A temporary play leader was appointed Spring Term and the priorities with pupils changed to support a core group of pupils who, due to isolation, were having difficulty learning to share and turn take. Mini leaders have been trained to lead younger children with active play. The leaders can explain how to solve problems, challenge and support active games. They have had intense training with the PE lead and the SSP all of the Y5 cohort received certificates for their engagement and they have had the opportunity putting this in to practice leading the Trust Athletics event for the Y3 cohort.</p>	<p>When bubbles can be blended re-introduce the active lunchtime provision and the games zones across the school yard. Participation in the daily mile Enhance use of playground zones, active lunchtimes and reduce behaviour incidents on the yard. Certificates- mile awards.</p> <p>Monitor and review Summer 21. Appoint a permanent dedicated playleader / sports coach from September</p>
<p>To be able to provide an intervention program for least active pupils or pupils not at ARE. For pupils to learn and develop core movement skills to equip them for later life. To learn about the impact on changing lifestyles. To be able to engage in the 5/60 fit for life program reduce obesity in children to promote healthy lifestyles.</p>	<p>Bolsover Sport to work alongside the PE lead and SENCO to increase fine and gross motor skills and encourage learning to play with others.</p> <p>Baselines with staff, pupils with gaps in KKPDs narrowed. An additional 30 minutes timetabled curriculum PE a week for a core group.</p>	<p>£2,200</p>	<p>This was suspended until March 21 when additional providers were permitted back on site due to covid risk assessments. Assessment against ARE baseline and post program testing. Strength and difficulties questionnaire with SENCO. Reduced incidents of behaviour issues where children find it</p>	<p>To consider support for individuals returning to school post covid lockdowns/ isolations especially pupils who will need more support with mental health and wellbeing due to sustained periods of isolation.</p> <p>Review pupils termly, with</p>

<p>staff and pupil interviews. Be aware that pupils' needs will differ due to personal experiences at home.</p> <p>Review Summer Term to ensure pupils who are not working at age related developments are supported.</p>	<p>hard to share and play together. Numbers of pupils attending extra-curricular clubs and festivals increased with confidence and engagement. Pupil feedback has been positive and they have been enthused to attend extra-curricular clubs.</p>	<p>Monitor use and re audit annually. Purchase new resources.</p> <p>Teachers to have access to a bank of resources which can be used as Active Breaks in lesson times.</p>	<p>Zones changed with lockdown and the sharing of equipment was prevented therefore additional equipment was purchased. A wider variety of equipment is being used in the different year group bubble zones.</p> <p>Through the school council each year group had a voice in games and equipment they would like to purchase to encourage respect.</p> <p>Use of timers etc. during active lunchtimes. Certificates for challenges.</p> <p>Use of playground equipment increased.</p>	<p>£208.38</p>	<p>Audit and order new resources, monitor use.</p> <p>Pupils voice to say what they like doing to be active so resources can be targeted to age specific interests.</p>	<p>To be able to additionally resource sessions with equipment for the new playground challenges.</p> <p>Resource new playground bubbles and zones</p>
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To provide pupils with physical disabilities small group support with core fine and gross movement support	3x weekly short sessions using advice from external support including physiotherapy to enable growth in confidence.	£900	Pupils show an increased confidence especially in whole school PE lessons and gaps in their motor skills have been narrowed. Pupils enjoyed participating in competitive events this year.	Monitor needs of new cohorts in school
<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: 19%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£3,388.99
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 be able to provide dedicated Leadership time to develop PE and School Sport.	Lead the PE and SS curriculum effectively. Attend Trust and BSSP development sessions.	£750	Profile of PE raised in school - clear development plan with intent, implementation and impact linked to Trust and school values. Clear Vision for PE KKPD's in place Deep dive training, Update on health and Safety information from AFPE, Time to work with the SSP on school games heatmaps. Network time with the Trust PE development team.	Increase engagement in regular physical activity. HQ PE is taught through school and staff to use their skill set to provide the best for the pupils. Co-ordinator development time with curriculum design for PE. Share new updates with staff
To be able to have Membership to Bolsover SSP to ensure links between schools, CPD developments for staff and increase opportunities for pupils.	Support leading of Curriculum and SS	£538.99	School games mark support, Inset training with AFPE and SSP to support HQ PE deep dive training, This is me being active, Journey to learning and AFPE Health and Safety guidance. (Book purchased 10 <sup>th</sup> edition-	The PE lead has shared the information Review Summer Term to develop next steps.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	£2,194
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 be able to have Membership to Bolsover SSP to ensure links between schools, CPD developments for staff and increase opportunities for pupils.	Support leading of Curriculum and SS especially with providing a remote offer.	£494	Staff have had access to additional materials to support their remote learning offer. Staff know how to teach PE safely following changing covid regulations.	For PE lead work with 1v1 staff to support the development of PE as required. Review Summer Term 20
To be able to monitor Power of PE SOW in line with the curriculum and provide staff with support with differentiation and use of KKPDs. For staff to be secure in knowing expectations with PE at each age. For pupils to build on their knowledge in progressive granular steps.	Support staff with curriculum intentions and increase confidence with teaching in PE. Leadership time- use of Trust KKPD grids	£300	Pupils have been building on their knowledge in a granular way and this has assisted with the skill development. Pupils can explain for example when playing a tennis stroke they go from low to high and can demonstrate the position the body should be in.  Lesson monitoring Pupil/staff questionnaires	Identify further staff support Investigate new SOW in line with Trust (Complete PE) Inset for PE Lead in new SOW

<p>Staff meeting updates and learning in PE lessons. To disseminate subject updates across school</p>	<p>Observations and drop in planning monitoring with scheme in relation to KKP grids. Subject updates shared</p>	<p>£500</p>	<p>Standards in PE raised. Staff confidence increased. HQ PE pupils or staff narrowed through support or advice.</p>	<p>For leaders to monitor teaching and learning in PE lessons. To disseminate subject updates across school</p>
<p>Old equipment has been replaced and this ensures that each child has appropriate access to suitable equipment.</p> <p>To ensure that there is enough equipment for lessons to have pace and to maximise the learning time. E.g. For each lesson there are enough footballs / basketballs/ tennis rackets etc. for 1 each.</p>	<p>To ensure that there are enough resources to support learning by updating or purchasing additional resources for the curriculum</p> <p>Audit resources, maximise the time being active. To ensure that there are enough resources to support learning to curriculum monitoring</p>	<p>£300</p>	<p>Enhance and support the curriculum and afterschool activities.</p>	<p>To ensure there is a consistent PE policy across the PVA community.</p>
<p>Review Summer Term</p>	<p>Same policy being followed across our 3 academy schools in the village and this is evident especially with removal of earnings for PE as there is oneness across PVA academies when children move from Y2 into the juniors in Y3.</p>	<p>£100</p>	<p>Academies</p>	<p>To support staff with team teaching where there are gaps in knowledge and to update KKP progress with year groups audit</p>
<p>Update KKP grids in line with new Trust ones Monitor with new staff audit.</p>	<p>PE lead has been working with staff in breaking down PE lessons into granular steps to build on previous knowledge and to ensure staff knowledge and confidence is increased. PE lead has updated LTP and KKP grids with year groups to ensure gaps from lockdowns and missed learning are narrowed.</p>	<p>£500</p>	<p>Work with staff as identified on staff on areas of need identified in the staff audit</p>	<p>To support staff with team teaching where there are gaps in knowledge and to update KKP progress with year groups audit</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
Intent	Implementation		Impact	£5,044
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 be able to provide Leadership time for event planning and broader experiences.	Lead the PE and SS curriculum	£250	Games mark achieved. Timetable of opportunities with pupils entering events virtually or face to face. The children particularly enjoyed the break out challenge from the SSP which focused on personal challenges and teamwork.	Continue to increase engagement in regular physical activity using the new school games initiatives.
To be able to have Membership to Bolsover SSP to ensure links between schools, CPD developments for staff and increase opportunities for pupils	Support leading of Curriculum and SS	£494	Games mark achieved, registers for attendance show increased participation. Whole school teambuilding and well being festival. The bocchia festival for Y3/4 was postponed but the children were invited to take part virtually during lockdown as one of the partnership challenges.	Review Summer Term

<p>Increase participation in afterschool activity and access to competition and club links Ensure Children with SEND have equal access to sport, SEND children attended club places filled and a waiting list is in place for clubs next year.</p>	<p>These had to be postponed until March 21 when National covid club restrictions were lifted and on our schools' risk assessment permitted clubs. Attendance registers show all SEND children attended</p>	<p>£2,200</p>	<p>To book in clubs for Rugby, Athletics, Basketball Multiskills, cross country, boccia, cricket, tennis</p>	<p>To be able to provide extra curricular clubs run by Bolsover Sport Including specific support for SEND</p>
<p>Club link and increase physical engagement in a range of sports.</p>	<p>These events had to be virtual or were postponed so transport as planned, this will be carried forward.</p>	<p>£500</p>	<p>Enrichment activity, club and festival</p>	<p>To be able to provide transport costs to Trust events Athletics, dance festival and residential.</p>
<p>Bid for additional funding with the SSP for additional bikability places for next year. Book in bikability for the Y6 cohort.</p>	<p>Completed level 1 and Level 2 bikability to know how to ride safely on the roads and maintain bikes.</p>	<p>£400</p>	<p>Level 2 bikability 20 funded places from the SSP which totals £800 and we additionally funded 10 more places at £40 each</p>	<p>For pupils to learn how to ride bikes safely to a recognised standard-Bikability.</p>
<p>For the current Y5 cohort to receive additional boosters post SATS next academic year. Increased number of current Y6 cohort able to swim</p>	<p>This did not happen due to covid restrictions and pool closures</p>	<p>£1200</p>	<p>Children in Y6 cohort who cannot swim 25M provided with catch up boosters during 2020/21.</p>	<p>For pupils to learn to swim 25m . To provide additional swimming catch up sessions</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	£769
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 be able to have Membership to Bolsover SSP to ensure links between schools, CPD developments for staff and increase opportunities for pupils	Support leading of Curriculum and SS- see competition calendar of events face to face and virtual	£494	Events attended virtually and face to face Competition calendar and results	Review Summer Term. New calendar of events. Review Summer Term when competitive covid restrictions are removed.
To be able to have membership to Ashfield and District Sports league	Fund affiliation to football league	£50	Competition calendar and results matches	Review Summer Term
To be able to pay staff for out of hours expenses so children can attend competition out of normal school hours.	Pay for additional hours staffing SB football club after covid	£225	Increase participation in sport with A, B and C teams representing our school. See competition results on display on PE wall. Dojo posts and celebration assemblies  PE mark application	Review Summer Term when competitive covid restrictions are removed.

Signed off by

Head Teacher: 

