

## PE and Sports Premium Strategic Plan 2020-21

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. At Occold Primary School we are keen for all our children to develop active and healthy lifestyles. One of the ways in which we achieve this is through providing children with the opportunity to participate in a wide range of sports including outdoor and adventurous activities.



Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,670
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£tbc
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£tbc

<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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p>	<p>90%</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>90%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>90%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>90%</p>
<p>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?</p>	<p>Yes/No (see below)</p>
<p><b>Notes: Due to the limitations of space in our school, swimming is a major part of our PE offer. All children across the school attend swimming lessons each week. Reception and Year 6 attend for one term and all other year groups attend for at least two terms. We therefore take children way beyond the basic expectations for swimming. We employ additional swimming coaching to include all year groups and extend confident swimmers (at a cost of £2,500 a year). We take children to life-saver levels and increased water confidence (we also invest in water sports-see below). County swimming teachers regularly comment that as a consequence of this investment, Occold has highest proportion of 25m+ in area. It is usually a result of SEND that we don't achieve 100% and, in many cases, our pupils with disabilities make excellent progress. We also organised additional 'catch-up' sessions for pupils who full behind.</b></p>	

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>				<b>Total allocation: £8,000</b>
				48%
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:
1. <b>Increase children’s level of activity and fitness.</b>	<ul style="list-style-type: none"> <li>• Daily ‘golden mile’. Children approximately a mile every day. Laps to be recorded.</li> <li>• Enhanced playground equipment purchased.</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>• Recordings of children’s activity shows increased distances covered by pupils in time.</li> <li>• Children found activity easier over the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School needs to explore how to make more effective use of breaktimes to increase pupil fitness and activity levels.</li> </ul>
2. <b>Increase capacity of staff to make more effective use of outdoors.</b>	<ul style="list-style-type: none"> <li>• Employ Forest School Leader.</li> <li>• School makes more effective use of outdoors for physical activity.</li> <li>• Timetables with scheduled FS sessions.</li> <li>• Leader/Governor observations</li> </ul>	£3,500 annually	<ul style="list-style-type: none"> <li>• Planning shows increased use of outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Forest School programme and consider how to extend for older pupils.</li> </ul>
3. <b>All children to be strong and confident swimmers above and beyond national expectations.</b>	<ul style="list-style-type: none"> <li>• Extra swimming teachers</li> <li>• Extra coaches</li> <li>• See section above for more details.</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>• Highest levels of &gt;25m swimmers in High Suffolk.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with this.</li> </ul>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Total allocation: £500</b>
				3%
<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:
<b>1. Regularly scheduled PE meetings.</b>	<ul style="list-style-type: none"> <li>• <b>PE focussed staff meeting once per half-term.</b></li> </ul>	<b>None needed</b>	<ul style="list-style-type: none"> <li>• <b>Meetings now established and staff more aware of what is taking place in class and wider events.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue with practice.</b></li> </ul>
<b>2. Staff to take more ownership of PE curriculum for their class.</b>	<ul style="list-style-type: none"> <li>• <b>Less PE being taught by bought in by coaches.</b></li> <li>• <b>Experts within school being deployed.</b></li> </ul>	<b>None needed</b>	<ul style="list-style-type: none"> <li>• <b>Teachers and TAs taking more responsibility. More sessions taught by school staff than in previous years.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue with this journey until all PE is taught in house.</b></li> </ul>
<b>3. PE has separate development plan produced by subject leader.</b>	<ul style="list-style-type: none"> <li>• <b>PE subject development plan produced including mini-SEF.</b></li> </ul>	<b>Release time £500.</b>	<ul style="list-style-type: none"> <li>• <b>Subject leadership documents in place.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue with practice.</b></li> <li>• <b>Carry out pupil perception meetings.</b></li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Total allocation: £2,000</b>
				12%
<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:
<b>1. Develop skills and confidence in staff with the teaching of PE across the school through the support of a highly regarded scheme.</b>	<ul style="list-style-type: none"> <li><b>GetSet4PE scheme introduced following advice from local PE leaders. This is supplemented with TOPS resources.</b></li> </ul>	<b>£1,600 scheme costs and training.</b>	<ul style="list-style-type: none"> <li><b>Staff feel more skilled and confident when teaching PE</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Continue with programme and take part in linked INSET.</b></li> </ul>
<b>2. PE Leaders to link with teachers from other schools to share best practice.</b>	<ul style="list-style-type: none"> <li><b>Meet with other leaders and report back to other staff. Document progress.</b></li> </ul>	<b>£400 release time.</b>	<ul style="list-style-type: none"> <li><b>Trust groups formed but have not met yet.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Trust groups to meet Autumn Term 2021.</b></li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Total allocation: £4,000</b>
				24%
<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:
<b>1. All children to have opportunity to engage with large apparatus with professional coaches.</b>	<ul style="list-style-type: none"> <li>Supplement pupil experiences of gymnastics by visiting a professional centre. This mitigates limits of school facilities.</li> </ul>	£800	<ul style="list-style-type: none"> <li>Children have experience of professional gymnastics coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Annually Has taken place annually for 3 years now.</li> </ul>
<b>2. Children to have opportunities to 'taste' a range of sports through visits and clubs.</b>	<ul style="list-style-type: none"> <li>Expand range of sporting clubs on offer for children to participate in e.g. archery and martial arts.</li> </ul>	£800	<ul style="list-style-type: none"> <li>Fencing day took place.</li> </ul>	<ul style="list-style-type: none"> <li>Cricket Club and other activities to be relaunches 2020-21.</li> </ul>
<b>3. Provide children with experiences of a range of outdoor and adventurous activities and sports.</b>	<ul style="list-style-type: none"> <li>Annual trip to Whitlingham Broad for watersports took place.</li> </ul>	£1,200	<ul style="list-style-type: none"> <li>Children experienced kayaking, sailing and paddleboarding.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with this.</li> </ul>
<b>4. Children to have lessons from professional dance instructor.</b>	<ul style="list-style-type: none"> <li>Hire dance teacher for indoor PE lessons. Use her skills to improve choreography of school events.</li> </ul>	£1,200	<ul style="list-style-type: none"> <li>Children enjoyed sessions and school play was enhanced with professional choreography.</li> </ul>	<ul style="list-style-type: none"> <li>Children at Occold found this difficult as it was first time. Needs to be embedded to increase skills.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Total allocation: £3,000</b>
				18%
<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:
<b>1. Increase participation of children in a wider range of competitive sporting events within school</b>	<ul style="list-style-type: none"> <li>• Introduce inter-house sport tournaments in school including swimming gala, 6 a side football, rounders and cricket etc in addition to traditional sports day.</li> </ul>	<p>£ Hire of facilities (£400). New trophies (£100).</p>	<ul style="list-style-type: none"> <li>• In school competitions took place termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a competition half-termly.</li> </ul>
<b>2. Increase participation of children in a wider range of competitive sporting events within the area.</b>	<ul style="list-style-type: none"> <li>• Take an active role in High Suffolk SSP and attend as many competitions as possible.</li> <li>• School enters a number of competitions in line with or greater than other local schools.</li> </ul>	<p>Annual subscription to High Suffolk SSP (approx £500). Travel to events. (approx £1000).</p>	<ul style="list-style-type: none"> <li>• School has 'punched above its weight' in competitions.</li> <li>• School has signed up for 10-16 events (top 25% of local schools).</li> <li>• School recently won football tournament</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Trust tournaments e.g. with Eye that involved lower KS2, KS1 and EYFS pupils.</li> </ul>
<b>3. Include children with SEND in sports.</b>	<ul style="list-style-type: none"> <li>• Take part in special SEND competitions.</li> <li>• Employ TA to assist children with SEND.</li> </ul>	£1,000 a year	<ul style="list-style-type: none"> <li>• Higher participation of children with SEND in competitive sport.</li> <li>• Children took part in boccia and SEND athletics event.</li> <li>• Children take part in RDA riding lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision for this is set to expand and the school is keen to participate fully.</li> </ul>