



Evidencing the Impact of the Primary PE and Sport Premium 2019-2020

This document outlines how the money has been used effectively, based on the needs of our school to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) we offer to our pupils. It details how the Primary PE and Sport Premium has been used to help further develop and add to the PESSPA activities on offer and how it builds the capacity and capability within our school, ensuring that improvements made will continue to benefit pupils joining our school in years to come.

The year 6 swimming data has been collated based on their year 3 data and a limited number of responses to an online parental questionnaire sent out to parents in June 2020. We were unable to swim with year 6 as planned in the summer terms.

Due to the Covid-19 outbreak, this document outlines how the PE and Sport Premium has been used up to and including Friday 20th March 2020.

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.

Key achievements to date until 20th March 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sports Mark ‘Gold’ award for 4th consecutive year. • Broad and varied range of extra-curricular sporting clubs available for KS1 and KS 2 pupils. • Competitive, non-competitive/festival and virtual competition opportunities within school, the DSAT trust and within local borough- Learning South Leicestershire School Sports Partnership, (LSL SSP). • Good relationships with parents and carers and excellent turnout for whole-school/year group events. • Continue to work with a range of children and abilities to close the gap; using assessment frameworks to identify key groups. • Providing intervention and support, challenge and opportunities to low attaining/SEND/PP/high attaining pupils as appropriate. • Awarded ‘Greatest impact of the use of PE and Sport Premium funding Oadby and Wigston area 2019-2020. • Runner-up award for Innovation in School Sport 2019-2020: ‘Parkland Sports Stars’ rewards system. • Association for Physical Education, (afPE) Quality Mark with Distinction, (valid until February 2021). • Full subscription buy-in to LSL SSP benefits all as additional competitive/ non-competitive opportunities provided for SEND/ low ability and gifted and talented (G and T) pupils, Sports Leaders and Sports Ambassadors. • Girls football participation has again increased this year (no and % rise). • Partnership work with Leicestershire County Cricket Club (LCC): <ul style="list-style-type: none"> ○ Through the ‘Chance to Shine’ programme, 2 classes in years 4 and 5 had cricket coaching and classroom-based lessons for 2 weeks ○ Cross curricular link through PE and English lessons, where team teaching took place with the coach and class teacher. • Partnership work with South Leicestershire College (SLC): <ul style="list-style-type: none"> ○ Year 2 learners provide coaching sessions as part of outdoor PE lessons each year, (this year to a class in year 5). ○ Support with running of DSAT gymnastics competition, officiation DSAT dodgeball and DSAT 3/4 football competitions. • PE specialist teachers continuing to create additional competitive opportunities through DSAT sporting competitions: 	<ul style="list-style-type: none"> • Aim for 5th consecutive Sports mark ‘Gold’ award in 2020-2021 to gain ‘Platinum’ status in 2021-2022. • Re-apply for ‘Quality Mark with Distinction’ revalidation, (visit in February 2021). • Leadership courses to be completed by PE Specialist teachers to further develop leadership and management skills, (NPQML and NPQSL). • Continue to develop strategies to ‘close the gap’ for pupils not achieving age-related expectations by using the alternative assessment system in KS1 as well as KS2 and by signposting individual pupils to physical intervention clubs/groups to assist their development. • Further development of CPD opportunities, monitoring, assessment and evaluation of all members of staff teaching PE, so that the teaching and assessment of all pupils across the school is consistent. • Continuation of boy’s gymnastics club and add boys dance club to engage more boys into aesthetic areas of extra-curricular clubs. • Further development and celebration of ‘Big Moves’ Fundamental Movement intervention, (to include change of timing within the school day). • Continue to offer a variety of parental/carers engagement opportunities to continue to raise the profile of PESSPA, whole school improvement and positive relationships with our families. <p>Post Covid-19 Work and Wellbeing:</p> <ul style="list-style-type: none"> • Continue to work closely with LSL SSP to develop our wellbeing curriculum and extra-curricular offer and continue to raise opportunities to key groups, (Girls, SEND/ inactive). • KS1 mid-afternoon physical activity time to be planned by PE specialist teachers and structured to aid development of fine and gross motor skills and building on fundamental movement skills. • Begin a family fitness extra- curricular club to be offered throughout the year, with long-term goal to develop over a number of years, to include links to local clubs, guest speakers, information and advice for healthy eating, cooking, ways to get active and stay active. • PE specialist teachers to work with and train lunchtime staff to build their knowledge and confidence in delivering a variety of fun physical activities for pupils to

- 'B' and 'C'/lower ability teams and pupils have many opportunities to take part in a range of competitions, (dodgeball, football, girls' football, gymnastics, cricket, tag rugby, dance).
- DSAT gymnastics competition organised annually by FE at external venue with qualified British Gymnastics (BG) judges officiating.
- MH organises annual DSAT dodgeball annually at external venue specifically for pupils who would not usually be picked for competitions.
- DSAT year 3/4 football tournaments (x 2) held annually at Parkland and organised by MH.
- Specific assessment tracker developed for identified low achieving/SEND/PP pupils shows progress made towards adjusted targets, (see data in Key Indicator 3). Strategy in place to help close the gap for these pupils.
- Pupil Premium and SEND participation has again increased in extra-curricular clubs, competitions and festivals, (see data in Key Indicator 1).
- Retaining high engagement from both boys and girls in extra-curricular clubs and competitions

participate in.

Team Successes

Discovery Schools Academy Trust (DSAT) - Gymnastics Competition

- Year 3/4 team – 3rd place
- Year 5/6 team – 1st place

LSL SSP- Gymnastics School Games Qualifiers, (SG's):

- Year 1/2 team - 1st place
- Year 3/4 team - 2nd place
- Year 5/6 teams - 1st place
- Inclusive Team - 1st place

School Games Finals, (SGF's): 3 out of 4 gymnastics teams qualified to compete. Year 1/2, year 5/6 and Inclusive teams.

- Year 5/6 team came 3rd overall.
- Inclusion team won 'Spirit of the Games' award for third year in a row.
- Year 1/2 team came 5th overall

Inclusion gymnastics team shortlisted for 'Community Team of the Year' award at annual LSL SSP awards ceremony.

DSAT Dance competition:

- Year 3/4 team – 1st place
- Year 5/6 team – 1st place

Year 5/6 team also advanced to the East Midlands Regional Finals of the Great Big Dance Off (TGBDO), in March, finishing 5th overall.

DSAT Girls Football

- Year 5/6 'A' team (including a year 3 G and T pupil) – 1st place
- Year 5/6 'B' team – 3rd place

LSL SSP Girls Football

- Year 3/4 girls indoor league – 3rd place
- Year 5/6 outdoor league – semi-finalists

Created by:



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<p>LSL SSP Cross Country League</p> <ul style="list-style-type: none"> Continued growth in popularity, resulting in all teams being fully represented in each of the year 3,4, 5 and 6 races, in both the girls and boys races. With at least 3 girls and 3 boys running in each race and in some cases more than the minimum of 3. 5 top 10 finishers, 3 of which were top 5 finishers. <p>Sports Ambassadors, Sports Leadership:</p> <ul style="list-style-type: none"> 6 Sports ambassadors seen as high-profile figures and continue to promote the core values through activities they lead within their active lunch time work and through volunteering at extra-curricular clubs. Success and celebration of children’s work within the school has led to larger cohorts of children wanting to be involved in leading. <p>Active lunchtime Development:</p> <p>More opportunities created for all pupils to be physically active at lunch times:</p> <ul style="list-style-type: none"> Through LSL SSP’s virtual competitions, class challenges/ ‘Challenge ‘Tuesday’s’ and playground activities across EYFS, KS1 And KS2 playgrounds. Further investment in outside resources available for active play: traditional games equipment (e.g. skipping ropes, balls, hoops, ribbons, building equipment, set of football posts for KS1 and KS2 playgrounds.). Playgrounds zoned for different types of play. Level of respect for school equipment at lunch times has grown, resulting in less money being spent on replacing equipment, pupils take more responsibility to look after it. Sports team involved in key pupil’s behaviour motivators, most of which are sport/physical activity based, (see Key Indicator 2). 	
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Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	59%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	49%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	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: 2019/20		Total fund allocated: £20,610		Date Updated: 24 th June 2020	
<p>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</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact		42%
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: £8600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide all pupils with opportunities to access free sporting and physical activities, (including interventions during school time, active lunchtimes and extra-curricular clubs), in addition to their PE lessons.	<ul style="list-style-type: none"> - Broad range of extra-curricular clubs offered 4 days per week. - Big Moves Fundamental Movement intervention offered as a free breakfast club 2 mornings per week to identified pupils in KS1. - Identified pupils given priority to access extra-curricular clubs. -Additional support staff used to support needs of pupils in water with low ability/confidence at school swimming lessons. -Swimming engagement afternoon for parents/carers and pupils to give information and support. -Pre swimming visit to local pool for key pupils <p>Through subscription to LSL SSP:</p> <ul style="list-style-type: none"> - Staff leading Big Moves have had additional support and opportunity to team teach for half a term with Big Moves specialist to upskill. - 4 additional staff received Big Moves training in preparation for plans in 2020- 		<p>Sports apprentice wage: £5000</p> <p>LSL SSP subscription: £2600</p> <p>Swimming, including equipment and use of additional support staff: £400</p> <p>Purchase of playground equipment: £600</p>	<ul style="list-style-type: none"> -Attendance and demand for clubs are high because there is no cost to parents. Therefore pupils who would not usually be able to go to clubs outside of school due to financial difficulties, are still able to access sporting activities to enable them to stay fit and healthy. -Disaffected pupils are targeted by staff and asked what clubs they would be interested in, this then informs clubs offered to these pupils. -Parents/carers who were not onboard with swimming lesson found out facts about school swimming, had opportunity to ask questions/raise concerns and got on board with school swimming. -Pool's swim manager also attended and handed out free family swims to families and networked, giving information about swimming lessons. -Reluctant/ non confident swimmers also got chance to raise 	<ul style="list-style-type: none"> -Big Moves to be incorporated into school day to allow for better attendance, creating greater impact on results. Change in school timetable for academic year 2020-2021 will include mid-afternoon break for all pupils which incorporate physical activities planned by PE specialists, delivered by class teachers.

	<p>2021.</p> <ul style="list-style-type: none"> - Pupils identified as least active/low confidence/SEND; Girls Active Lifestyles (GALs)/Inactive Boys Project (LADs)/ ENERGISE clubs (adapted Change4Life sports club) are held in addition to other sporting extra-curricular clubs with expert coaches leading to engage. (Martial arts instructor specialist SEND coach, wellbeing lead). - GALs/ LADs clubs concluded with celebration event at external venue which introduced new taster activities such as climbing, yoga, clubbercise, kickboxing. ENERGISE event concluded with parental engagement event. - External club links created. <p>Sports ambassadors and sports leaders lunch time activities:</p> <ul style="list-style-type: none"> -Over 30 pupils had sports leaders training through subscriptions to LSL SSP; (how to create, set up and lead simple games and physical activities). Some of these pupils are used in the promotion and implementation of 'active lunchtimes. - 'Challenge Tuesday's' challenge of the term every Tuesday lunchtime. - LSL SSP virtual competitions led by sports ambassadors once a week. - Rotation of play leaders each day in EYFS, KS1 and KS2 playgrounds to lead simple games/practice skills. - PE apprentice support during extra-curricular clubs to support individual/ small groups of less able pupils or to add capacity to amount of activity delivered. -Sports ambassadors volunteering at extra-curricular clubs to add support capacity. -Purchase of additional equipment, such as football posts, traditional games equipment for KS1 and KS2 playgrounds. 		<p>questions/concerns and understand the reasons behind the importance of school swimming.</p> <ul style="list-style-type: none"> -Assessment of pupils who attended Big Moves regularly shows improvement in confidence, attention, and focus. -Club assessment data clearly shows that even without summer 1 and 2 data, a significant number of pupils from key groups are accessing these clubs: <p>Club Data</p> <p>Extra-curricular Club Participation in KS1:</p> <ul style="list-style-type: none"> • 40 % of total cohort • 33% of KS1 PP cohort • 53% of KS1 SEND cohort • 54 % at all clubs attended were Boys • 46 % at all clubs attended were Girls <p>Extra-Curricular Club Participation in KS2:</p> <ul style="list-style-type: none"> • 60 % of total cohort • 49 % of KS2 PP cohort • 36 % of KS2 SEND cohort • 48 % at all clubs attended were Boys • 52 % at all clubs attended were Girls <p>Whole School Extra-Curricular Club Participation:</p> <ul style="list-style-type: none"> • 53 % of total KS1 and KS2 cohort • 49 % of total KS1 and KS2 PP pupils • 33 % of total KS1 and KS2 SEND pupils • 51 % of the total KS1 and KS2 that participated were Boys • 49 % of the total KS1 and KS2 that participated were Girls • 61 % of identified inactive pupils participated in a club. 	
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			<ul style="list-style-type: none"> • 95.5% of identified G and T pupils participated in a club. - Pupils respond well to external coaches/specialists coming in to deliver sessions, this has led to some attending sporting activities outside of school. -Pupils who find social times difficult feel included because there are organised events for them to participate in. -Pupils respond well to Sports Ambassadors and Leaders and a mutual respect is shown. -Pupils who cannot access extra-curricular clubs still opportunities to participate in competitive sport and activities. -PE apprentice is extremely confident when delivering activities to small and mid-size groups and has added capacity to the number of quality activities we provide. - Purchase of additional equipment has allowed playgrounds to be zoned at lunch times for sporting activities/team games/traditional games/dance/challenges. It is structured to make it clear to all pupils where to go for different activities. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	11.6%
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: £2385	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>PESSPA used as a tool to improve behaviour, build relationships and raise aspirations.</p>	<ul style="list-style-type: none"> - Individual PE reward system 'Sports Stars' which rewards pupils for specific behaviours demonstrated, (passion, determination, self-belief, respect, teamwork and honesty), or improved effort/behaviour over a series of lessons. -Prize draws at end of each term which all 'Sports Stars' are entered into for chance to win a Sports Direct £5 voucher. - Pupils rewarded for showing positive behaviours/improvement in overall learning behaviours by having 10 minute motivator time. A member of staff supports the pupil by allowing them to choose a physical activity of their choice and another pupil who has also displayed positive learning behaviours. - The 6 Student Sports Ambassadors received leader training delivered by LSL SSP on game delivery to groups of pupils. -Each Sports Ambassador represents and promotes 1 of the SG's 6 values: self-belief, teamwork, passion, respect, honesty and determination. -Opportunities for all pupils to become leaders, leading parts of lessons and in some cases, support staff with teaching younger pupils. - Continued whole school/year group/small group events to engage parents/carers into school: (sports days, dance festival, years 4 and 6 dance showcase/information afternoon and year 3 swimming afternoon. Dance/gym club team displays to parents after school). -Playground Leaders used to make lunch time more active. 	<p>Sports apprentice: £2250</p> <p>15 x £5 Sports Direct vouchers for 'Sports Star' draws: £75</p> <p>6 x £10 Sports Direct vouchers for Sports Ambassadors: £60</p>	<ul style="list-style-type: none"> - Reinforces the value of school sport and physical activity, which has supported whole-school ethos and values. -Pupils are engaged in 'Sorts Star' reward system and motivated to do well in lessons because of the rewards on offer. -Sports apprentice utilised to support less able, SEND to raise levels of progress and attainment - The Sports Ambassadors and Leaders, along with some of the most vulnerable pupils' confidence and self-esteem has risen. This has given them more motivation and they have become role-models to their peers, modelling high expectations for all. - Pupils aspire to become a Sports Ambassador and see them as elevated members of the school community because of their role. As a direct link to this, an additional role for Leaders was created for 7 pupils who showed real leading qualities. -The level of parental engagement is excellent with over 500 parents/ carers attending annual dance festival and sport days and almost a 1:1 ratio for year group dance showcase events in KS2. -PE staff have good relationships with parents/carers, and they feel able to approach PE staff to ask questions or if they have queries. -Through collaboration with several year groups, (3,4 and 6) the dance showcase events have allowed year teams to deliver important messages to parents/carers about academic curriculum because of the large numbers in attendance. 	<ul style="list-style-type: none"> - Big Moves timings to change to curriculum time to improve attendance overall impact. - 'Family Fitness Club' to be launched in autumn 1 to engage parents/carers in benefits and to target key/vulnerable families. - Continued focus on wellbeing and mental health and the use of PESSPA to support this. -Sport Ambassadors scheme embedded into the school. The school will continue to champion student voice and implement the leadership programme.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	11%
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?:
<p>Continue to improve quality of teaching and learning in PE for all staff.</p> <p>Develop staff confidence and understanding of assessment in PE through continuing CPD, training and support</p>	<ul style="list-style-type: none"> - Skills audit completed by all non-specialist staff teaching PE and audit of CPD/training actions were followed up. - PE specialist teachers worked alongside class teachers and sports apprentice to develop knowledge and individual needs of staff. -PE assessment trackers continued to develop, an 'alternative assessment' framework and tracker for lowest ability/SEND pupils. -Key skills cards created as small group interventions/in place of whole class activities to move them on. -Use of sports apprentice to support class teachers with PE lessons. -The Sport Apprentice is used to install confidence and mentor the class teacher. 	<p>Sports apprentice: £2250</p>	<p>-Class teachers have reported feeling more confident when delivering PE.</p> <p>-CPD, training and support were based on the needs of individual staff, therefore specific areas of their subject knowledge were improved, leading to more consistent assessment of all pupils in PE.</p> <p>-Sports apprentice has now qualified as a level 3 sports coach.</p> <p><u>KS1 PE Assessment Data:</u> 10% below expected 75% at expected 15% exceeding expected</p> <p><u>KS2 PE Assessment Data:</u> 11% below expected 74% at expected 15% exceeding expected</p> <p>-Alternative assessment tracker has allowed PE specialist teachers to identify the areas for development by assessing these pupils on age-related expectations from a half a key stage prior to their actual age, (e.g. year 6 against year 4 expectations, year 4 against year 2 expectations). The key skills cards created have then allowed us to bridge the gap to move these pupils towards age related expectations.</p> <p><u>Alternative Assessment Data -for 32 identified as least able/SEND pupils in PE, assesses pupils on modified expectations:</u></p>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> - Monitoring and evaluation time on PE leaders and Sports Apprentice timetables to support team teaching/CPD/observation needs for 2020-2021 academic year. - Continue to use skills audits and action plans to identify individual training/CPD needs. -INSET time to share overviews, progression and assessment documents. -Continue to develop alternative assessment framework and tracker, adding KS1 data.

			16% below alternative expected 81% at alternative expected 3% exceeding alternative expected	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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Intent	Implementation	Impact	1.45%
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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: £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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Additional achievements: Provide all pupils with a broad and balanced PE/SPA curriculum, which includes alternatives to traditional sport.	-Team building unit taught to all pupils in KS2 and inclusive sports taught to KS1 pupils in autumn 1. - Purchase of sport-specific equipment (ribbons, dodge balls etc). -Range of dance genres taught across the school, (contemporary, street, the haka, African, Indian, musical theatre). -Health and fitness unit taught. - GALs (Girls Active Lifestyles), LADs (Live Active Do Something) , ENERGISE, Big Moves (physical skills intervention), Change4Life - Inclusive games club for SEND pupils - Charity events/fundraising -Money within funding accounted specifically for transport to allow pupils to experience wider opportunities which may not be local to them, for example Regional level dance competition in Nottingham and athletics at the athletics stadium in Leicester.	Specialist lesson equipment: £300	-Raised confidence and engagement of less active/SEND pupils because of the inclusive aspect of non-competitive/sport-specific activities taught. -Pupils practice the skills which make them a good team player which then enables them to demonstrate these in sporting activities, even if they are not gifted. -Pupils learn key facts and have an awareness of other cultures and ways of life through accessing different styles of dance. -Pupils learn about the benefits of a healthy balanced diet and ways in about key foods to aid this. They also learn simple pulse raising activities and have opportunities to create their own which they can use to stay physically active at home. -Because of an emphasis on physical activity not just sport, pupils learn about different ways to stay healthy and	Plan a trip to a sports institute, such as Loughborough University -Athlete visit to inspire and raise aspirations of opportunities beyond school and the local community. - Continue to explore the possibilities of a school extra-curricular swimming club. PE specialist teacher to teach as both have level 2 ASA qualifications. (Still difficult to get additional pool slots due to demand of the local area).
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	<ul style="list-style-type: none"> - Introducing new sports and physical activities (yoga and relaxation, golf and martial arts, climbing) into the PE curriculum and through the GALs and LADS initiatives. -Partnership with other schools within DSAT to organise competitions/share transport. - Club links in community (local football, cricket, gymnastics, dance clubs), ENERGISE club and visitors in school. -Entering non-traditional competitions such as golf, Sign posting pupils and their families to local clubs, community groups providing more information of where they can access (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations 		<p>understand what an active lifestyle is.</p> <ul style="list-style-type: none"> -Gender stereotypes have been broken down, seeing the participation levels of girls and boys in clubs and competitions very similar. Boys participate in activities, traditionally seen as for girls, (gymnastics, dance and netball) and girls in traditionally male dominated ones (football, tag rugby, basketball), because all pupils take part in these within PE lessons and can opt for them in extra-curricular clubs. - Has encourage more pupils to take up sport and physical activities who would not usually, (inactive/SEND/low ability/low confidence). -Allows pupils to experience more competitions, builds relationships with pupils from different backgrounds -Has allowed some of our pupils and families to access additional sporting clubs and activities outside of school. -Pupils are enjoying playing sport or activities they would not usually have the opportunity to try due do location, cost and equipment needed. 	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
<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>Funding allocated: £4000 (Total £17,535)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>Continue to enter a range of sporting competitions, events and festivals applicable to pupils of all abilities:</p>	<p>-Full subscription to LSL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. -DSAT competition calendar aimed at 'B, C and less able'. -Organisation of dodgeball, year 3/4 football tournament, aimed at B/C/less able pupils. -Organisation of DSAT gymnastics competition with BG judges to experience professional fell. -Entry to GBDO regional finals -Change4Life festival -Parallel sports hall competitions -SG's qualifiers for 'A' and 'B' teams and SG's finals -Money accounted for spend on travel to and from fixtures. -Continuing successful records within girls football, dance and gymnastics -Parkland Awards Evening</p>	<p>Transport: £2800 Venue hire: £600 Medals and trophies for events and competitions: £400 Entry to SEND/Regional dance/Athletics competitions: £200</p>	<p>-All groups of pupils (PP, SEND, G and T) have multiple opportunities to engage in competitive sport. -This year girls have overtaken boys in their participation in competitions. Competitions/Festivals Participation Data in KS2:</p> <ul style="list-style-type: none"> • 46% of KS2 cohort • 32% of PP pupils in KS2 • 25% of SEND pupils in KS2 • 49 % of whom attended were Boys • 51 % of whom attended were Girls • 43% of the identified Inactive pupils in KS2. • 86% of the 36 identified G and T pupils in KS2. <p>-'B' and 'C' teams and pupils who may not usually be selected are participating more frequently, having a positive impact on club data, as more children are getting involved. -Pupils have had opportunities to compete in a professional environment when competitions are held at external venues and officiated by professional judges. -Due to success of dance, girls football and gymnastics teams, legacy within the school for these sports is very strong, making it easy to recruit lots of new</p>
			<p>19.4%</p>
			<p>Sustainability and suggested next steps:</p>
			<p>-Continue to provide money for transportation costs and where possible share coaches with other schools to share the cost making sustainable if funding were to end.</p>

			<p>members to the these teams each year.</p> <p>-Legacy of PESSPA at Parkland shows through over-subscriptions to extra-curricular clubs and the need for waiting lists, large turn-out for lunch time challenges and activities and for new Sports Ambassadors and Leaders each year.</p> <p>-Awards evening celebrates pupils who have achieved sporting excellence and also those who have made progress, reached milestones and recognises leadership and volunteering.</p>	
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Signed off by	
Head Teacher:	<i>Sh Bishop</i>
Date:	13.07.2020
Subject Leaders:	<i>Ellie's M U</i>
Date:	23.06.2020
Governor:	<i>Celia Vaitley</i>
Date:	13.07.2020