



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 for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year **and no later than the 31st July 2020**. To see an example of how to complete the table please click [HERE](#).

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ! School Games Mark Silver Award achieved (2019-2020). ! All children in KS1 and KS2 have the opportunity of attending a range of sports club, every term, including those leading to competitions. ! Children in KS2 have a range of extra-curricular opportunities available to them every year, including a sporting club focused on SEND children. ! At least 52% of KS2 children attend an extra-curricular sporting activity (Year 5/6 Curriculum Sport, Year 3/4 Curriculum Sport, Multi Skills, Football and Young Play Leaders). ! Children in KS1 and KS2 participate in 'Life Education' sessions. These sessions develop children's awareness of their bodies and health. It develops their understanding of drug prevention as well as giving them a wider understanding of how social factors can affect their health. ! All children in year 6 have completed their Level 2 Bikeability which allows them to move onto achieve Level 3 at secondary school. ! All children in KS1 and KS2 are involved in 'Vigorous Activity' with a developing understanding of the importance of maintaining a healthy lifestyle and the positive affects these exercises have on the physical and mental wellbeing. ! All reception, KS1 and KS2 children have the opportunity to take part in at least one inter-sports festival and/or competition with the South Dartmoor School Sports Partnership (SSP). ! KS2 children participate in a 'Healthy Living' session once a week. The sessions focus is to understand the importance of a healthy life style and the positive affect this has to both their physical and mental wellbeing. 	<ul style="list-style-type: none"> ! Greater range of children to access Bikeability, associated skills and raise awareness of road safety. ! To raise the attainment in swimming through catch up sessions for Year 6 pupils who missed out on provision due to school closure. To be followed by further focus upon early intervention in year 2. This will provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum. ! To embed resilience and growth mindset in PE through focusing on children's fundamental movement skills and vigorous activity. ! To raise the participation of children attending extra-curriculum sports club. ! KS1 to offer a sporting extra-curricular activity after school when these are able to sit within whole school offer following COVID-related restrictions

***Children did not participate in swimming sessions this year due to school closure related to COVID-19. Catch-up sessions will be provided to those children in Year 6 to support them in meeting national curriculum requirements.**

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

Academic Year: 2019/20	Total fund allocated: £17,520.00 Total spend: £11,084.76	Date Updated: July 2020		
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				Percentage of total allocation: %
Intent	I m p l e m e n t a t i o n	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:
To increase children's participation and engagement in activities during lunch and break times. Children's social and emotional wellbeing valued and happier due to actively engaging with others on the playground.	Ian Patchett (SSP) worked alongside our lead MTA and young playleaders to develop a more actively engaging break and lunch time. Equipment purchased	£1,583.34 (SSP) £471.13 (lunch and break time equipment)	Half term block of Young Playleaders sessions run by Ian Patchett with the schools lead MTA. Each session was an hour. The first half was 1:1 with MTA focusing on organisation of play equipment, different activities, behaviour management and encouraging	To continue the extra-curricular Young Playleaders club next year. Ian Patchett to deliver a half term block of sessions with the new playleaders. Children to continue to go to

Understand the importance of keeping active during lunch and break times.	to give children a broad range of play opportunities.	£50 (transport)	<p>children who did not want to participate. Discussions took place about how this could be tailored to our school, practicalities and implementation. The second part took a practical approach with the play leaders, Ian Patchett and MTA. Subsequently a Young Play Leaders extra-curricular club developed from this. The children and MTA also participate in the Young Play Leaders sessions lead by the SSP, once a term. These support the children in devising different games for the playground, speak to other children in different schools about how they are implementing activities and work alongside children from different school.</p> <p>All Learning Leaders and MTA actively engaging with children on the playground, modelling positive behaviours and demonstrating resilience.</p> <p>All staff are aware of the importance of 30 minutes of activity during the school day due to previous LTF/ staff meeting with Dr Bert Bond.</p> <p>All children have an awareness</p>	the Young Playleaders sessions lead by the SSP with our lead MTA.
Increase Vigorous Activity opportunities for all children based on CMO guidelines of being active for 30 minutes a day in school.	MC to ensure hard copy of the Vigorous Activity booklet and laminated sheets are in the PE resources box.			Learning Leaders to spend the first half of the autumn term focusing on Vigorous Activity and fundamental movement skills to develop children's understanding and knowledge about the benefits of high intensity training.

	MC to ensure an electronic copy of the Vigorous Activity booklet is on the staff shared area.		of the benefits of Vigorous Activity due to assemblies held by Dr Bert Bond. All classes have access to the Vigorous Activity booklet to use with their classes.	Ian Patchett to work with Learning Partners and small groups of SEND children, implementing Vigorous Activity. Parent meeting with Dr Bert Bond to increase parent/carers understanding on the impact of exercising when children are young and sugary drinks and snacks.
			Total: £2,104.47	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	I m p l e m e n t a t i o n	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To increase children's participation and engagement in PE lessons and clubs.</p> <ul style="list-style-type: none"> ! Understand the importance of wearing suitable clothing during PE. ! Enough equipment so all children can access PE and are active throughout every session. 	<p>PE clothing and footwear.</p> <p>PE Equipment:</p> <ul style="list-style-type: none"> ! Bean Bags and Hoops ! Footballs ! Mats and Trolley ! Sports Day Equipment 	<p>£72.13</p>	<p>All children are able to access PE due to having the correct PE kit and understand the importance of this.</p> <p>Having additional equipment allows more children to stay active throughout the PE session.</p> <p>Buying new footballs allowed an additional extra-curricular activity to be led by one of our parents, for children in KS2. This support from the community, in partnership with the school was a first of its kind at Haytor View</p>	<p>MC to ensure our school have spare PE kit, in a variety of sizes, so children can access PE.</p> <p>MC to ensure equipment there is enough PE equipment for a class to use per session.</p>
		<p>£2,463.73</p> <p>Total: £2535.86</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation			
<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:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure children have access to high quality PE and School Sports by providing:</p> <ul style="list-style-type: none"> ! Training for Learning Leaders. ! Training for Learning Partners. ! Specialists to teach 	<p>Identify sport specific needs for CPD among learning leaders, learning partners and governors.</p> <p>Request/book courses.</p> <p>Resources are available to</p>	<p>£1,583.33 (SSP)</p>	<p>Staff have attended Hi 5 Netball, Gymnastic and Young Playleaders CPD courses. This supported them with their confidence, planning and assessment when teaching specific sports.</p>	<p>Staff to continue to be offered CPD opportunities so they are confidently able to deliver PE.</p> <p>Learning leaders and partners to inform MC of any training requirements they</p>

<p>alongside teachers.</p> <p>! Ongoing CPD for PE Lead.</p>	<p>support Learning Leaders in planning PE.</p> <p>South Dartmoor SSP Annual Conference.</p>	<p>£200</p> <p>Total: £1,783.33</p>	<p>Foundation stage and KS1 worked alongside Ian Patchett teaching whole class gymnastics. Each learning leader worked on an area of improvement specific to them for half a term. This saw an increase in confidence when teaching PE ensuring children are receiving high quality teaching.</p> <p>Two governors attended the PE Governors course that delivered up-to-date government guidance around the Sports funding and role of the SSP.</p> <p><i>Additional staff CPD was booked but cancelled due to COVID-19 (Dartmoor 3 Ball).</i></p> <p>PE subject lead has attended the Dartmoor SSP annual conference and the SSP PLT meetings. This provides the confidence and knowledge to support other members of staff as required.</p>	<p>need. MC to contact SSP to provide support.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementatio n</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:	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 use specialists to offer a diverse and wide range of activities that are accessible to all children, including SEND.	<p>MC to establish links and relationships with wider organisations that offer children new and a wider range of physical activities outside the curriculum sports. These have included:</p> <ul style="list-style-type: none"> ! Diwali Dance Workshop (West End in Schools) £539.00 ! Chinese New Year Dance Workshop (West End in Schools) £539.00 ! Lucas Jet Circus £650.00 		<p>The children were able to experience and learn dance from different cultures.</p> <p>This had cross-curricular learning with religious education as they learnt about their traditions and beliefs. They engaged with the different styles of music.</p> <p>All children, across the school, were able to engage successfully with the dancing.</p> <p>Learning leaders were able to gain additional CPD through observing and participating in the workshops.</p> <p>This was a new experience for the children this year. The children had to practice</p>	<p>Following review of the quality of experiences, to continue to maintain the working relationship with West End in Schools. Children to be able to access different dance workshops to increase their skills and confidence in dance.</p> <p>Following review of the quality of experiences to continue to maintain the working relationship with</p>

	! Sherborne Movement	£379.77	<p>new skills that many had never done before. This improved their resilience and perseverance.</p> <p>All children across the school were able to take part in these sessions and some performed in a show at the end of the day.</p> <p>This continues to be an established part of our practice for KS1 and Foundation Stage. Learning leaders in these phases are fully trained to deliver Sherborne. It supports parents in the development of their children's physical and social and emotional wellbeing.</p> <p>Life Education gives children a different experience when learning PHSE. It is taught by professionals to give children a better understanding about their bodies, health issues and social and emotional wellbeing. The children are able to experience this in an interactive mobile classroom.</p> <p>Life Education also run a</p>	<p>Lucas Jet Circus. All children to continue to access the workshop.</p> <p>Purchase some of the equipment so children can practice the new skills they have learnt in the workshops.</p>
	! Life Education	£595.00		

		Total: £2,702.77	parent session which gives parents and carers an awareness about what is being taught and how they can support their children out of school. Learning leaders also benefit from having access to PHSE lesson plans that correspond to what has been taught and allows for follow-up sessions to take place in class.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation			
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 offer a wider range of sporting activities that are accessible to all children, including those with SEND. To develop direct links between extra-curricular club and sporting opportunities to encourage increased participation.	To access as many festivals, competitions and specialist teaching from the SSP. MC to organise and book for groups of children and classes to attend sporting events arranged by the SSP and work with Ian Patchett (school's SSPO).	£1,583.33 (SSP) £375.00 (transport)	By July, all children from reception to year 6 would have taken part in a sporting events organised by the SSP (<i>certain events cancelled due to COVID-19</i>). Until March the children had participated in: ! Hi Five Netball Festivals – Year 3/4 ! Gymnastic Festival – Year 3/4	Children are encouraged to and have more opportunities to access competitions through the SSP. Children in KS1 to have more opportunities to attend festivals through the SSP.

	<p>Termly offer of sports club to KS2 children. Two of these clubs link to the SSP rolling programme and where possible children are encouraged to participate in the SSP competitions.</p> <p>Continue to identify children who are inactive, disengaged, struggle emotionally to participate in team sports for Multi Skills club.</p>	<p>! 2 x Young Playleaders Sessions – Year 5/6</p> <p>! ½ termly block of gymnastic sessions – Foundation Stage, KS1, Year 3/4</p> <p>Children have had the opportunity to work with children from different primary schools and establish links with children and teachers from their local secondary school. This has given them confidence and familiarity when transitioning from primary to secondary school.</p> <p>The children in KS2 have the opportunity attend Year 5/6 Curriculum Sports Club, Year 3/4 Curriculum Sports Club (these are linked to the SSP rolling curriculum), Multi Skills Club and Football Club. These clubs have given the children the confidence and resilience to enter competitions with other schools.</p> <p>Learning leaders to continue to identify children who are inactive, disengaged,</p>	<p>MC to arrange termly intra-school competitions for all children in KS2 to participate in, in their house colours. This gives them the opportunity to work with different children across classes and year groups.</p>
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		Total: £1,958.33	struggle emotionally to participate in team sports. These children are encouraged to participate in Multi Skills club. This club allows children to take part in physical activities which are largely based on team building exercises. It encourages them to work collaboratively and sees them being successful in this.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Michaela Cousins
Date:	September 2020
Governor:	
Date:	