

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.

Pupil Count	N/A
The funding values being presented for this Impact Report is based on the actual allocated funding for schools as per the available Government's School Funding Allocations databases for the academic year you have selected for your Impact Report.	

Total Fund Allocated:	£ 19,270.00
Surplus Amount:	£ 7,938.00
Total Amount:	£ 27,208.00
Running Total	£ 19,898.00
Remaining budget Total	£ 7,310.00

Updated	17/11/2020
Prepared By	Carla White
Position	PE Lead



Reason for underspent

Covid-19 caused a national lockdown in March which meant that planned spend did not happen, specifically training and support and enrichment experiences for pupils.

Due to COVID-19 our swimming top up program did not take place, this under spend will be used in the next academic year to hit year 6 targets (year 5 2019/2020 cohort).

Due to Covid-19 our Bikeability program was not delivered by pedal power.

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 Nov 2020:

Areas for further improvement and baseline evidence of need:

As a school we are committed to the Department for Education and their vision for the Primary PE and Sports Premium which is for ALL pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong partnership in physical activity and sport. Our school values of compassion, creativity, integrity, aspiration and adaptability drive our sports provision to ensure that all pupils develop the skills and understanding of the importance of a healthy and safe lifestyle. We are passionate about the importance of physical activity and outdoor learning being crucial for the physical, mental and emotional well-being of our pupils.

At Elson Junior we have built a well rounded curriculum that gives opportunities for children to take part in a broad range of sports. We are an active part of most local competitions and leagues and have a reputation for winning many of them due the passion and talent we have within our school.

Both our netball and football teams have great interest from our pupils and there is great desire, passion and pride to be part of them. Our school netball team are current title holders and football teams, placed 1st (B team) and 2nd place (A team) within the league. We also qualified for the league cup Gosport final, which unfortunately was cancelled due to COVID-19.

PE is a well liked subject within our school community, our children receive a mixture of teacher taught lessons, expert coaching from external providers and lessons from our school PE manager.

We work closely with our School Games Officer (SGO), who offers opportunities for us to compete whether it be on an inter or intra basis which then allows us to be awarded with a Schools Games Mark. Our SGO has also made us aware of the daily challenges (set by Hampshire School Games) that enables our children who are currently being home schooled the opportunity to remain active.

Over the last couple of years we have had a real focus on teacher training within the area of PE, this has improved the quality teaching across the school.

Every child has had outdoor learning opportunities in a range of subjects led by a qualified Outdoor Learning specialist LSA. Also, pupils have the option to join lunch-time and after-school Eco-club. Pupils spend more time outdoors, improving fitness and well-being. Teachers receive CPD and ideas to engage pupils creatively in outdoor environment.

This year at Elson Junior School we will be focusing on up skilling our teachers in the area of gymnastics and dance, these two areas have been pin pointed as areas of weaknesses across the school. We want all teachers to have the knowledge and confidence in these sports to teach throughout all year groups and have units of work that follow on well and shows progression.

Due to the COVID-19 pandemic many of our children have been learning from home so we feel it is important to transition (when the time come) our children back into school smoothly and concentrate on physical fitness. This might include incorporating short snappy fitness blasts like skipping and the Morning Mile back into our classrooms.

As a school we have decided to keep children coming into school dressed in PE Kit, on their designated PE days, as we have felt the children have come into school more suitably dressed and are ready to learn and be active for a longer period of time.

As a school we want to continue to display our children's talents and continue to take part in intra and inter competitions. We hope to work more closely with our School Games Officer to make this possible. During the current climate we also hope to offer all children to become more active and compete within the Hampshire School Virtual Games.

Swimming Statements

Meeting national curriculum requirements for swimming and water safety	Yr2	Yr3	Yr4	Yr5	Yr6
Can swim competently, confidently and proficiently over a distance of at least 25 metres	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	69.00% (56)
Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	49.00% (49)
Can could perform safe self-rescue in different water-based situations	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	69.00% (56)
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	No	Yes	No

Key Indicators

This report has been written by using the Legacy Impact Report Writer powered by Succeedin.

Key Indicator 1 : Description

The engagement of all pupils in regular physical activity Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Expenditure	Percentage of total allocation	
£ 7,714.00	40.0311%	28.3520%

Key Indicator	Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	External Providers Type and Name	External Providers Website and Email Address
	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?			

Key Indicator 1	During our early 2021 lockdown we felt as a school we needed additional opportunities for our children to become active. Knowing that leading an active lifestyle is extremely important especially under the current restrictions and climate we have use the expertise in the ID PE coaches to provide our children with extra activities to participate in.	To provide opportunities to become more active within a socially distanced environment.	£ 669.00 (KS2)	All children who were welcomed into school during the lockdown were given opportunities to engaging and active PE during the school day.	<ul style="list-style-type: none"> • We will use the knowledge of the coaches to train our LSA's who also work as MSA's to give structure to our lunchtimes to make them more active. • We will also follow current government guidelines and will take measure accordingly and follow comply with any updates. 	Company ID PE and Sport-Succeedin	www.succeedin.co.uk/ intheknow@succeedin.co.uk
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Key Indicator 1	To give our children opportunities to become active throughout the day and use equipment at breaks times that tie in to areas of our school curriculum.	As children become older their play need starts to change. Games requiring an increased element of skill and that encourage healthy competition become more popular, such as netball, cricket, hockey, basketball and football. A Elson Junior school we have recognised that our children want to become more active at break times. As a school we have used Sovereign play equipment to offer our children a multi-use games wall for some of the sports on our school overview (football, basketball and hockey.	£ 7,045.00 (KS2)	Children will be able to use the skills they have learned within their PE lesson and create games with friends at break times.	To train sports leaders (children) and up skill our lunch cover staff to provide gaming opportunities and inclusive opportunities to become active using new equipment. Both children and staff will have a bank of games that can be played.	Company Sovereign	https://www.sovereignplayequipment.co.uk/mugas-multi-use-games-areas/796-868-metal-goal-with-hoop.html info@sovereignplay.com
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Key Indicator 2 : Description

The profile of PESSPA being raised across the school as a tool for whole school improvement

Expenditure	Percentage of total allocation	
£ 712.00	3.6949%	2.6169%

Key Indicator	Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	External Providers Type and Name	External Providers Website and Email Address
	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?			

Key Indicator 2	I pads have been bought as a tool for assessment and participation. and for quick effective assessment in PE.	The I Pad will be used for: <ul style="list-style-type: none"> Both children and adults within the school. The iPads will be linked to the our new orienteering course and the children will become familiar and competent in using the technology. At competitions to create data and results To create results tables when taking part in inhouse competitions To assess children within PE lessons- immediate assessment 	£ 712.00 (KS2)	<ul style="list-style-type: none"> Immediate assessment feedback for children Children will become upskilled in the technology used within the curriculum 	<ul style="list-style-type: none"> To ensure all staff are given a log in for the Succeedin platform to enable them to assess their children within lessons To allow Josh Jenner to come into school and introduce out new orienteering course and how to use the iPad alongside the course. 	Company
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Key Indicator 3 : Description

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Expenditure	Percentage of total allocation	
£ 6,660.00	34.5615%	24.4781%

Key Indicator	Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	External Providers Type and Name	External Providers Website and Email Address
	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?			

Key Indicator 3	After a school audit we have decided this academic year to focus on gymnastics and dance. We have noticed that both these sports either have a fear of teaching them or the topics covered within the sport (dance especially) need refreshing. As a school we want all teachers to be confident in the teaching of dance and gymnastics, as well as having the knowledge to adapt planning throughout the different year groups and to enable progression for the children.	During the Spring 1 term two of our newly qualified teachers from year 3 will have the opportunity to work alongside the coaches from ID PE. They will get an insight to what a successful lesson looks like and become confident in the teaching of gymnastics. The teachers and coaches will do a combination of, I teach, we teach, you teach and feedback and evaluating. The teachers will also gain access to the Succeedin Platform which will enable to the further their expertise and skillset.	£ 480.00 (KS2)	Both teachers undertaking the training should be confident to build on what they have learned and undertake more units of gymnastics on their own through the rest of the academic year. This will not only make the teachers more confident in area of weakness but will allow all children receive good quality teaching and this will result in the children becoming better at the sport.	To either use the Succeedin platform units of work or planning given to them by the PE manger to teach independently and confidently. Teachers must also ask for help and further development points where needed.	Company ID PE and Sport-Succeedin	www.succeedin.co.uk intheknow@succeedin.co.uk
Key Indicator 3	To use the Succeedin in platform to allow our teachers, LSA's and lunch staff to receive hands on CPD opportunities and to gain access to the bank of planning ideas within the platform.	<ul style="list-style-type: none"> • Our PE manger can access all information, data, planning and coaching expertise within the platform and its staff. • Teachers who receive CPD will gain a log on for the platform , which will give them access to the planning. • Expert coaches can train our staff which enables a whole school approach and progression 	£ 6,180.00 (KS2)	<ul style="list-style-type: none"> • Teachers will be able to deliver high quality PE lessons independently • Children will have progression throughout the school • Children will become more active and involved • Lunchtime staff will have a bank of ideas to use with the children and ensure children are active 	To continue to use the platform resources and for the teachers to follow the units of work to ensure progression.	Company Succeedin	www.succeedin.co.uk/ intheknow@succeedin.co.uk

Key Indicator 4 : Description

Broader experience of a range of sports and activities offered to all pupils

Expenditure	Percentage of total allocation	
£ 4,812.00	24.9715%	17.6860%

Key Indicator	Intent 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:	Implementation Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	External Providers Type and Name	External Providers Website and Email Address
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<p>Key Indicator 4</p>	<p>At Elson Junior School we want all our children to be confident in working outdoor and being familiar with our large grounds.</p> <p>Our outdoor specialist teacher supports the teachers to build their confidence in delivering lessons outdoors. Work is linked with activities with the curriculum and model sessions that can be delivered outside the classroom. Our specialist provides support to the Home School link worker by helping to run support groups with identified children and also support the PE Co- Ordinator with OAA sessions.</p>	<p>Our specialist teacher plans, prepares and deliver outdoor lessons linked to learning objectives provided by the class teachers.</p> <p>These are designed to engage children and enrich the curriculum. The teachers are encouraged to deliver similar sessions unsupported in the future following on from these model sessions. Some learning requires collective resources of which our specialist can access and therefore these sessions can only be provided when the specialist teacher is available to deliver them.</p> <p>Some sessions also need the support of the insurances which our specialist hold for example fire and certain specialist equipment that is required. However the hope is that many lessons can and should be delivered by teachers having built their confidence while observing the modelled sessions.</p>	<p>£ 2,667.00 (KS2)</p>	<p>Working in the outdoors helps engage children in an unfamiliar environment and focus their minds and therefore their learning, by creating a more vibrant learning setting. This enables the learning to become embedded and more easily recalled for the following topic or subject work. Alternatively, as a conclusion to a topic, the outdoor sessions can consolidate the learning, give it purpose and practical application in the real world.</p> <p>These impacts are particularly significant for children with limited life experiences outside of school or with special needs requiring support to access learning in class. My work often has more impact on PP, LAC, EAL and other vulnerable children, giving them the opportunities they would not otherwise experience.</p>	<p>Sustainability should follow on from the teachers becoming more confident in delivering these sessions independently. However, the specialist insurances and shared resources that the Outdoor teacher can access may need to be addressed should she retire or move on in the future.</p> <p>As the PE Co Ordinator I would also like to invest some of our funding into turning our grounds into a more active and have an orienteering theme that will develop their skills through cross circular links.</p>	<p>Individual Suzi Hoskins</p>	<p>suzi.hoskins@hotmail.com</p>
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Key Indicator 4	To use our school grounds to their full potential as well as broaden the PE curriculum. There are many proven benefits to children being/working outdoors. We want our children to have multiple opportunities to learn outside of the hall.	<p>As a school we have used Josh Jenner Orienteering Coach and Mapper to provide our school a full range of orienteering services. He has provided everything required to teach orienteering in schools, as well as orienteering courses for children and training courses for teachers.</p> <p>Josh Jenner has undertaken orienteering mapping of our schools grounds and has designed and installed permanent orienteering courses for our children to use throughout the year</p>	£ 1,980.00 (KS2)	All children will be familiar with our school grounds and how to navigate around them, use maps of the school, compass points, and technology.	All teachers will be trained in the technology, maps and courses, this will enable their children to participate in OAA.	Company Josh Jenner	http://orienteeringcoach.com/
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Key Indicator 4	<p>To enable all children to become safe bike road users.</p> <p>Bikeability can support many areas of school life, not only contributing to an ethos of health and wellbeing, but the development of life skills, PSHE, citizenship, physical activity and much more.</p>	<p>There are three Bikeability levels. A child will typically start Bikeability lessons once they have learnt to ride a bike at Level 1, with 10-11 year olds progressing through to Level 2, and then Level 3 at secondary school (11-18 year olds).</p> <p>Certificates, booklets and badges for each level are awarded to children who take part in our courses. Riders are encouraged and inspired to achieve all three levels, recognising that there is always more to learn and to enjoy on a bike.</p> <p>At Elson Junior school we use Pedal Power to deliver our Bikeability scheme of work.</p>	£ 165.00 (KS2)	<p>Children who want to ride their bikes to school will have undertaken their bikeability training, this ensures we know the children know:</p> <ul style="list-style-type: none"> • promote safe cycling • bicycle maintenance • rules of the road • practice cycling manoeuvres in a safe environment. <p>Manoeuvres include starting off, slowing down, stopping and parking, turning right and left, overtaking parked cars, passing side roads and carrying out emergency stops safely.</p>	<ul style="list-style-type: none"> • To annually offer bikeability to our children to ensure our children are safe riders. • To regularly check who is riding to school and if they are doing so in a safe way. 	Company Pedal Power	https://pedalpowertraining.co.uk/bikeability/pedalpowertraining@gmail.com
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Signed Off by	
Head Teacher:	Penny Shaw
Date:	2020-09-07
Subject Leader :	Carla White
Date:	2020-09-07
Governor:	Paul Tyler
Date	2020-08-28