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| **Area of Focus & Outcomes****(Intent)** | **Actions (Implementation)**(Actions identified through self-review to improve the quality of provision)complete / started / not yet started | **Funding**- **Underspend** 19/20: | **Impact**-Impact on pupils **participation**-Impact on pupils **attainment**-Any additional impact-Whole School Improvement (Key Indicator 2) | **Future Actions & Sustainability** -How will the improvements be sustained?-What will you do next? |
| **Curriculum Delivery***engage young people in a high quality, broad and balanced curriculum*  | **Real PE / Jasmin** - purchased the “Real PE” Scheme to support the delivery of PE in school and the professional development of staff through online & face to face CPD. - <https://www.createdevelopment.co.uk/> Email GIll Cameron -gc@createdevelopment.co.uk  | **Underspend 19/20:**£695 staff refresher training day£495 (yearly all programmes prescription)Total = £1190  | **Participation:**Real PE ensures inclusion and the school has a consistent approach with a broad curriculum in place throughout school. Equipment ensures that we are meeting all statutory requirements for the PE curriculum**Attainment:**Increase in physical literacy skills to be measured on TPAT monitoring and evaluation wheel**Whole School Improvement:**Real PE and Jasmin is a holistically approach to Physical Literacy, Social and Emotional Wellbeing. | **Sustainability:**Scheme of work developed for teacher and staff. Progression of pupil helps to ensures their enjoyment for sport, physical activity, so they are aware of the importance of an active lifestyle and physical literacy to be able to do it.**Next Steps:**Continued CPD through Real PE and health, wellbeing and sport programme, using the assessment wheel and real PE to narrow the attainment gap of physical education. |
| **Equipment for Assessment Wheel** - School has purchased new equipment to support the assessment and delivery of the curriculum – -maths-training poles-coloured ladder-hand squeeze whistles-training bibs-fitness dice-dance and movement kit-catch and balance bands-bean bags-hoops-skipping ropes-various balls, bats and raquets-parachute**-**boccia equipment-tchoukball equipment-dodgeball equipment | **Underspend 19/20:** £3995.60 | **Participation:** The equipment allowed pupils to not only develop physical literacy skills, but also helped response curriculum and health safety due to social distancing in lessons and ex – curricular activities.**Attainment:**Assessment equipment allow reliability of assessment of physical literacy and enable each pupil to be engaged and active for longer.**Whole School Improvement:**All children within the school were able to use this equipment as it was equipment that facilitated structure and flow within lessons and impact assessment.  | **Sustainability:**Investment in equipment is vital to develop physical literacy across the school. It has a limited lifespan due to volume of use.**Next Steps:**Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to have an impact on learning – therefore allowing continued investment in the right equipment. |
| **Physical Activity,**  **Health & Wellbeing***all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle****(Key Indicator 1)*** | **Cross-Curricular Orienteering** – Provides Primary schools with the infrastructure to offer effective active learning on a regular basis across the school including Signs, Schemes of Work, Mapping, Set Up, Active Learning Portal and Staff Training. - <https://www.crosscurricularorienteering.co.uk/our-packages/> Additionally, sets of wet weather gear have been purchased to facilitate OAA all year round. | **Underspend 19/20:**£2697.60 (package 4 plus KS1 package and travel costs)£1169.10 | **Participation:**By creating an exciting and interactive outdoor learning environment for our pupils, we will see increased physical activity and also engagement, giving pupils a wider offer within curriculum and non-curriculum time.**Attainment:**Increase in physical literacy skills to be measured on TPAT monitoring and evaluation wheel.Meet statutory National Curriculum requirements for KS2 PE by teaching orienteering through OAA**Whole School Improvement:**By having, developing and investing in this curriculum, it has raised the profile of PE and physical activity across other subject curriculums and improved physical activity awareness throughout the school both pupils and teachers. | **Sustainability:**The mapping of the school and following the scheme of work will allow us to fulfil requirements for teaching orienteering through OAA.**Next Steps:**Develop Year 6 leaders to be role models for younger age groups and run orienteering at break times. |
| **Diverse & Inclusive***provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people****(Key Indicator 4)*** | **Forest school training for 2 TAs –** Provides opportunities to encourage further outdoor activity in an alternative form to traditional sports and promotes mental health and well-being. | **Underspend 19/20:**£700 | **Participation:**By creating an additional form of outdoor activity we will see increased physical activity and also engagement, giving pupils a wider offer within curriculum and non-curriculum time.**Attainment:**Increase in physical literacy skills particularly in co-ordination, to be measured on TPAT monitoring and evaluation wheel.**Whole School Improvement:**By developing the use of forest school activities the profile of OAA will be raised. | **Sustainability:**Investment in staff training will help us to develop provision of high-quality forest school activities.**Next Steps:**Identify further training opportunities and equipment needs to ensure that the forest school activities can be accessed by all children. |
| **Competitions***Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities****(Key Indicator 5)*** | **Cross-Curricular Orienteering –** Provides the opportunity for competition at a physical local level and at a national level.  | **Underspend 19/20:**See key indicator 1  | **Participation:**All pupils from Year 1 to Year 6 will be able to participate in termly national competitions via the Active Learning portal. Local competitions will be run where possible.**Attainment:**Pupils take part in a specific event with results being reported via the active learning portal and compared with schools across the country.**Whole School Improvement:**Whole school resource used across all age groups. | **Sustainability:**The children will become proficient in organising the competitions on an on-going basis and will be able to train the year in how to do so.**Next Steps:**Identify schools locally who also have Cross-Curricular Orienteering in their school. |
| **Leadership, Coaching & Volunteering***provide pathways to introduce and develop leadership skills* | **Cross-Curricular Orienteering** | **Underspend 19/20:**See key indicator 1 | **Participation:**Year 6 pupils will be trained in how to set up and run orienteering at break/lunch times.**Attainment:**Pupils who have engage with orienteering at break/lunchtimes will show more confidence and will develop values and attitudes that promote physical activity and life skills. **Whole School Improvement:**Leaders work with younger age groups within the school community to help develop active play within break and lunch times. | **Sustainability:**Year 5 pupils will continue to work through the next academic year as they have another year at the school.**Next Steps:**To develop teachers using this resource within the school, therefore create increased numbers of pupil leaders. To use existing Leaders as mentors for the new leaders that are being trained. |
|  | **Total Underspend** | £9752.30 |  |
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