

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 July 2019:	Areas for further improvement and baseline evidence of need:
<p>All children receive two sessions of physical activity a week. One games based session and the other a dance, gymnastic or OAA lesson (seasonal).</p> <p><u>Achievements 2018-19</u> School Games Gold Award: 2016, 2017, 2018, 2019</p> <p>Hampshire School Games qualifiers for:</p> <ul style="list-style-type: none"> - Achieved Year 3 and 4 gymnastics – 3rd place in the county - Achieved Year 3 and 4 tri-golf – 2nd place in the county - Achieved Year 5 and 6 tri- golf – 6th place in the county - Achieved – Year 5 and 6 boys cricket team won the level 2 local competition and represented Havant and Waterlooville at the county competition at the Ages Rose Bowl - Achieved – Year 5 and 6 won the local level 2 football competition. - Achieved – Year 5 and 6 won the local 5 a side level 2 football competition and went forward to represent Havant Hawkes at the school region tournament in Oxford - Achieved – Year 5 and 6 Boccia team winning the level 2 Hampshire school games SEND competition – becoming county champions <ul style="list-style-type: none"> • All Year 5 pupils complete the Sports Leaders – Play Maker Award • Staff MIDAS trained to drive the minibus to extra-curricular competitions • Children's achievements shared in assembly • Yoga (organised by Mrs Allen) creating a diverse curriculum map for PE • Children having the opportunity to take part in rock climbing, karate and archery on the school site as an additional provision to their physical education curriculum • Successful Sports Day • Extensive extra-curricular sports and activities before, during and after school, available every day for children to enjoy and participate in sport (breakfast club lunch time clubs and after school clubs) including football, dance, creative movements, netball, multi-skills and athletics • High participation in Level 2 sports events this academic year across the school • Regular updates of sporting achievements and successes on the school website • Regular MFP reviewing with targets set for the subject including Sports Premium for the academic year (used the AFPE reviewing tool) • Taking A, B and C teams to local competitions 	<ul style="list-style-type: none"> • Continue with application for the Platinum Award 2020-21 • Improve CPD opportunities for staff in the school upskill the QI 'workforce' Ensure that teachers are able to track progress confidently • Participate in national 'active days/ weeks' – linking also to the 2021 Olympic games In Tokyo. • Monitor children's attitude, participation and engagement in Daily Mile • Register with Youth Sport Trust • Increase the children's participation in physical activity such as Bikability • Improve planning and resourcing throughout the school • Improve the opportunity for OAA using the school grounds • Improving sporting links with the community • Increase percentage of children being able to swim at the end of Key Stage 2 • Provide more opportunities for Level 1 (inter-school) competitions

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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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 due to COVID-19

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: £19,550	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: £5150 = 26%
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:
Continue with the Daily Mile for all children in the school. Improve the attitude and effort towards the activity. Children create their own targets to improve their fitness. The intended impact will be to improve health and fitness.	<ul style="list-style-type: none"> Investigate the cost of a Daily Mile track for the school site. Deliver and assembly to the children to increase the profile for Daily. Teachers to set personalised targets with the children so that they can improve their fitness through completing the daily mile. Set up a walking club during lunchtime delivered by the sports leaders in Year 6. 	£500	<p>Evidence</p> <ul style="list-style-type: none"> Children will take part in the Daily Mile. In the class the teacher will track children's personalized targets to improve their levels of fitness. <p>Impact</p> <p>Children will become fitter, more engaged in learning and lead a healthy lifestyle.</p>	<p>Sustainability</p> <p>This focus is sustainable as will remain as part of the whole school ethos for the future.</p> <p>Next Steps</p> <p>Continue with the Daily Mile. Set up a timetable for Daily Mile post COVID.</p>
Improving the facilities in the play areas such as the playground to improve the children's daily physical activity.	<ul style="list-style-type: none"> Contact companies who specialise in outdoor improvements to playgrounds. Give children questionnaires to ask them what they would like in the playground to improve their physical opportunities such as; a permanent sprint track, fixed gym equipment, aerobic zones or a fitness trail. 	£100	<p>Evidence</p> <p>A new area of the playground will be set up to improve the daily physical activity of children in school.</p> <p>Unable to action because of COVID. Will action for 2020-21.</p> <p>Impact</p> <p>Children will become fitter, more engaged in learning and lead a healthy lifestyle. Children will also develop better attitudes towards physical activity.</p>	<p>Sustainability</p> <p>The area will be used for many years creating a sustainable area of the outside environment.</p> <p>Next Steps</p> <p>Review in 2020-21 to improve facilities.</p>

Children in Year 6 to take part in Bikability. To increase their daily physical activity.	<ul style="list-style-type: none"> Year 6 teachers to organise Bikeability for children in their cohort. 	£200	<p><u>Evidence</u> Children take part in the programme completing the course.</p> <p>58 children achieved a level 1 pass certificate</p> <p><u>Impact</u> Children will become equipped with better skills to ride a bike meaning it is more likely to encourage children to use their bike as a mode of transport. Which has a positive effect on their lifestyle and the environment.</p>	<p><u>Sustainability</u> Children are able to use the skills that they have learnt. Teachers will have experience in observing /joining in with sessions.</p> <p><u>Next Steps</u> Continue with Bike ability for the next academic year – revisit children's views and attitudes towards bike ability.</p> <p>Create a before and after questionnaire for next year.</p>
Run a lunch time club to encourage more children to get involved in sporting activity at lunch times, increasing their daily physical activity.	<ul style="list-style-type: none"> Identify person to carry out lunch time clubs. Year 6 Sports Leaders to plan the activities run by themselves and a member of staff for support. Rota to be set up for different lunch time activities. 	£1560	<p><u>Evidence</u> Children will take part in lunch time clubs.</p> <p>Adults will take registers to identify which children are taking part in lunchtime clubs – Unable to action due to CV-19</p> <p><u>Impact</u> Children are more engaged in physical activity at lunchtime therefore will increase their daily physical activity by 30 minutes. Meaning the children will become fitter and healthier.</p>	<p><u>Sustainability</u> The qualification is expensive however; the training of Play Leaders is possible to ensure that lunchtime clubs run is sustainable. Children develop important skills such as independence, leadership etc.</p> <p><u>Next Steps</u> Ensure that children continue to help run lunchtime clubs.</p> <p>Assign staff member to keep registers of attendants for 20-21</p>
Year 6 will run a Change for Life club during play and lunch times.	<ul style="list-style-type: none"> Identify children who will deliver the club Set up a timetable of activities Order equipment for the activities 	£0	<p><u>Evidence</u> Children will be invited to the Change for Life clubs. They will keep a diary of what they did and which children were involved - Unable to action because of COVID. Will action for 2020-21.</p> <p><u>Impact</u> More children will take part in physical activity. Children will have the chance to lead other children in physical activities.</p>	<p><u>Sustainability</u> Children will be able to learn games/activities from their older peers meaning this will filter down to different year groups.</p> <p><u>Next Steps</u> Order change 4 life club resource pack. Implement staff and children to run the club in 2020-21.</p>

<p>Additional swimming lessons provided for children who are predicted not to meet the expected standard by the end of Year 6.</p> <p>What percentage of pupils within their year 6 cohort for academic year 2019 to 2020 can do each of the following:</p> <ol style="list-style-type: none"> 1. Swim competently, confidently and proficiently over a distance of at least 25 metres. 2. Use a range of strokes effectively. 3. Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Identify the children using our assessment tracker, and organise additional swimming lessons for those children. • JJ has the qualification to teach the children who do not achieve the distance of 25m. • Book the swimming pool • Arrange minibus transportation and complete risk assessments 	£2790	<p>Evidence</p> <p>A register and assessment tracker will be kept of the children who can swim the 25m distance.</p> <p>Unable to action due to CV- 19.</p> <p>Impact</p> <p>Children will be able to swim the 25m distance and become water confident.</p>	<p>Sustainability</p> <p>Allocate funding from SP to provide intensive specialist coaching for children not achieving expectation.</p> <p>Different adults attend the swimming lessons to ensure that safe practice is shared between staff.</p> <p>Next Steps</p> <p>Use data from Y4 swimming in 2018 to record % of children able to swim.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
£2555 = 13%

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:
Continue with meeting the requirements for the school games 'gold' award as well as creating a case study for the next award, the 'platinum award'.	<p>PE leader will need to meet with Headteacher and Planet Education staff to choose the criteria for the case study.</p> <ol style="list-style-type: none"> 1. How have you involved your pupils in planning and delivering your competition offer? 2. How do you support exit routes for your young people into community activities? 3. How have you demonstrated a holistic whole school approach to delivering physical activity in line with the Chief Medical Officer's (CMO) recommendation of a minimum of 60 active minutes a day? 	£400	<p>Evidence</p> <p>The completion of the case study and collection of data, interventions etc.</p> <p>No award was issued locally due to CV-19.</p> <p>Impact</p> <p>That the provision of PE is improving yearly. Ensuring that the outcomes and opportunities for the children are constantly improving as a result of completing the criteria for the award.</p>	<p>Sustainably</p> <p>Case study findings will be shared with all staff ensuring that they are also promoting and raising the profile of sport throughout the school.</p> <p>Next Steps</p> <p>Liaise with local SGO & AfPE to complete for 2020-21.</p> <p>Continue with plans for Platinum award.</p>

	<p>Please consider within your responses:</p> <ul style="list-style-type: none"> • What the outcome was for your school. • How you set out to achieve this. • What the impact has been on young people. • What your three top tips would be for other schools to go about bringing this change. • How you have engaged with your School Games Organiser. 			
To raise the profile of the Olympic games in the summer term to inspire the children through sport.	<ul style="list-style-type: none"> • Create a provision map for the summer term to include activities linked to the Olympics. • Inspire a teaching team to help promote the event • Involve the sports leaders and member of the community. 	£400	<p>Evidence</p> <p>Completion of Olympic events in school. Whole school event such as an Olympic day. Teacher using the Olympics in P4C, science and maths learning creating meaningful cross-curricular links.</p> <p>Unable to action due to CV- 19</p> <p>Impact</p> <p>Children will be able to learn knowledge and skills which can be applied to real life experiences. They will improve their cultural knowledge and able to recognise what is happening in the world around them. It may also inspire and motivate them to take an interest in sport through other areas such as statistics, other math's, photography, art, music and event reporting.</p>	<p>Sustainability</p> <p>Children will be inspired to watch and follow their chose country during the competition. Improving their experiences of British Values. Children will also be able to use the skills across other areas of the curriculum and in their future education.</p> <p>Next steps</p> <p>Olympics moved to 2021 allows us to repeat this next year, with the 'Take the torch to Tokyo' initiative.</p>
<p>Increase the children's experiences with positive role models in competitive and non-competitive sport.</p> <p>Arrange professional athlete assemblies to raise the profile of PE and sport.</p>	<ul style="list-style-type: none"> • Contact a local athlete who is able to deliver and assembly to the whole school • Agree an assembly slot • Meet with other curriculum leaders to ensure that the maximum impact is achieved from the visit (low esteem children, Paralympian inspiring specific groups etc). 	£1155	<p>Evidence</p> <p>Assembly to take place. Children are inspired by the athlete to have a new attitude towards sport and physical activity. Children are motivated to try a new sport that they normally wouldn't try.</p> <p>Unable to action due to CV- 19 Athlete was pencilled in for a number of dates but had to be cancelled.</p>	<p>Sustainability</p> <p>A display in the school and information on the website could be created to share the messages from the athlete. New equipment could be purchased that the athlete uses in their own sport.</p> <p>Next steps</p> <p>Book athlete back in for 2020-21</p>

			Impact Children may want to attend a different sport in the community. They may use mindset phrases practices communicated by the athlete into their own sporting behaviours.	
Whole school assembly sports sharing. Miss Roe and Mr Murray will share the children's sporting achievements and successes, sharing certificates/medals etc.	<ul style="list-style-type: none"> Results from fixtures and achievements celebrated in assembly. Invite children who have achieved in sport outside of school. Invite sporting role models from the community & professionals to inspire the children and raise the profile of sport. 	£200	Evidence Children receiving certificates in assembly as well as trophies and medals if they are successful in Level 2 competitions. Impact Children are aware of their achievements and improvements, other children are aware of achievements across the school.	Sustainability This school focus is sustainable as the assembly can be delivered once the children have taken part in level 1 and level 2 competitions. Next Steps Continue with assemblies. Children could help to make the PowerPoints and prepare match reports in learning time (cross curricular English).
PE Display Board to be used to raise awareness to children, staff, parents and visitors	<ul style="list-style-type: none"> Create a PE display board to promote sporting achievements Children complete their own sports reports. P.E. leader to create proforma for children to complete which also will support writing across the curriculum. 	£200	Evidence Display board in the corridor containing information about physical activity in the school, updated termly. Impact Children are updated and informed about the profile of physical activity in their school.	Sustainability The cost is free therefore sustainable. The children will be inspired to write their own match/sports reports to share with others. Next Steps Continue with new format (including pictures) for next academic year. Explore different formats for autumn, spring, summer.
Newsletter and Website to include information about sporting events and clubs available. Time allocated for PE leader to collate data and prepare information to be shared	<ul style="list-style-type: none"> QI newsletter that goes out monthly to include a column on sporting clubs and competitions. The website to be updated half termly with a page dedicated to 'extra-curricular sporting opportunities and achievements'. Children having more ownership of the website (writing their own sports reports) 	£200	Evidence Website is updated every half term (include competition data if available) Impact The profile and evidence of sport is seen by website visitors to inform current and prospective parents	Sustainability The cost is time and release for QI staff, so therefore sustainable. Next Steps Improve website communication so match reports and results are uploaded more regularly and the children to take more ownership. Explore a QI sports blog.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3635 = 19%
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:
Staff CPD in dance. Children will be more engaged in dance as well as teachers offering an extra-curricular dance club.	<ul style="list-style-type: none"> Contact trainer from Hampshire Portal for school training, to arrange a date for staff CPD dance. Arrange a lead member of staff to run an afterschool club. 	£560	<p>Evidence Staff will be assigned to relevant training according to CPD needs.</p> <p>Unable to action due to CV- 19 Booking system was down in the autumn term meaning staff were unable to book on to courses.</p> <p>Impact More staff will be equipped with CPD opportunities.</p>	<p>Sustainability Teacher will feed back to other staff by completing a monitoring form of their professional development. The information will be shared with other members of staff.</p> <p>Next Steps Review and book for 2020-21 pending CV-19</p>
Confidence and safety in gymnastics CPD to ensure that the pupils are being taught by staff who understand the safety implications to teaching gymnastics.	<ul style="list-style-type: none"> Contact trainer from Hampshire Portal for school training, to arrange a date for staff CPD gymnastics. Teachers to complete a pre confidence, skills and knowledge questionnaire before their training. Teachers will then complete a questionnaire after their training to evaluate their new learning. 	£420	<p>Evidence Staff will attend CPD. Unable to action due to CV- 19.</p> <p>Impact Children will be kept safe during lessons and are taught by highly trained staff. Children will make better progress in lessons and teachers will plan and teach better/safer lessons. Including lessons with rolls etc.</p>	<p>Suitability The subject leaders will work closely with the staff to ensure that they are able to implement what they have learnt successfully during their training.</p> <p>Next Steps Book for 2020-21</p>

<p>Apply for the Quality Mark award. It is a review and assessment award to evaluate physical education and sport in school. It will help the school to:</p> <ul style="list-style-type: none"> • Reflect on all aspects of your offer encouraging a thorough reflection of practice • Highlight the strength of PE in the school • Help identify further developments 	<ul style="list-style-type: none"> • Sign up to website with school information. • Follow the criteria to assess the position of physical education in school • Await further correspondence with comments from personal from the Quality Mark. 	£0	<p>Evidence Correspondence with Quality Mark on further actions to take etc.</p> <p>Impact The Quality Mark Award focussed on the actual impact that high quality PESSPA has on our pupils; this resulted in a far greater focus on outcomes rather than just provision which motivated our pupils to strive to always do better. This had a marked impact on participation levels and progress both in and beyond the curriculum.</p>	<p>Sustainability This is a working document with clear areas for development identified; these areas will be addressed over the next three years irrespective of funding.</p> <p>Next Steps Apply for Quality Mark for the next academic year.</p>
<p>Order a new Safe Practice publication from AFPE for teachers to use in their planning/teaching. As a basis for risk assessment and safety in all areas of activity both in the curriculum and in out of school clubs.</p>	<ul style="list-style-type: none"> • Order the publication from the website. • Make staff aware of the location of the publication in school. • Teachers to attach relevant activity pages in their planning and include in their 'green' termly planning folders. 	£0	<p>Evidence Risk assessments will be used by the teachers and included as reference in their termly planning folders.</p> <p>Impact Children will be kept safe in curricular and extra-curricular lessons. Therefore as they feel safe, they will be motivated to enjoy and achieve. As well as improve their progress through challenging their own learning through activities. E.g. – forward roll on to a suitable mat, gum shield for field hockey etc.</p>	<p>Sustainability Children will be able to access the publication. Create an open forum in staff meetings in the Healthy and Safety section to discuss finding from lessons.</p> <p>Next Steps Order year on year.</p>
<p>AfPE registration. The P.E. leader and other staff can use the resources to keep up to date with recent P.E. research and articles.</p>	<ul style="list-style-type: none"> • Contact AfPE for re-application. Ensure educational journals are available in school (to be stored in 4R) 	£500	<p>Evidence AfPE magazines are available in the staff room and by the PE leader.</p> <p>Impact Staff can read literature and journals for PE. Staff can be updated with new initiatives and media hype.</p>	<p>Sustainability Subject leader can share new information around the subject of PE with other members of staff. Staff in the staff room can improve their personal CPD by reading articles and reports.</p> <p>Next Steps Renew membership yearly.</p>

Youth Sport Trust registration.	<ul style="list-style-type: none"> • Register with YST online • Await information • Create a strategic plan to implement recommendations 	£1155	<p><u>Evidence</u> Unknown as still awaiting confirmation of registration.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> • Improve mental wellbeing - Promote healthy, active lifestyles • Develop life skills • Boost attainment and achievement - • Build connections between young people • Enhance support networks 	<p><u>Sustainability</u> Subject leader can share new information with the staff. This can contribute to cross curricular learning within the school with PDL and science.</p> <p><u>Next Steps</u> Renew membership yearly.</p>
All children in Year 5 to be certified Play Makers (Sports Leaders)	<ul style="list-style-type: none"> • All Year 5 children to complete the Sports Leaders UK – Play Maker Award in spring term for 12 weeks 	£600	<p><u>Evidence</u> Children will take part in a 12 week training programme and receive a certificate when passing the programme.</p> <p><u>Impact</u> Children have a broader knowledge of physical education and activities. They are able to plan activities for other children and take on a leadership role.</p>	<p><u>Sustainability</u> The learning and leadership undertaken by the Year 5's will cascade down through the school through lunchtime an play provisions. The Play Leaders will be maintained in the school as the programme can be repeated by the Planet Education Coach each year. It is also delivered as part of their P.E. curriculum</p> <p><u>Next Steps</u> Children will be presented with certificates. Children will use their new gained skills when sports leaders in Year 6 – not able to achieve yet due to CV-19.</p>

Update the schemes of work for gymnastics, dance and OAA. Children are more engaged in lessons as well as providing the staff with high quality teaching resources to plan from.	<ul style="list-style-type: none"> PE leader to find suitable schemes of work and planning resources to enhance the provision of PE. Subject leader to create OAA boxes for OAA lessons. 	£400	<p>Evidence Planning will be updated and staff can have accessibility to wider planning resources.</p> <p>Impact Staff have confidence to plan and teach disciplines in physical education.</p>	<p>Sustainability Planning can be shared with other members of the school. Teachers can access OAA boxes in the sports shed to assist with their OAA teaching.</p> <p>Next Steps Ensure that staff are confident with planning schemes available in school.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4100 = 21%
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:
Improve links with sports/activity providers in the local community.	Contact different local clubs to establish links.	n/a	<p>Evidence Representatives from the clubs attend sessions/assemblies in school to increase participation.</p> <p>Put on hold due to CV-19.</p> <p>Impact Children involve themselves in different clubs in the community where they are able to increase their own experience of sports and activities.</p>	<p>Sustainability Once the links are established, then communication and partnership will improve the opportunities for the children in the school.</p> <p>Next Steps Contacted local athletics and hockey clubs to establish links.</p> <p>Engage with local clubs post CV-19</p>

Improve the opportunity for OAA in school.	Establish a timetable where children can access OAA activities.	n/a	<p><u>Evidence</u> Children use the school grounds for OAA activities. An OAA action plan to be created to ensure OAA is taught throughout the phases.</p> <p>Curriculum changed because of CV-19.</p> <p><u>Impact</u> Children are learning more outdoors and experiencing a wider range of activities where they can use and improve important skills such as resilience. Communication etc.</p>	<p><u>Suitability</u> Once the timetable and resources have been prepared, teaching of OAA can be taught each year.</p> <p><u>Next Steps</u> Review curriculum in line with AfPe and NGB 'return to play' guidelines and implement when CV-19 safe.</p>
Enter competitions that children wouldn't have the opportunity to take part in during normal curricular time.	Enter Autumn, Spring and Summer entries to local competitions and organise teams.	£300	<p><u>Evidence</u> Children take part in the events.</p> <p><u>Impact</u> Children have the opportunity to participate in 'inter-school' competitive sport.</p>	<p><u>Sustainability</u> This will be maintained at level 1 level but also needs to be delivered at the School Games level (level 2)</p> <p><u>Next Steps</u> Completed</p> <ul style="list-style-type: none"> • Level 1 competitions – hockey and gymnastics. • Sports relief – boccia, tri-gold, new age kurling, bench ball, dance and lacrosse. <p>Arrange level 1 competitions for next academic year.</p>
Provide opportunity for children to participate in Yoga	Source a Yoga instructor to deliver once a week for 2 hours.	£3200	<p><u>Evidence</u> Children take part in a structured yoga session which is additional to their physical education 2 hours a week.</p> <p><u>Impact</u> Children are able to have the opportunity to take part in an alternative physical activity, which hasn't always been taught at QI.</p>	<p><u>Sustainability</u> This is a costly school focus and will be confirmed each academic year by Mrs Allen.</p> <p><u>Next Steps</u> Children in specific year groups and vulnerable groups participated in yoga.</p>

Organise outside providers to provide opportunities for children in the school such as archery, tunneling, dance etc.	Contact outside agencies and providers to agree and book.	£600	<p><u>Evidence</u> Year 6 took part in rock climbing due to CV-19 changes.</p> <p><u>Impact</u> Children will have the opportunity to try a new activity which then may inspire them to attend sessions outside of school.</p>	<p><u>Sustainability</u> The sports premium will fund the provision but may inspire children to join an outside club, creating a new hobby.</p> <p><u>Next Steps</u> Attempt to book tunnelling, archery and caving to improve the provision.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3932 = 20%
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:
<p>Provide opportunity for children to compete against local schools in competitive sport.</p> <p>To achieve 28+ activities.</p>	Sign up to the Havant School Games Partnership to allow pupils to compete in competitive sport throughout the academic year.	£500	<p><u>Evidence</u> Record of competitions kept for the sports analysis grid.</p> <p><u>Impact</u> Staff can keep a record of current achievements and compare results for fixtures.</p>	<p><u>Sustainability</u> This will be maintained at level 1 level but also needs to be delivered at the school games level (level 2).</p> <p><u>Next steps</u> Use the sports manual to expand the variety of competitions that we attend and increase the participation level across the school.</p>

Continue to provide sporting activities for Level 1 in school. The impact will be that children across the key stages will take part in competition with their age phase.	Planet Education will organise a level 1 calendar of events for level 1 competitions	£1200	<p><u>Evidence</u> Results grid kept by the sports staff which evidence the progress of the children and the results.</p> <p><u>Impact</u> Level 1 competition calendar created, x2 coaches minimum plus 60/120 children competing per event each half term. Results to be shared in assembly and on our sports board.</p>	<p><u>Sustainability</u> This will be maintained in P.E. lessons across the KS1 and KS2. Rules and a fixture template have been established ready to be used across a wide range of sports</p> <p><u>Next Steps</u> Continue with level 1 competitions next academic year.</p>
Provide appropriate equipment and clothing for children to participate as representatives of the school.	Purchase appropriate kit for various sporting activities	£500	<p><u>Evidence</u> Kit received and stored. Put on hold due to CV-19 cancelled Hampshire School Games.</p> <p><u>Impact</u> All children participating will be dressed appropriately and in QI Team Kit – increased 'team' spirit.</p>	<p><u>Sustainability</u> Keep kit available for children in the future.</p> <p><u>Next Steps</u> Review and order once we return to competition post CV-19</p>
Provide qualified staff to support children who participate in competitive sport.	Book in competitions with SGO and then arrange for Planet Education staff to train squads and attend competitions with children.	£1732	<p><u>Evidence</u> PE Staff to attend events. We were able to achieve this in Autumn term, with the remainder of events put on hold due to CV-19.</p> <p><u>Impact</u> Children will be taken to events with the staff who teach them in school meaning that children are able to perform in an environment in which they feel safe in to achieve.</p>	<p><u>Sustainability</u> Employ Planet Education to assist with competitions and competitive sports.</p> <p><u>Next Steps</u> To review the competition manual for 2020-21. Sign-up to competitive sports that we have missed.</p>