Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
| All children in Year 6 accessed swimming in 19/20  Children at Greenfields were able to continue to access parts of the PE curriculum and physical activity during school closure through the remote learning offer.  A significant proportion of remote learning was focused upon the well being benefits of exercise and promoting the positive benefits of physical activity. | When swimming is permitted to identify vulnerable children from Year 5 cohort into Year 6 to prioritise swimming.  Access to a broad range of physical activities evidenced through pupil voice and parent voice.  THRIVE assessments evidence increased requirement for outdoor learning opportunities. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*

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| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land. |  |
| 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 2021. | March 21  60% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | March 21  60% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | March 21  60% |
| 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? | March 21  60% |

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| **Academic Year:** 2020/21 | **Total fund allocated:** £18621 | | | **Date Updated: March 2021** | | |  | | |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | | | | | |
| **Intent** | **Implementation** | | | | | **Impact** | |  | |
| Ensure children who had been limited in their access to exercise and fitness during school closures were given extra opportunities to physical exercise. | - Children to access an additional afternoon of outdoor learning in the school grounds.  - Specialist coaches to lead sessions across the school to raise the profile of the importance of the physical activity.  - 2 hours of PE allocated to each class per week.  - Whole school events that are physical in nature e.g. sponsored walk, Big pedal, Cancer run, School circuits  - During the national lock-down children had access to ‘live’ specialists delivering football skills sessions  - Specialist coaches delivering wake up and shake up sessions to the whole school virtually. | | | Funding allocated:  £1000 | |  | | Sustainability and suggested next steps: | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | | | | |
| **Intent** | **Implementation** | | | | | **Impact** | |  | |
| To ensure staff have the necessary skills, confidence and subject knowledge to deliver PE and physical activity sessions. | Staff leading clubs including football, and netball and forest school for Outdoor and Adventurous activities including staff support for children needing 1:1 during these clubs. | | | £2500 | |  | | Sustainability and suggested next steps: | |
|  | Extra- curricular coaches to support staff. Staff can team teach with coaches and up skill. | | | £2500 | |  | | Sustainability and suggested next steps: | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | | | |
| **Intent** | | **Implementation** | | | **Impact** | | | |  |
| Due to the focussed outdoor learning training, we are now showing our pupils how to be active in other ways outside of their traditional PE lessons  By increasing the children’s opportunities to take part in outdoor learning, we want to ensure that they build well developed team building, orienteering skills. | | Outdoor learning training and cover  Forest school first aid training and cover | £1000 | |  | | | | Sustainability and suggested next steps: |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | | | | |
| **Intent** | | **Implementation** | | | **Impact** | | | |  |
| To increase the number of sports clubs offered to children across the school. | | - The procure specialist coaches to run after school sessions  - To make connections with local sports clubs to raise awareness of opportunities in the local area. | £6000 | |  | | | | Sustainability and suggested |
| next steps: |
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| To broaden the range of activities available to children. | | - Outdoor learning sessions which are progressive across the school  - Activities that are based ‘on location’ wherever possible e.g. kayaking at Druridge Bay, Powburn and Cheviot walks. | £6000 | |  | | | | Sustainability and suggested next steps: |

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| **Key indicator 5:** Increased participation in competitive sport | | | | |
| **Intent** | **Implementation** | | **Impact** |  |
| To ensure that despite national restrictions, bubbles and other infection control measures, children are given the opportunity to participate in competitive opportunities. | - to enter into virtual competitive opportunities where appropriate. | None |  | Sustainability and suggested next steps: |