



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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2021. To see an example of how to complete the table please click [HERE](#).

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.

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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Overall analysis of autumn/spring club; 57% of yr 1 boys attended a school club and 43% of girls 40% of yr 2 boys and 43% of yr 2 girls 7% of reception boys and 63% of reception girls • No summer term data due to school closure and lockdown • All year groups participate in termly level 1 competitions in autumn providing children with the opportunity to compete against themselves and their class mates. <ul style="list-style-type: none"> • Attendance at all inter school (level 2) competitions offered by SSP providing children with the opportunity to represent their school. Trigolf, cricket, football all cancelled due to lockdown. • Came 2nd in Level 2 competition in gymnastics, however Level 3 was unable to take place due to lockdown. <ul style="list-style-type: none"> • Official end of year data is hard to compare due to lockdown. At the end of EYFS 93% of boys and 83% of girls have achieved the expected standards or exceeded the expected standard in Physical Development. At the end of KS1 94% of boys and 100% of girls have achieved the expected standards or exceeded the expected standard in Physical Development. • Pupils across the school have had a positive attitude to taking part in the daily dash to enhance their fitness, health and wellbeing. • PE Subject Leader has participated in regular training to keep up to date. Timetable of monitoring was completed in autumn term. Information from training was communicated back to staff through staff meetings, particularly Active 30:30, and CPD opportunities offered. 	<p>The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • Monitor and support Active 30:30 across all year groups. • encourage pupils to participate in personal best challenges as holiday challenges had a poor uptake <p>The profile of PE and Sport being raised across school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Update the PE curriculum using Real Dance and Real Gym to ensure continuity and progression across the school • To achieve Solihull's new KS1 PESSPA mark (postponed in 2020 due to COVID-19) <p>Increased confidence, knowledge and skills of all staff in teaching PE and Sport</p> <ul style="list-style-type: none"> • • Gymnastics CPD (postponed in 2020 due to COVID19) to increase confidence and to develop the more able pupils in gymnastics

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you must complete the following section
If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £7070	Date Updated: 14th March 2021		
What Key indicator(s) are you going to focus on? KPI 3 - increased confidence, knowledge and skills of all staff in teaching PE and sport KPI 1 - engagement of all pupils in regular physical activity KPI 2- the profile of PE and Sport being raised across the school as a tool for whole school improvement				Total Carry Over Funding: £7070
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
For all relevant school staff will receive specific CPD to enable them to deliver high quality Physical Education	All school staff including TAs, teaching staff and SLT will receive relevant training through Healthy Futures Online CPD Training Facilities. This will be overseen by the PE Lead	Summer Term 2021 <ul style="list-style-type: none"> • staff meeting 	<u>Summer term</u> Virtual staff meeting delivered. All staff will have increased knowledge on how to deliver high quality lessons and support during PE. Areas of focus will be: <ul style="list-style-type: none"> • differentiation within PE lessons • teaching Dance in PE • supporting those with SEND in PE • engaging all learners in PE • delivering PE safely • 	This creates a sustainability bank of knowledge within the staff cohort.

<p>To ensure the impact of COVID-19 and subsequent lockdowns does not impede on the children's ability to engage in healthy and active lifestyles</p>	<p>Our PE curriculum will continue to be delivered in a safe way. Through the purchase of additional resources for all Bubbles when relevant, including the now segregated outdoor area in foundation stage. This is to ensure all equipment can still be used to ensure that all children still receive 2 hours of physical education each week.</p> <p>As Reception are now segregated from Nursery they do not have access to any climbing equipment and therefore their gross motor skills are not being given the same opportunities as they would normally having for climbing and exploring.</p> <p>Lunchtime bubble equipment to be purchased to ensure all children have access to resources to ensure physical activity during play and lunchtimes . Also additional bubble resources are needed for before and after school club</p> <p>Children in FS who need support with gross motor and fine motor skills will have access to a BEAM appropriate intervention to</p>	<ul style="list-style-type: none"> Resources £1728.11 Additional Fine motor resources £535.14 Moveable outdoor blocks for foundation stage area £2995 (£662,95 of 20/21 to also be used) <p>Summer term 6 x ½ hr sessions with PE subject leader £ 120 Smart move handbook</p>	<p><u>Autumn term</u> Resources ordered</p> <p><u>Spring term</u> Additional resources ordered due to demand and need. More activity on playground noted. Children questioned as to which resources they would like .</p> <p><u>Summer term</u> BEAM CPD undertaken by PE subject lead</p>	<p>All children will continue to lead healthy and active lifestyles. PE will be used as a tool to support overall school improvement. Children will have access to range of equipment which supports the development of their gross motor and fine motor skills.</p>
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<p>To purchase new non slip gymnastic mats and wedges</p>	<p>support their progress and development. Relevant resources and equipment to promote this will be ordered.</p> <ul style="list-style-type: none"> • Provide extra free club for the summer term (2 would normally be paid for but underspend allows another) <p>30 x non stick mats 2 x wedges to assist with teaching forward rolls</p>	<p>£85</p> <ul style="list-style-type: none"> • 2 x free summer term clubs £700 • Gymnastic wedges £160 • Gymnastic mats 30 x 46.99 = £1409.70 <p>Total = £7732.95</p>		<p>Continued CPD support</p>
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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 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

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: 2020/21		Total fund allocated: £17180		Date Updated: May 2021	
Key indicator 1: The engagement of <u>all</u> 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					Percentage of total allocation: 33%
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:
<ul style="list-style-type: none"> To continue to develop and embed the Active 30:30 ethos within the school day and whole school community to support our children to become fit for life and understand what a healthy life style entails. 	<ul style="list-style-type: none"> Ensure all pupils in all year groups are participating in the daily dash. Each class to appointment a daily Dash Leader who will remind and lead the line Continue to employ additional lunch time supervisor/playworker. Playworker to ensure a register of pupil participation is kept to see which pupils are reluctant to participate and achieve an average % of children showing eagerness to take part Gather pupils' voice during pupil interviews over clubs offered, active lunch times Order further resources to enhance PE lessons and physical activity at lunchtime, breakfast and after school club 		<ul style="list-style-type: none"> For lunch time supervisor /playworker daily = £ 2310 For additional lunchtime playworker 2x a week = £1563 summer term delivery of change4life = £264 £1500 Resources PE lessons, for year grp playtimes, whole school lunchtimes and before/after school <p>Total - £5637</p>	<p>Autumn term COVID has meant no additional lunchtime playworker or lunchtime supervisor</p> <p>Spring term COVID has meant no additional lunchtime playworker or lunchtime supervisor during the first half of the spring term</p> <p>2nd half term, playworker and lunchtime play worker have attended. Lunchtime worker has key children to work with. Playworkers role has been to get as many children active as possible. Playworker will work on speed stacking next half term to target different interests and abilities</p> <p>Summer term Playworker worked well with speed</p>	<p>Ensure role of play leader takes pupil voice in to account when planning activities.</p> <p>Continued CPD to support all LTS in making lunchtimes active and fun for all pupils involving the role of the play leaders.</p> <p>A wide range of new resources has been bought to update those that</p>

			stacking to help us reach the county winners Change4lif delivered to those who staff felt needed the extra physical activity after lock down. This change4life worked specifically on building back relationship through team games, communication and helping devise new rules and developing games. This enabled children to be more pro active within the sessions and staff commented on some of the children's increased confidence in participating in circle times etc KS1 to give subject lead specific timings next yr of daily dash to monitor delivery	were broken or otherwise in need of replacement, alongside some new equipment such as glitter wands, that will continue to enhance PE lessons and other physical activities.
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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:
	3%

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?:
<ul style="list-style-type: none"> To continue to raise the profile of the School Games Values through certificates to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. To work alongside PSHE leader to develop 'Health Week' as a platform to promote physical activity as part of a healthy lifestyle to all pupils. To continue to raise the profile of PE 	<ul style="list-style-type: none"> Achievements celebrated in class assembly Photos of children displayed on school celebration board (ongoing) PE competitions to be mentioned in newsletters along with photographs of the children where appropriate Swimming achievements to be noted and valued School games values certificates 	<ul style="list-style-type: none"> £500 towards subsidising swimming <p>Total £500</p>	<p><u>Autumn term</u> Real PE home ideas shared weekly.</p> <p><u>Spring term</u> Real PE home ideas shared weekly. Virtual challenges set on padlets, however not many children participated.</p>
			Sustainability and suggested next steps:

<p>further via the KS1 PESSPA mark, YST Gold Quality Mark and school website.</p>	<p>to be handed out by additional lunchtime play workers each half term</p> <ul style="list-style-type: none"> • REAL PE ideas for home shared on weekly year group newsletters • Parents of nursery to be participants of the Ready Set Ride programme in summer term • Details of personal best challenges to be sent home during school holidays. Promoted in assemblies alongside prize 		<p>Home/school challenge sent home during easter holidays and again very few participated. Needs to be promoted further for may half term.</p> <p><u>Summer term</u> Swimming not completed due to lockdown. underspend of £500</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
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:
PE Leader to continue to have Leadership & Management time to monitor PE provision and progress across the school	PE Leader will continue to have a thorough understanding of PE provision and progress at Cranmore through scrutiny of planning, data, pupil interviews and lesson observations	£160 non contact to monitor planning, observe lessons, learning walks	Autumn term Attended Synergy Collaborative meeting virtually, updated on forthcoming virtual competitions for the year. Understanding of national and local plans for PE and physical activity including the impact that COVID has had children's wellbeing and attainment	The PE lead is up to date with current thinking and practice for PE, SS and PA and has continuing support from local PE colleagues, SSSP, the PE governor, school staff
To ensure the curriculum has clear progression throughout the school	Purchase REAL PE to include Real PE, Real Dance and REAL Gym	£495	Spring term The PE Lead attended the annual SSP PE Conference on Healthy Futures	
To continue to attend termly collaborative meetings for PE Leaders and training organised by the SSP	On-going throughout the year: Through attendance at regular meetings for PE Leaders both within the Synergy Collaborative and the wider SSP, the PE Leader will have a good knowledge and understanding of national and local plans for PE.	£160 non contact for maestro curriculum development	Gymnastics CPD not carried out due to COVID. Invoice to be given and paid for from this years budget, for CPD to happen Sep 21	
To ensure all members of staff are confident at delivering high quality PE	• Staff to complete gymnastic	£480 cover for subject lead courses	Summer term BEAM CPD undertaken by the PE LEAD Attended summer term conference league to discuss priorities for next year Youth Sport Trust's Quality Mark, it is an on-line self review tool . Curriculum maestro updated o include the Real Dance and Real Gym curriculum ready for next year PE subject ead has viewed video clip	All class teachers will be fully

<p>lessons for pupils in gymnastics, particularly with challenging the more able</p> <ul style="list-style-type: none"> Develop self evaluation and peer evaluation with technology 	<p>questionnaire before Gym CPD begins to help find specific areas of support. Questionnaire to be completed after CPD to evaluate success.</p> <ul style="list-style-type: none"> Gym CPD with JC. Rec, yr 2. 6 lessons per yr grp, per teacher . Use of ipads to film and record to assist with evaluation and evidence. Children to also use for looking at challenges in Real PE and the tricky, trickier, trickiest skills in real gym and real dance 	<p>£2000 for CPD</p> <p>Ipads £1498</p> <p>Total - £4633</p>	<p>but inconsistency across school with filing. PE lead to support staff next yr with this</p> <p>Pupil interviews taken place to gain opinions of PE. Evidence shows the need for home challenges to be shown and discussed with pupils as many were not aware of these on weekly newsletters. From pupil voice interviews children are able to articulate the reason why we need to exercise and how it helps us to stay healthy. Lunchtime supervisors and sports coaches have continued to raise levels of activity through stimulating and exciting activities on the playground at lunch time. Children have had access to a range of resources to support this</p>	<p>prepared to teach Real Gym to their class from September 2021.</p> <p>PE lead will be able to monitor the progression of taught skills across the year groups to help identify gaps</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation: 27%

Intent	Implementation		Impact	
<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 continue to work with Solihull School Sport Partnership (SSSP membership) to enhance our curriculum and sports opportunities for our children.</p>	<p>On-going throughout the year: Children will continue to benefit from a wide range of opportunities to participate in virtual competitions. This will raise children's self esteem and they will be able to celebrate their talents and sporting interests. Activities will include:</p>	<ul style="list-style-type: none"> £1150 for Solihull Partnership package £2128 towards running free clubs in autumn, spring 	<p>Autumn term</p> <p>Taken part in the Autumn Term CSW Virtual Schools Competition. All yr 2 children took part in the Infant Agility Competition. No clubs running due to covid</p>	<p>Children have a knowledge of a</p>

	<ul style="list-style-type: none"> • CSW Virtual Schools Competition speed stacking • SSP Video entry Dance Festival • Solihull Multi Sports Competition- led in house with scoring overseen and entered electronically • Collaborative sports competition to be planned and implemented in Spring 2020 if restrictions are lifted- Change4Life Festival • Chance2shine Cricket festival led virtually • Virtual gymnastics competition • Virtual cheerleading competition • Virtual skipping competition 	<p>and 2 x summer term</p> <ul style="list-style-type: none"> • Extra support for delivering virtual infant agility £100 • Extra cheerleading £256 	<p>Spring term</p> <p>No virtual competitions this term. No clubs running due to covid Cheerleading to be delivered during curriculum time rather than usual free after school club. 1 class free as part of Solihull Package, have paid for the other class</p> <p>Summer term</p> <p>Achieved South Solihull winners in Gymnastics and speed stacking and also achieved county winners in both Participated in tri golf and virtual competition</p> <p>Virtual skipping festival as successfully implemented and introduced with all children receiving skipping ropes and additional counter skipping ropes purchased for lunchtime activity. Event was a huge success and hopefully will continue next yr</p> <p>We achieved the Superstar Participation Award for taking part in all the infant competition during the spring and summer terms All children received certificates that recognised their achievement and reminded them of the new skills they had developed.</p>	<p>wide range of activities and know how it feels to compete with others. They have had a sense of success because of the certificates, badges and medals they have received.</p> <p>All children in key stage 1 have had the opportunity to take part in inter and intra school competitions this year. Due to the virtual nature of the competitions, more children than ever have been able to take part. This has given them an excellent baseline for future competitive opportunities as they move into Year 2 and key stage 2.</p> <p>Children have a skill they didn't have before or have improved their skipping skills. Fitness has improved and children have a new vehicle for improving their fitness, agility and balance for life.</p>
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To ensure all children's physical needs are being met	A weekly BEAM and SMART MOVES intervention in summer term for Reception children who are below ARE	Covered in underspend section		
To introduce speed-stacking to Year 1 & 2	Buy sets of speed stacks for Year 1 & 2 to prepare for the Virtual Speed Stacking competition run by SSSP in spring/summer 2020. Teach the basics of speed stacking to Year 2 children as part of their 30:30 physical activity.	30 sets of speed stacking cups £485 Total £4619		Speed-stacking can also be used a lunchtime or as part of an intervention group in the future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> To continue to provide additional intra competition within school Further intra competition within PE lessons 	<p>Outside coaches to deliver intra competitions, 1 per term</p> <p>Resources Skipping Ropes for all children in school (Virtual Skipping Competition planned for spring/summer 2021)</p>	<ul style="list-style-type: none"> Coaches £300 autumn term £300 spring/summer term = £900 counter skipping ropes £360 Skipping ropes to take home £180 Total - £1440 Grand total 16,489 	<p><u>Autumn term</u></p> <p>Whole school Intra not completed due to not having external coaches in school</p> <p>Yr 2 completed in the inter cooperation of the agility challenge and also competed against the 2 classes in an intra competition</p> <p><u>Spring term</u></p> <p>Whole school intra not completed due to not having external coaches in school</p> <p>Yr1 and reception competed in an intra competition as part of their Real PE unit with balancing, seeing who could hold the balance for the longest</p> <p><u>Summer term</u></p> <p>Whole school intra not completed due to not having external coaches in school</p> <p>Speed stacking intra competition was held within the yr 1 and yr 2 classes</p> <p>Nursery and reception held intra</p>	<p>Speed-stacking can also be used a lunchtime or as part of an intervention group in the future.</p> <p>Children will all have taken a skipping rope home to practise and sustain and develop their skipping skills</p>

			competitions with their ball catching as part of their real PE unit	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	