

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

## The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

**\*In the case of any under-spend from 2019/2020 which has been carried over this must be used and published by 31<sup>st</sup> March 2021**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets

- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

**If any funding from the academic year 2019/2020 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31<sup>st</sup> March 2021**

<b>Academic Year: September 2020 – March 2021</b>	<b>Total Fund Carried over £ 4,528.78</b>	<b>Date updated July 2021</b>		
What key indicator(s) are you going to focus on? Continuing to maintain high Engagement levels among the students during breaks and lunchtimes whilst in bubbles				Total carry over funding <b>£4,528.78</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funds</b>	<b>Impact</b>	<b>Sustainability</b>

*To ensure that all children are physically engaged during break and lunchtimes	*Purchase playground equipment for each bubble	£600	*All staff made note of children that were physically engaged and those that weren't were encouraged to participate with the equipment.	*Money to be used to top the boxes up every year and replace old equipment. Playground pals to be re-introduced to lead games with classes using this equipment.
*To introduce children to a range of activities not normally available to them	*Outside providers facilitated sporting activities during healthy schools week.	£1000	*More children were engaged in daily physical activity for longer periods of time	*As children have been introduced to new activities, these might be accessed by families outside of school.
*To teach the children about the importance of a healthy balance diet.	*Healthy food purchased for smoothie bike to encourage healthy snacking	£600	*All children were given the opportunity to make and taste a smoothie to encourage healthy eating.	*DT planning allows for all children to complete a unit of work about healthy eating.
*To encourage children to actively travel to school	*Walking/scooting to school initiative – prizes	£200	*The majority of children cycled/scooted to school during this week and this has continued to be the case	*Regular events are held and rewards are given to encourage active travel to school
*To encourage use of extra-curricular resources before and after school to ensure active play	*Purchase extra equipment for before/after school club	£1800	*Children who attend before and after school club are now more active during their time here.	*Children know how to use this equipment and will continue to use it to keep active during before/after school club
*To teach the children how to prepare simple, healthy meals.	*Healthy Cooking classes for children across the school	*£200	*Children are able to cook their own simple, healthy meal. Children are able to identify what is and isn't healthy to eat.	* DT planning allows for all children to complete a unit of work about healthy eating.
*To encourage more children to take part in fixtures	*New PE kit purchased for fixtures	*£300	*Kit has been purchased in preparation for fixtures against other schools to start in September.	*The kit will be used each year when taking part in fixtures.

<b>Academic Year:</b>	20/21
<b>Total Funding Allocation:</b>	£ 20,004.00
<b>Actual Funding Spent:</b>	£15,475.22

## PE and Sport Premium Action Plan 2021-2022

<b>Academic Year:</b>			21/202
<b>Total Funding Allocation:</b>			£
<b>Actual Funding Spent:</b>			£
<b>Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>

<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>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?</p>
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The students from Scott Primary value Sport and PE. It is an area that was highlighted as a key strength in our last Ofsted inspection and is something the school is very proud of.

- Students to participate in 2 hours of PE lessons a week and have 80 mins of outdoor play, which is structured with various activities such as: Basketball, Football and dancing.
- We aim for all our students to know that PE and Student Well Being is valued and at the height of our interest at the school. In order for this to happen, our PE teacher will ensure that students are fully involved in every PE lesson, taking part and contributing to their 60 mins of exercise a day.
- Staff members will aim to ensure that the students are physically active during break times and lunchtimes.
- We intend on setting up Sports Clubs that will take place during school days.
- Our aim is for student coaches to be trained and be implemented into the break time and lunchtime rota.
- A plan will be put into place to cater towards Covid 19 restrictions

- Two hours of PE will be achieved each week to increase student: enjoyment, teamwork and fitness.
- Teachers and Support Staff are constantly out on the playgrounds, encouraging the students to play and be physically active. Sports equipment will be purchased and provided every break time and lunchtime in order to increase participation and keep the students engaged.
- Sports clubs will be taking place on 4 mornings, 5 lunchtimes and 3 after school, per week. This will keep students engaged and physically active. These clubs will include teacher and outside Curriculum Sports Leaders, running the activities.
- Student coaches will be trained and lead break time clubs for students to engage with sport and be led by their peers. Training courses will be provided by the Bedford Sports Partnership.
- If students go into another Lockdown, a plan will be put into place to have PE Zoom lessons broadcast across the school for the Children, Parents and Teachers to take part in. This will be a Community Programme.
- The School also likes to be competitive when we come up against other schools, this is a healthy balance of students that want to exert their talent and competitive focus during Inter School games. The school will maintain a healthy fixture list of sports in order to support our competitive students.

£40,000

If these plans are put into place, we can expect the following outcomes:

- Students to feel fitter.
- Students knowledge of sport and fitness to be stronger.
- Students love of keeping healthy and being physically active, to rise.
- Students to learn about being a leader and being part of a team.
- The community to understand that Scott Primary School is a physically active school.
- The students to be active during break and lunchtimes.
- The staff to maintain being physically active.
- The students to benefit from learning about sport through outside agencies.

Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
<p>Scott Primary School is acutely aware of the importance of Physical Activity being raised throughout school and the wider community.</p> <p>In order to maintain this focus, the school intends to:</p> <ul style="list-style-type: none"> <li>• Provide a holistic Curriculum of Sport so that every child in the school can be physically active.</li> <li>• Focus on Student Leadership and get students confidence at an all-time high, when it comes to sport.</li> <li>• Provide Sports Clubs that students want to attend.</li> <li>• Strive towards catering towards all student needs.</li> <li>• Make student behaviour the key indicator for Sports Fixtures. Students will need to work hard in the classroom, in order to earn fixture enrichments.</li> <li>• Involve the Parents, Governors, Senior Leadership Team and Staff Members.</li> <li>• Make sure every student can experience success.</li> </ul>	<p>The school will experience success, in this field by focusing on key factors:</p> <ul style="list-style-type: none"> <li>• Having a balance of team games, individual sports, Performing Arts, Outdoor Pursuits and Team Building activities will mean that we have organised a curriculum that all students can engage with.</li> <li>• Allow all students to be leaders of activities. This will mean that the confident students will need to learn to lead and be led. The more introverted students will feel valued in being given a responsibility. Leading paired warm ups and small group activities are a great way of experiencing this success.</li> <li>• Providing a holistic list of sports clubs can be another way of increasing the profile of the school. We have previously used sporting establishments as: Bedford Blues, Luton Town FC, Bedford Ladies FC and Falcons Gymnastics.</li> <li>• Including Parents, Governors, Senior Leadership Team and Staff Members, is a great way of bringing the school together for ideas and information.</li> <li>• By having a Curriculum in PE that caters for every student, we are allowing every student to achieve success in a given Sporting field.</li> </ul>	£1,500	<p>If these actions are implemented into the curriculum, we can expect:</p> <ul style="list-style-type: none"> <li>• Students more confident and happy in PE lessons and clubs.</li> <li>• Skill set of students to raise.</li> <li>• Students to access more Extra Curricular Sports after school and on the weekend.</li> <li>• Sport to lead the way in creating good student behaviour across the school.</li> <li>• Parents to encourage sport and outdoor exploits at home.</li> <li>• The wider community to be more physically active.</li> </ul>

<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
<p>In order for our staff to feel confident when teaching and supporting PE lessons, our intent is to:</p> <ul style="list-style-type: none"> <li>• Discover what our staff already know about sport.</li> <li>• Provide support for staff members in order to fill the gaps in knowledge.</li> <li>• Help staff members by Team teaching, in order to give staff strategies.</li> <li>• Provide numerous Sports clubs and fixtures for staff that are available to help.</li> <li>• Present a fixed structure for teaching PE.</li> <li>• Offer CPD Strategies, so each teacher understands the structure of PE.</li> </ul>	<p>The implementation will include the following strategies:</p> <ul style="list-style-type: none"> <li>• The staff members will fill out a survey on their strengths and gaps in knowledge, so that the PE teacher will be able to identify areas to build confidence.</li> <li>• CPD courses where the PE lead can talk staff members through how to teach PE and organise their classes in a practical environment.</li> <li>• For the specialist teachers in Sport, there will be sporting clubs that they can attend and lead groups in.</li> <li>• Teachers will be able to attend fixtures and festivals, in order to increase their confidence in the specific sports.</li> <li>• Teachers will be encouraged to attend PE lessons in order to watch parts of lessons, where they can focus on Subject Pedagogy.</li> <li>• Teachers will also be invited to team teach in a lesson, where they can take a part of a lesson and learn how to deliver different parts of the lesson, from the Subject lead.</li> </ul>		<p>As a result of this focus, the students will benefit by:</p> <ul style="list-style-type: none"> <li>• Having more members of staff feeling more confident, when teaching PE.</li> <li>• More Sport related conversations are happening around school, due to the students feeling more confident about the teachers input.</li> <li>• Students are getting more quality PE and less moments in a lesson where they are not active.</li> <li>• Teachers are seeing more students in a practical environment, which helps to build student-teacher rapport.</li> </ul>
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>
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		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?



<p>Our intent is to:</p> <ul style="list-style-type: none"> <li>• Have a wide range of extra-curricular clubs in sport.</li> <li>• Have lots of staff members helping in Sport clubs.</li> <li>• Invite outside providers to come into school to deliver sport.</li> <li>• Get students talking about the amazing sports experience at Scott Primary.</li> <li>• All children in Year 4 and 5 to attend swimming lessons (Year 5 missed this when they were in Year 4 due to pandemic)</li> </ul>	<p>Scott Primary will succeed in this area, by:</p> <ul style="list-style-type: none"> <li>• Speaking to the students, and seeing what clubs they would like to see delivered at school.</li> <li>• Building a wide range of sports provisions, we are casting a wide net in order to capture more students' attention to sport. This will naturally increase our numbers.</li> <li>• Attracting more members of staff into sport, we are showing the students that Scott Primary means that all the students and staff are involved in our push to be healthy.</li> <li>• Having a balance of- individual, team, alternative, outdoor and performing arts sports, students will be driven to increase their participation.</li> </ul>	<p>£2,000</p>	<p>Our outcomes in this area, involve:</p> <ul style="list-style-type: none"> <li>• A holistic push for student clubs, fixtures and festivals at the school.</li> <li>• Lots of outside providers coming into school to provide students with a love of sport and a club to belong to.</li> <li>• Building a better rapport between students and teachers.</li> <li>• Parents and the wider community understanding that the school are heavily involved in before, during and after school sports pursuits.</li> </ul>
<p><b>Indicator 5: Increased participation in competitive sport</b></p>			<p><b>Percentage of total allocation:</b></p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Allocated funding</b></p>	<p><b>Anticipated outcomes</b></p>
<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>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?</p>

<p>Our intent is to:</p> <ul style="list-style-type: none"> <li>• Take part in school fixtures.</li> <li>• Take part in school festivals.</li> <li>• Organise House competitions.</li> <li>• Organise Intra-School competitions.</li> <li>• Involve as many different year groups and students as possible.</li> <li>• Create more opportunities to see students learning how to win and lose in the correct manner.</li> </ul>	<p>We aim to:</p> <ul style="list-style-type: none"> <li>• Sign up with the Bedford Sports Partnership to take part in 3 terms of Inter-School fixtures.</li> <li>• Sign up to Key Stage 1 and 2 sports festivals for 3 terms.</li> <li>• House sporting competitions will be run throughout the school in PE lessons, in order to allow each student the experience of competitive sports.</li> <li>• Increase our sporting clubs, in order to see more students in competitive sports.</li> <li>• Running activities during lessons will allow students to experience: working with all students of all abilities and experiencing winning and losing.</li> </ul>	<p>£1500</p>	<p>The outcomes we are looking to achieve are:</p> <ul style="list-style-type: none"> <li>• Students working with different personalities.</li> <li>• Students experiencing winning and losing. This will be learned over a course of time.</li> <li>• Students leading groups and having leadership roles throughout the year.</li> <li>• Students feeling confident about what the competition is asking them to do, and feeling confident in executing techniques.</li> <li>• Students knowing all about the competitions we are entering and what we are trying to achieve.</li> <li>• Students being competitive in a controlled and healthy environment.</li> </ul>
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## PE and Sport Premium Impact Review for 2020-2021

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	

<p>Our intent was to:</p> <ul style="list-style-type: none"> <li>• Give students 2 hours of PE a week and also have 80 mins a day to enjoy the outdoors and play.</li> <li>• Increase Student Well Being.</li> <li>• Have physically active students during breaktime and lunchtimes.</li> <li>• Student coaches introduced into breaktime and lunchtime clubs.</li> <li>• Have a plan set for students, if Covid 19 restrictions were still in play.</li> <li>• Scott will compete in Intra and Inter School festivals and tournaments.</li> </ul>	<p>Our implementation has been reduced due to the fact students were in lockdown for almost a full term (Spring) and in bubbles until Christmas.</p> <p>Our Covid 19 plan allowed us to.</p> <ul style="list-style-type: none"> <li>• Teach two lessons a week.</li> <li>• Allow the students to play during break times and lunchtimes, in their bubbles with PE equipment, designated to their class.</li> <li>• Have weekly lunchtime sports clubs, in their class bubbles.</li> <li>• Do exercise classes/ Lessons over zoom, with the PE lead.</li> <li>• Access PE challenges that were sent home and on social media. These home activities have also been made available to parents and wider family members.</li> </ul>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE, THE STUDENTS HAVE:</b></p> <ul style="list-style-type: none"> <li>• <b>Been able to adapt their exercise in order to tailor it to Covid restrictions.</b></li> <li>• <b>Learn resilience through sport and exercise by keeping healthy throughout a pandemic.</b></li> <li>• <b>Becoming self-reliant when setting up exercises and challenges.</b></li> <li>• <b>Students have now gained stronger relationships with their class members during PE and other lessons, which has contributed towards good teamwork.</b></li> <li>• <b>Students are able to follow activities over zoom lessons and work independently or in a small group bubble.</b></li> </ul>	
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<p><b>Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement</b></p>				<p><b>Percentage of total allocation:</b></p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Actual Cost</b></p>	<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps</b></p>

<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>What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment</p>	
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<p>Our intent was:</p> <ul style="list-style-type: none"> <li>• To provide a holistic Curriculum of Sport.</li> <li>• To focus on Student Leadership.</li> <li>• To Provide Sports Clubs.</li> <li>• To Cater towards all student needs.</li> <li>• To make student behaviour the key indicator for Sports Fixtures.</li> <li>• Involve the Parents, Governors, Senior Leadership Team and Staff Members.</li> </ul>	<p>We have been able to implement:</p> <ul style="list-style-type: none"> <li>• Lunchtime clubs for bubbles have been implemented in order to widen the student’s focus of PE.</li> <li>• Involving parents in our weekly zoom PE lessons, has increased the profile of PE across the curriculum.</li> <li>• Asking students on what activities they would like to take part in, gives an responsibility to the students and makes them feel part of the PE process.</li> <li>• Parents keeping contact with the PE lead over emails and individual/ zoom tasks that are completed at home.</li> <li>• Sports clubs will be present in the Summer term, allowing students to attend and be part of raising the profile of sport across the school.</li> </ul>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• <b>Students are now able to lead activities during classes, such as warm ups and small grouping for PE activities.</b></li> <li>• <b>Students are able to understand that you don’t need to be the most confident of student to lead a group.</b></li> <li>• <b>Parents have started to comment more about PE and the activities that we are implementing in lessons.</b></li> </ul>	
<p><b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b></p>				<p><b>Percentage of total allocation:</b></p> <p>%</p>

Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
<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>What do pupils now know and what can they now do? What has changed?  <u>Provide evidence</u> on impact on participation and attainment</p>	
<p>Our intent was to:</p> <ul style="list-style-type: none"> <li>• Find out what students know about sport.</li> <li>• Provide support for their gaps in knowledge.</li> <li>• Team teaching for strategies.</li> <li>• Provide clubs and fixtures for staff that are available.</li> <li>• Present a fixed structure for teaching PE.</li> <li>• CPD Strategies</li> </ul>	<p>We have been able to implement:</p> <ul style="list-style-type: none"> <li>• The staff survey, which found out that team sports are the main gap in the staff knowledge. Performing arts are a strength in the staff.</li> <li>• Team teaching into lessons, where staff have been involved in watching/observing parts of lessons where they needed advice on subject pedagogy.</li> <li>• CPD PE has been scheduled for the summer term for all teaching staff.</li> <li>• Staff members have been spoken to about their involvement in summer term clubs. These will be striking and fielding groups.</li> </ul>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• <b>Stronger breadth of PE being taught across the Key Stages.</b></li> <li>• <b>Better Rapport with the children due to staff teaching extra-curricular activities.</b></li> <li>• <b>Staff feel comfortable teaching different types of PE.</b></li> <li>• <b>Staff understand the subject pedagogy.</b></li> <li>• <b>Students are delivered better quality PE.</b></li> </ul>	

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
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		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
<p>Our intent was to:</p> <ul style="list-style-type: none"> <li>• Have a wide range of extra-curricular clubs in sport</li> <li>• Have lots of staff members helping in these clubs.</li> <li>• Invite outside providers to come into school to deliver sport.</li> <li>• Get students talking about the amazing sports experience at Scott Primary.</li> <li>•</li> </ul>	<p>We have been able to implement:</p> <ul style="list-style-type: none"> <li>• Staff members volunteering to help at extra-curricular clubs.</li> <li>• Bedford Ladies FC and Falcons Gym coming into school to provide extra-curricular coaching.</li> </ul>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• <b>The students have gained more confidence in sport.</b></li> <li>• <b>The students are talking about sport during their social times.</b></li> </ul>	
Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps



<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>What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment</p>	
<p>Our intent was to:</p> <ul style="list-style-type: none"> <li>• Take part in school fixtures.</li> <li>• Take part in school festivals.</li> <li>• Organise House competitions.</li> <li>• Organise Intra-School competitions.</li> <li>• Involve as many different year groups and students as possible.</li> <li>• Create more opportunities to see students learning how to win and lose in the correct manner.</li> </ul>	<p>We have been able to implement:</p> <ul style="list-style-type: none"> <li>• The school taking part in a 'Whole School' Orienteering Festival.</li> <li>• A whole school house competition.</li> <li>• Intra-Class sporting competitions.</li> </ul>		<p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• <b>Students are more confident when competing against one another.</b></li> <li>• <b>They understand the rules of games and are able to explain them to others.</b></li> <li>• <b>Some students are able to demonstrate and discuss tactics.</b></li> <li>• <b>All students are able to take up leadership roles in a team.</b></li> </ul>	

## Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort (2021 cohort)	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?	%68
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%60
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	%50
Schools can choose to use their Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	YES/NO

Additional information that could form the basis of a report to governors

Summary of key achievements for 2020-2021	Summary of key plans for 2021-2022
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Full Key stage 1 and 2 Socially distanced Orienteering Festival for every student in the school. A great focus on teamwork and leadership. This was run by The Bedford Sports Partnership Team.

Falcons Gymnastics Club running after school and during school clubs for our students throughout the year.

All classes across KS1 and KS2 took part in an Inclusion Games based festival during the Spring Term.

All students in year 5 will be taking part in a leadership course in order to get them trained to be a Sports Leader at School.

Year 3 and 4 students all offered the chance to do level 1 Bikeability Courses.

Scott Primary Hosts a National FA Wildcat Sports Centre where our Girl Students train and play Football during the Summer and Autumn Terms.

Our Year 6 Basketball Team are the current District League and Cup Champions.

Our Year 6 Dodgeball Team are the current District Joint Champions.

Our School hosts Two Bedford Sports Partnership Festivals per year (15-20 Schools attend each festival).

Scott Primary delivering weekly Lockdown PE activities and Live PE lessons for our students and staff members to take part in.

Scott Primary has a weekly Sports Report and a Weekly Sports Person of the week, in order to promote a strong community of belonging.

Scott Primary have a link with Bedford Blues RFC and Luton Town FC, where both clubs have come in to deliver afterschool and during school clubs.

Before operation Lockdown. Scott Primary were happy to provide:

Weekly Sports Fixtures

Half termly Sports Festivals for all Key Stages 1 and 2

4 Morning Sports Clubs

4 Lunchtime Sports Clubs

Further focus on sports leadership for our year 5 classes. Our hope is to have 60 trained Students for the Academic year 2021-22, in order for there to be a real push on students leading activities.

Promoting Sports leadership through Playground Sports Leaders (Scott Primary Sports Crew), running: Weekly sporting challenges  
Dance Workshops (Year 5/6 students working with KS1 students to learn new dance steps and move during break times/lunchtimes).

Basketball and Netball Coaching (Year 5/6 students coaching year 3 and 4 students).

Football Referees from year 5 and 6, working with the year 3 and 4 students during breaks and lunchtimes.

To consistently host and attend weekly Sports Clubs, Fixtures and festivals.

To Collaborate with our local Secondary School to host and take part in Mixed Sporting Activities.

Daily mile – completed by all children. New multi-purpose sports playground to be built for this.

<b>Signed off by</b>		<b>Date</b>
PE Lead	L.Allen	
Headteacher	A. Barker	
Governor	M. Redford	