



# Singleton Church of England Primary School



## Sports Grant Strategy Statement 2021 /22

### 1. Summary information

<b>School</b>	Singleton C of E School				
<b>Academic Year</b>	2021/22	<b>Total Sports budget</b>	£16850 Carry over £10,000 linked to COVID	<b>Date of most recent Sports Review</b>	July 2021
<b>Total number of pupils</b>	104	<b>Number of pupils accessing provision</b>	106	<b>Date for next internal review of this strategy</b>	July 2022

#### What is Sports Premium?

The government is providing funding of £150 million per annum to provide new Primary School Sport Funding. The money will go directly to primary schools in order to improve Sport and PE. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport and will be provided to head teachers who will spend the money on improving the quality of sport and PE in school.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> (Department for Education link to the Primary School's Sport Funding page)

#### How will we be spending the Sports Funding and who will benefit?

Governors and Staff at Singleton believe that the money should be used to support all children, regardless of sporting ability, in their PE and sport activities across school. The most able children should be challenged through participation in competition whilst the less able should be provided with opportunities to develop fundamental skills. We want to see children attending local high schools with a positive mind set about PE and Sport and to feel the confidence to pursue sporting clubs at different levels.

We believe that all young people should have the opportunity to live a healthy and active life and we want to ensure that our children have a positive experience of sport and physical activity from a young age. We also very strongly advocate the benefits of exercise on mental health and wellbeing

The Premium is being used to meet the 5 main aims of the funding:

- 1. The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles**
- 2. The profile of PE and sport 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**

In our school we will endeavour to provide opportunities for an average of at least 60 minutes per day of sport and physical activity. We aim to achieve this through a range of strategies as follows

- PE lessons
- Active playtimes – that encompass sporting activities and exercise and fitness opportunities
- Extra-curricular sporting activities that offer breadth and variety
- Themed sporting days and weeks across the academic year
- Opportunities to participate in competitions

#### **COVID – 19 Pandemic updates / impact**

The COVID pandemic has significantly impacted Physical Education in our school. From a logistical view point we had to convert our school hall into a classroom linked to risk assessment, this essentially took away any option of indoor P.E. provision. In terms of the P.E. curriculum many mitigations and restrictions were implemented by GOV.uk linked to COVID and as a school we had to follow the guidance to ensure that we minimalised risk and kept our children safe. The way in which we spent the Sports Grant this year deviated from our initial plan as we naively anticipated a much swifter move back to normality and perhaps didn't realise that the restrictions with regards to PE would be so great and long lasting. Therefore, we had to evaluate how we could facilitate exercise within a restrictive context.

Our children's needs became more complex during the pandemic, whilst we felt that exercise was needed to continue to build stamina, strength, flexibility, coordination and balance etc. We also became very aware that mental health needs amongst our children were rising and that exercise could play a positive role in supporting with this. Therefore we planned a reduced curriculum that focused on:-

- Fitness and health related exercise
  - Fitness circuits
  - Athletics – Olympics day
- Skills based exercise
  - Skills based activities
  - Movement and agility activities
  - Create movement and patterns
- Activities that addressed loneliness and social isolation and lack of belonging
  - Activities that promoted communication and collective performance – outdoor and adventurous
  - Team building and problem solving – e.g. forest schools week
- Anxiety, bereavement, trauma
  - Development of exercise within playtimes
    - Active mile
  - Yoga/ Dance
- Inactivity – too much time indoors due to lockdown
  - Forest schools
  - Outdoor and adventurous – e.g. scavenger hunts
  - Athletics - throwing, running and jumping
  - Personal challenges – e.g. bat and ball – how many keepy uppies can you do
- Lack of motivation and confidence
  - Personal challenges to achieve their personal best

We used the Sports grant money in the first instance to purchase additional resources for each class so that we did not have to cross bubbles with resources.

The £10000 carry over will be used to purchase outdoor gym equipment for KS2 to promote exercise at break times

2. Current attainment (2020/21 KS2 results )		
<b>There is no data to view for the academic year 2020 /21</b>	<b>School KS2 Results</b>	<b>National KS2 Results</b>
% reaching expected + in reading		
% reaching expected + in writing		
% reaching expected + in maths		

**DfE - Coronavirus: school accountability (Statement)**  
 As part of steps taken to fight the spread of coronavirus (COVID-19), the [government announced](#) that all exams due to take place in schools and colleges in England in summer 2021 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2021.

**Primary school assessments**  
 We will not publish any national, regional, local or constituency statistics for any primary school assessments for the 2020 to 2021 academic year.  
 This includes:

- early years foundation stage profile
- phonics
- key stage 1
- multiplication tables check
- key stage 2

3. Barriers to future engagement with Sports provision	
<b>In-school barriers</b> (issues to be addressed in school)	
<b>A.</b>	Teaching and learning development : <ul style="list-style-type: none"> <li>○ Implementation of the new LCC Scheme of work across school</li> <li>○ Further development of Assessment for learning- including using the new app to support assessment</li> <li>○ Whole staff development of Forest Schools approaches required</li> <li>○ CPD for staff on new PE scheme, teaching of games, assessment, forest schools approach</li> <li>○ Subject lead release time required – to further develop subject – e.g. ensuring that PE is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment, develop assessment strategies etc.</li> </ul>
<b>B.</b>	Poor condition of MUGA and playground surfaces - Carried over from previous year
<b>C.</b>	Mental health - as a result of the COVID pandemic – need to focus on the benefits for mental health of children’s engagement with exercise / cooperative play during playtimes
<b>External barriers</b> (issues which also require action outside school)	
<b>D.</b>	<ul style="list-style-type: none"> <li>• COVID allowing - Further development of Cultural Capital opportunities within the PE curriculum and within the extra-curricular opportunities offered</li> </ul>

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<ul style="list-style-type: none"> <li>○ All pupils to access high quality curriculum and extra curriculum provision.</li> <li>○ Effective - CPD opportunities for staff. – Subject lead with good subject knowledge – effectively supporting other staff across school. All staff with a firm and common understanding of the PE curriculum               <ul style="list-style-type: none"> <li>○ CPD to also cover:- Assessment, Forest schools, implementation of the new scheme</li> </ul> </li> <li>○ Outcome of effective CPD - All staff to be confident in delivery of Lancashire PE scheme of work with access to I-Pads for use with the new app that supports with the assessment of PE.</li> <li>○ COVID permitting staff development to be supported with AFC Fylde or Fleetwood Town coaches for the ‘Games’ aspect of PE and for the extra-curricular.</li> <li>○ Teaching staff to use this support as professional development focusing on upskilling within the games aspect of the PE curriculum. This allows time for staff to observe high quality teaching and also time to assess children.</li> <li>○ Remain part of the small schools cluster giving pupils access to competitive sport and engage with this once COVID permits.</li> <li>○ Subject leader with an outstanding grasp of their subject, ensuring that the PE curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment and that assessment impacts on future teaching and learning</li> </ul>	<p>All pupils to access high quality coaching All staff to be confident in delivery of the new Lancashire PE scheme of work I-Pads and charging box to be purchased for assessment of PE</p>
B.	<ul style="list-style-type: none"> <li>○ SHE committee to continue to work with consultants on the 5 year vision – looking at potential LCVAP bids that include playground development / resurfacing</li> </ul>	<p>To implement a long term vision / strategy to improve the outdoor facilities</p>
C.	<ul style="list-style-type: none"> <li>○ Continued development of Pastoral Play leaders lead by the Learning Mentor focusing on the benefits of exercise on mental health will :-               <ul style="list-style-type: none"> <li>○ Impact on the Fitness and health related exercise</li> <li>○ Address loneliness and social isolation and lack of belonging</li> <li>○ Support anxiety, bereavement, trauma</li> <li>○ Improve activity levels – (that were impacted by too much time indoors due to lockdown)</li> <li>○ Improve motivation and confidence</li> <li>○ Impact on overall behaviour on the playground due to allowing space and guidance for others to be independently active.</li> </ul> </li> </ul>	<p>Improved mental health and wellbeing, children independently engaging in exercise and understanding the benefits on their bodies and minds</p>
D.	<p>Pupils to access additional sports clubs that cater for varying interests and allow for a vast array of opportunities Curriculum to facilitate Sport themed special days, inspirational speakers, links with other schools etc.</p>	<p>Improved Cultural Capital opportunities</p>

5. Planned expenditure					
Academic year		2021/22			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All pupils to access high quality curriculum provision</p> <p>Staff to have a firm and common understanding of the schools PE curriculum intent and what it means for their practice</p> <p>Additional target – one year only</p> <p>COVID swimming catch up programme – all children to be able to swim 25 m by the end of year 6</p>	<p>CPD for staff on new PE scheme, teaching of games, assessment, forest schools approach</p> <p>Implement new scheme</p>	<ul style="list-style-type: none"> <li>○ Subject lead received full training during Pandemic (January 2021) on the new LCC scheme of work and IPAD assessment tool. The new scheme has since been threaded through the long term planners and is now ready to implement in September 2021 but staff now need to be trained on the scheme and more importantly the assessment App.</li> <li>○ The subject leader now needs release time to further develop the PE curriculum ensuring it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills. This will then form part of the staff training for all staff.</li> <li>○ Effective - CPD opportunities for staff. – Subject lead with good subject knowledge – effectively supporting other staff across school. All staff with a firm and common understanding of the PE curriculum <ul style="list-style-type: none"> <li>○ CPD to also cover:- Assessment, Forest schools, implementation of the new scheme</li> </ul> </li> <li>○ Outcome of effective CPD - All staff to be confident in delivery of Lancashire PE scheme of work with access to I-Pads for use with the new app that supports with the assessment of PE.</li> </ul>	<p>CPD – will form of the annual Quality Assurance monitoring schedule</p> <p>Subject lead to monitor</p>	<p><b>Chris Goostry</b></p>	<p>Termly or in line with the Quality Assurance Monitoring schedule</p>

	COVID swimming catch up programme	<ul style="list-style-type: none"> <li>○ Devise a catch up programme for the children that missed swimming in year 3 and 4 due to COVID</li> </ul>			
Effective implementation of new assessment protocols	Purchase of iPads to facilitate the new assessment App	<ul style="list-style-type: none"> <li>○ The assessment app requires an I PAD. Having a set of I-Pads that can be used by staff and children to film and photograph evidence of assessment outcomes will enhance the assessment process</li> <li>○ Children / staff will be able to critique performance and look for ways to improve and also share examples of exemplary practice</li> <li>○ I-Pads to encourage self-assessment of pupils. Children to video each other to discuss how children can improve/self-evaluation.</li> </ul>	This will form of the annual Quality Assurance monitoring schedule Subject lead to monitor	<b>Andrea Marshall</b>	Annual – feedback and evaluation from staff  £2500 to be used along with £4000 raised by school ( to purchase a set of 15 iPads and a charging stand) Part of the £10000 carry over as a result of the COVID pandemic restrictions will be used to fund these. This is a one off purchase and only possible because of the restrictions brought about by the pandemic that restricted our usual PE Grant spending.
All pupils to access high quality curriculum provision  Through SLA with from AFC FYLDE/ Fleetwood Town / Small school cluster of schools children will access a range of competitive sports opportunities.	All year groups to have additional support from AFC FYLDE / Fleetwood Town coaches during ‘games aspect’ of PE – thus ensuring that they have the skills and knowledge to compete in competitive sporting situations  Extracurricular opportunities to encompass activities that are offered within the competition schedule  Subject lead when COVID allows to ensure that children have the opportunities to participate in a range of competitions	School will ensure that the extracurricular opportunities support the entering of competitions, providing the children with the skills and knowledge necessary to compete effectively  Subject lead to look at how he can facilitate the training of a football and a netball team – focusing on developing opportunities for the most able as well as offering a range of extra-curricular for all students to access.	CG to organise each year group to have PE delivery by AFC FYLDE/ Fleetwood Town .  Staff to be present to assess chn. Assessment to be feedback to the subject lead.	Chris Goostroy	Annual – feedback and evaluation from staff  Costs 5hrs per week @TA 2b to run the Extracurricular opportunities  Approx £75 per week x38 = £2850  Fleetwood Town 3hrs of PE lessons per week £82.50 = £3135 per year  School will subsidise the cost of extra-curricular activities – thus reducing the costs to parents
Pupils to access additional sports clubs that cater for varying	AFC Fylde / Fleetwood Town – SLA with them to provide	AFC FYLDE / Fleetwood Town offer a range of extracurricular activities and competitions which engage all pupils	CG / TM to organise which sports clubs for	CG	Wages to cover EM/ TM – covering all extra-curricular activities and carrying our all

<p>interests and allow for a vast array of opportunities Curriculum to facilitate Sport themed special days, inspirational speakers, links with other schools etc.</p>	<p>the high quality extra-curricular</p> <p>CG / EB to regularly monitor standards and quality of provision and address any issues</p> <p>TM to run all aspects of the extra-curricular provision – corresponding with parents collecting fees etc. TM to regularly check provision and feed back to CG</p>	<p>TM to produce an annual overview for parents of the sport on offer</p>	<p>each year groups based on children’s interests To also look at running a football team and a netball team for the older children in Y5/6 to then provide them with opportunities to compete at a higher level</p> <p>CG/ EB to monitor children participation within competitions/extra curriculum clubs using in school tracking system</p> <p>TM to regularly update School Calendar and update parents regularly with any changes/updates</p>		<p>related admin – payments, schedules, registers etc Approximate costs to be calculated with new Finance Officer – once school is back in session (Corona Virus has impacted on this)</p> <p>Weekly / monthly</p>
<p>Forest Schools experiences to be available to all pupils</p>	<ul style="list-style-type: none"> <li>○ Weekly Forest schools opportunities in FS – this to be developed to incorporate opportunities for parents to become involved and potentially learn / be trained</li> <li>○ Forest school week for whole school</li> <li>○ Forest school club</li> <li>○ Continued staff training on forest school</li> </ul>	<p>Forest schools is a key area of opportunity within our school. We have a wealth of enrichment environment on our doorstep that we ensure our curriculum taps into.</p> <p>Staff are keen and eager to learn more about Forest Schools. The PE lead has experience of delivering Forest Schools and training staff and student teachers within this area.</p> <p>With COVID and subsequent mental health issues we view this as a high priority</p>	<p>CG – to provide staff training on Forests school and to monitor the implementation and support staff</p>		
					<p>Total £6000</p>

2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning Mentor to be employed to develop and encourage active playtimes	Learning Mentor to be employed during lunchtimes. This is to encourage active lunchtimes, avoid behaviour issues and promote an all-round healthier lifestyle and wellbeing. £7500 of the £10000 carry over due to COVID to be used to purchase an outdoor gym for the children to be used at playtimes	Children to be more active during lunchtimes. Sports coach to monitor and organise games and activities during lunchtime. This to improve behaviour at lunchtime and overall health and well-being of children.	KA to plan games/activities along with CG in which are appropriate for each year group.  Games to encourage communication and team building.  Structure of lunchtimes to be developed to ensure that children rotate around activities / exercise opportunities	ML to deliver and plan along with CG	£40 per week £1520 per year £10,000 – One off payment - gym  July 2022
Staff to be employed to encourage active lunch time playtimes	Sports Coach to be employed during lunchtimes. This is to encourage active lunchtimes, avoid behaviour issues and promote an all-round healthier lifestyle and wellbeing. Children	Children to be more active during lunchtimes. Staff to monitor and organise games and activities during lunchtime. This to improve behaviour at lunchtime and overall health and well-being of children.	Sports Coach to plan games/activities along with CG in which are appropriate for each year group.  Games to encourage communication and team building.	Sports Coach to deliver and plan along with CG	£40 per week £1520 per year  July 2022
CG – employed to develop Forest School in school – one afternoon per week in FS, plus plan and organise Forest School week, plus plan, prepare and run courses for the Preston Teaching Alliance and all the other staff in our school (Over the year Approximately 3 hours a week inclusive of planning)  Staff member to be employed to deliver Forest school club as an extra-curricular- 2 hours	High quality provision Well organised and monitored Children having access to Forest Schools	Children to be given a wide spectrum of choice and opportunity to inspire them to be active  Improved behaviour at lunch time  Team work and skills  To improve children’s attitude towards PE and confidence during physical activity, as well as where appropriate, to improve healthy lifestyles.	CG to monitor progress of children and to note any changes to child’s confidence and attitudes towards physical activity. CG to also monitor this through PE portfolio and communication with sports coach.		Staff wages Approx £9000 – inclusive of the Learning Mentor at Lunch time  July 2022

per week (Approximately inclusive of planning)					
Teaching assistant – employed to run all organisational aspects of running the extra-curricular clubs					
				<b>Total cost</b>	<b>£10520</b>

<b>3. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Use Sports Grant to supplement the cost of extra-curricular coaching for parents and to pay for the cost of coaching at lunch time and costs of the school staff running the extra-curricular	To charge no more than £3:00 per session whilst providing high quality coaching.  Therefore supplementing the cost for example the tennis coach charges £5 per pupil.	To ensure that we provide high quality coaching  To try by the low cost fixed fee to encourage more children to take up a club  To provide free coaching at lunch time – encouraging more children to take up a sporting activity	TM – to be employed to run all organisational aspects of the extra-curricular, ensuring that we are offering at least 2 options a night , and to monitor the quality  CG / TM to ensure that there is an annual over view for provision	CG  TM	July 2022  Up to £6000 ( Price increases 2021 / dependent of number of uptake )
Staff CPD	Some staff have moved Key Stages, therefore may lack in confidence Some staff have taken up new roles	To ensure all children receive high quality PE teaching and staff are confident when delivering PE.	CS to review progress along with class teacher	CG	July 2021
					<b>Total £6000</b>

6. Review of expenditure (To be completed June 2021)				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>All pupils to access high quality curriculum provision</p>	<p>Through SLA with from AFC FYLDE, children will access a range of competitive sports opportunities.</p> <p>All year groups to have additional support from AFC FYLDE coaches during 'games aspect' of PE.</p> <p>Staff training – Updates/ New Scheme/ Assessment</p> <p>I-Pads will be purchased</p> <p>Forest Schools resources will be purchased.</p>	<p><b>Autumn 2020</b>            COVID – sets out mitigations for PE that have hindered / restricted our vision / plans. The safety of the children during the pandemic is our first and foremost priority and as such we are having to modify how we approach P.E at this time following the detailed guidelines as outlined by GOV.uk and the DfE.            We currently have no school hall as this is being used as a classroom – this further restricts the provision we can offer as now we can only offer reduced PE outside- which is weather pending</p> <p><b>Spring 2021</b>            Continued as above. We had to modify our original plan to provide the highest quality curriculum possible given all the mitigations.</p> <ul style="list-style-type: none"> <li>• COVID has resulted in a whole host of mitigations and restrictions being implemented linked to PE</li> <li>• This year we have had to order additional new equipment to facilitate the limited Physical Activity allowed and to ensure that children are not sharing resources.</li> <li>• We also had to replace an area of artificial grass so that the FS pupils could exercise effectively within their bubble</li> <li>• We have also due to COVID not used external coaches this year</li> <li>• In terms of Professional development training - Chris Goostry has attended (On line) the latest LCC PE subject lead training / new scheme of work training – this will hopefully impact the quality of Education in the future</li> <li>• I Pads to be purchased for use within PE to analyse performance and assess</li> </ul>	<p><b>Summer 2021</b>            COVID has had significant implications for the use of the PE grant and the progress against the targets set. As such we are unable to effectively evaluate all elements of this target and will carry aspects of this over into the next academic year</p> <p>In terms of the Staff training at this stage the subject lead has been trained on the new scheme and new assessment app. The staff are yet to be trained and this will be a focus in the new academic year as COVID priorities supersede PE staff training at this time.</p> <p>At this stage we cannot comment on the effectiveness of the new scheme as this has not been used yet so this will be carried over to the next academic year</p> <p>IPads purchased summer term 2021</p>	

<p>The majority of pupils in both Key Stages to access additional sports clubs. This will be achieved by range of sporting clubs that the children are interested in and by providing and annual overview for parents of the sport on offer.</p>	<p>AFC Fylde – SLA with them to provide the high quality extra-curricular</p> <p>CG to regularly monitor standards and quality of provision and address any issues</p> <p>TM to run all aspects of the extra-curricular provision – corresponding with parents collecting fees etc. TM to regularly check provision and feed back to CG</p>	<p>At this moment – due to COVID and the ‘bubbles’ there is no extracurricular provision taking place. However we have a vision and a plan that is ready to go once restrictions lift</p>	<p>COVID restrictions linked to the ‘Bubbles’ and the limitations on sporting activities that can be carried out safely have meant that this academic year – no extracurricular activities have taken place - This will be carried over into the next academic year</p>	
<p>Sports Coach to engage with more pupil</p>	<p>CG to closely monitor pupil engagement</p>	<p>Again linked to COVID we are not using AFC Fylde at this stage</p>	<p>Due to COVID – aspects of this will be carried over into the next academic year</p>	
<p>Further resources for Forest schools and playground toys</p>	<p>CG to closely monitor pupil engagement</p> <p>CG to develop his leadership of forest schools</p>	<p>We have continued to invest in Forest schools this year and have purchased additional playground sports equipment as we are using breaks to address areas of the PE equipment.</p> <p>With COVID we cannot share equipment easily across the bubbles so the different classrooms have prioritised sports equipment and purchased using the PE grant.</p> <p>We have also resurfaced a small area outside FS – to enable them to carry out some fitness style activities within their bubble outdoor area.</p>	<p>Individual classes purchased equipment so that they could ensure exercise was a focus during break times.</p> <p>The resources purchased allowed us as a school to promote exercise whilst ensuring that we could safely engage in activities. Children had their own resources and no cross contamination between bubbles occurred.</p> <p>All break times became active breaks – promoting exercise and mental wellbeing. Adults lead the activities. We noticed a reduction in silly play and children falling out. We will take many aspects of this forward as we see that using exercise / games promotes team work, effective communication, fitness and wellbeing etc. It also reduced negative behaviour. Next step is to train up the Junior Leadership team Pastoral leaders to lead exercise during breaks. To also use the Sports</p>	

			Premium money saved as a direct result of Ofsted to buy an outdoor gym	
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Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Learning Mentor to be employed to encourage active playtimes	Learning Mentor to be employed during lunchtimes. This is to encourage active lunchtimes, avoid behaviour issues and promote an all-round healthier lifestyle and wellbeing. Children	COVID at this stage has meant that this has had to be deferred.	Due to COVID - his will be carried over into the next academic year	
Sports Coach to be employed to encourage active lunch time playtimes	Sports Coach to be employed during lunchtimes. This is to encourage active lunchtimes, avoid behaviour issues and promote an all-round healthier lifestyle and wellbeing. Children	COVID at this stage has meant that this has had to be deferred.	Due to COVID - his will be carried over into the next academic year	
CG – employed to develop Forest School in school – one afternoon per week in FS, plus plan, prepare and run courses for the Preston Teaching Alliance and all the other staff in our school (Approximately 3 hours a week inclusive of planning)  AM to be employed to deliver Forest school club as an extra-curricular- 2 hours per week (Approximately inclusive of planning)	High quality provision Well organised and monitored Children having access to Forest Schools	COVID at this stage has meant that this has had to be deferred.	We have addressed as many aspects of this as possible within the COVID restriction guidelines. The FS children have completed regular forest schools activities and we have also incorporated a whole school Forest school week this year. We will continue with this approach moving forward.	

Terrienne Manning – employed to run all organisational aspects of running the extra-curricular clubs				
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Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
Use Sports Grant to supplement the cost of extra-curricular coaching for parents and to pay for the cost of coaching at lunch time	To charge no more than £2 per session whilst providing high quality coaching.  Therefore supplementing the cost for example the tennis coach charges £5 per pupil.	COVID mitigations at this stage has meant that this has had to be deferred.	Due to COVID - his will be carried over into the next academic year The cost of the additional sports coaches has gone up significantly and we will have to revise what we charge parents whilst still supplementing using the PE grant	
Staff CPD	Some staff have moved Key Stages, therefore may lack in confidence Some staff have taken up new roles		Due to COVID - his will be carried over into the next academic year Chris has had the latest CDP training on LCC's new scheme of work and the assessment APP for the I pad The COVID situation has meant that he has not yet trained all the other staff up on this as Lockdown and the recovery curriculum has taken precedent at this time.	