

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>We have committed to upskilling our teachers using a PE specialist.</p> <p>We have a physical activity focus to all breakfast club sessions, helping children achieve their active 30 minutes each day.</p> <p>We have used PE assessments to drive interventions and staff development sessions.</p> <p>We have engaged in several competitions both in the trust and within the School Games and Healthy Active Lifestyles programmes.</p> <p>We have an established 'Playground Crew' who engage children in physical activity during breaks and lunch times.</p> <p>We have provided booster swimming lessons Year 6 children where needed.</p> <p>We have achieved the School Games Mark Bronze Level.</p> <p>We held our first whole school Sports Day and this was an opportunity to showcase and celebrate the children's sporting achievements.</p>	<p>To develop more team teaching and planning support sessions for staff.</p> <p>To provide swimming boosters for Upper Key Stage 2 and embed this in the curriculum.</p> <p>Review the daily activity levels of the children during the school day with the view to increase the opportunities for children to achieve their 30 active minutes in the school day.</p> <p>Build upon raising the profile of PE and School Sport across the school.</p> <p>Continue to engage in the Healthy Active Lifestyle program.</p> <p>Increase the number of children taking part in competitive opportunities across the Trust and as part of the School Games pathway.</p> <p>Apply for the School Games Mark Silver.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	25%

<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>14%</p>
<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>0%</p>
<p>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?</p>	<p>Yes, Year 6 booster sessions in Summer term.</p>

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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £17,910	Date Updated: April 2018	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: 12.5%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the level of physical activity during breakfast club to allow children to achieve their 30 active minutes.</p> <p>Increase the amount of opportunities within the school day where children can be physically active and achieve 30 active minutes.</p>	<ul style="list-style-type: none"> Audit of current provision to identify activities that take place within breakfast club. From audit, highlight gaps and ensure that age appropriate activities are planned in. Identify support staff to undertake role and by providing training Regularly monitor and get feedback from staff and children. Train current Year 5 cohort of Playground Crew to deliver games during break times and lunch times. Staff ensure that Playground Crew remain motivated and confident when delivering activities. Develop brain break activities e.g. BBC Super movers, Go Noodle during 	£2234 (staffing)	<ul style="list-style-type: none"> Feedback from staff and children – linked to activities, and how children manage at start of school day. More children achieve 30 active minutes . Programme of breakfast club activities. Collect feedback from staff and children. Use PE noticeboard to publicise the Playground Crew activities. Share good practice in staff meetings. 	<ul style="list-style-type: none"> Physical activity is always encouraged during breakfast club. Chn take part in Just Dance or physical outdoor activities. Continue to monitor the level of physical activity during breakfast club. Claire Spencer has taken part in Playground Leader training. She will encourage children to take part in these activities during breakfast club. Claire Spencer, Angela Fairlamb and Tina Ford have taken part in Playground Leader training with Y5 cohort. They will oversee

<p>Encourage and provide more opportunities for children to take part in active break and lunchtimes by training playground leaders and staff, structuring activities</p> <p>Increase level of positive behavior in the classroom.</p>	<p>lessons.</p> <ul style="list-style-type: none"> Engage in Personal Challenge. Develop a rotation of appropriate activities for break and lunchtimes, using the trained Playground Crew to facilitate. Monitor and review with children to ensure that the leaders remain confident and seasonal activities are on offer. Audit current equipment and purchase necessary equipment. Link learning points rewards system to break times and lunchtimes. Encourage children to be more active and take part in physical activity. 		<ul style="list-style-type: none"> Half termly meetings with playground leaders – review and identify further support needed. Range of resources available are being used and looked after. Pupil voice – are activities appropriate and engaging? Observe/ monitor behaviour during PE lessons and break times. Ensure positive behavior is recognised using learning points. 	<p>Playground Crew during breaks and lunch times.</p> <ul style="list-style-type: none"> Personal challenge to be encouraged during free time by Playground Crew. Continue to monitor effectiveness of Playground Crew. Provide further training/ support where needed. Elect a Playground Crew representative to the Student Council. This person will be responsible for voicing concerns/ ideas regarding physical activity in school. Observe/ monitor behaviour during PE lessons and break times.
				Percentage of total allocation:

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebrate and promote the children’s sporting achievements to their peers, staff and visitors by creating an appropriate PE noticeboard in a prominent position.</p> <p>Establish a Playground Crew noticeboard to provide children with a student voice in sport and PE.</p> <p>To celebrate and promote the sporting achievements of pupils in a PE celebration assembly with a focus on participation in physical activity.</p> <p>Embed the Youth Sport Trust Sporting Values in PE lessons and whole school life.</p>	<ul style="list-style-type: none"> Identify appropriate position and regularly update noticeboard. Use noticeboard to promote clubs, sporting values, healthy lifestyles and upcoming events. Use the Playground Crew noticeboard to promote clubs and playtime activities as well as being a link for younger children. Promote positive role models. Establish frequency and format of assembly to celebrate PE and healthy activity lifestyles; develop parental engagement. Share information about assembly on website, class blogs and twitter. Develop role of playground leaders and team captains to feedback and give match reports, present awards. Values on PE noticeboard and used in PE lessons. Children taught meaning of values and how they can impact in PE lessons. Look to embed these values in all lessons. 		<ul style="list-style-type: none"> Clear, concise information available. Regularly updated and reviewed Noticeboard, website, twitter. Feedback from parents and children. Match reports and Playground awards. Values used during Healthy Active Lifestyles events. Children understand and are able to use the values. Children can demonstrate the values in lessons other than PE. Values are embedded across school life. Children will recognize these values and be able to apply them. 	<p>Continue to update noticeboard with relevant information regarding sports events.</p> <p>Playground Crew to deliver physical activities at break and lunch times.</p> <p>Children to continue to write match reports after competitions.</p> <p>Continue to ensure that this is part of the weekly schedule.</p> <p>Continue to attend Healthy Active Lifestyles events where the values are celebrated.</p> <p>Ensure that children understand the meaning of the values.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the competence and confidence of staff to enable them to deliver high quality PE and achieve National Curriculum requirements.	<ul style="list-style-type: none"> Buy in a PE specialist from NUFC to upskill teaching staff during curriculum time; all class teachers will receive this on a rotational basis. Engage with CPD opportunities from NPESSS; including PE subject lead development, sport specific twilights and FMS development. Regular review and monitoring of staff skills. 	£3000 (PE specialist) £2950 (PE SLA-NPESS)	<ul style="list-style-type: none"> Lesson observations. PE Assessment Data Staff confidence survey outcomes. Staff able to plan and lead a series of lessons. Lessons are more focused and meet the needs of the children. 	PE lead to assess training needs through staff meetings. Teachers to use assessment data to inform lessons. Teachers to remain confident in the delivery of PE. Continually measure impact of PE specialists.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the engagement of children in extra curricular activities by ensuring that there are a wide range of activities provided by external providers and teaching staff.	<ul style="list-style-type: none"> Review current provision ensuring that there is an opportunity available for each year group and how clubs are organised across each term. Ensure there is provision for any year groups who are not currently catered for. Ensure there are 2 sports clubs running each week. Continue to develop forest school and the use of the outdoor environment; 	£887.08 (PE mats and trolley)	<ul style="list-style-type: none"> Club timetables and registers; monitor groups of children who attend. Feedback from staff, children and parents. More children attending clubs and engaging in a wider range of activities across the school year. 	Continue to ensure sports clubs to be run throughout the year. Children will be targeted to attend a PE related intervention. C4L club.

<p>Formulate and deliver targeted interventions for specific groups of children. non-engagers, or less active</p> <p>Engage with pupils who do not usually engage with after school clubs.</p> <p>Continued engagement with NPESSS healthy active lifestyles programme.</p>	<p>including camping, horse riding and other nontraditional sporting opportunities.</p> <ul style="list-style-type: none"> • Identify specific target groups – E.g. Less active, non-engagers, less able, girls. • Establish with staff and from registers which children are not engaging with after school clubs. • Establish any barriers for children to participate in after school clubs. • Pupil voice to find out what their preferred activities for after school clubs would be. • Trial the most popular requests as taster sessions in break and lunch times and if successful look at adding new club. • Add healthy active lifestyles events to the school diary. • Accept invites and book transport. • Develop a resource pack based on activities from events and provide opportunities in school. 		<ul style="list-style-type: none"> • Percentage of non-attenders TBC • Boosters • Questionnaire outcomes evaluated and acted upon. • New activities in the extra-curricular timetable. • Review and evaluate attendance figures • Less able children in Years 3 and 4 are attending a PE booster club. • Attend the events • Celebrate at PE assembly and on noticeboard / website. • Use of resources in lessons and clubs. 	<p>Children engaging in PE boosters have made progress with their basic skills. PE lead to continue to monitor progress. PE lead to develop PE assessments to be used during lessons.</p> <p>Children will increase their levels of confidence and attainment in PE. PE lead to ensure all year groups continue to participate in healthy active lifestyles events.</p>
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
16.4%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide and increase the number of competitive opportunities provided for pupils by engaging in:</p> <ul style="list-style-type: none"> - School Games competition programme. - Trust competition programme. - Schools 500 games. <p>Engage in the local authority Schools 500 games event.</p>	<ul style="list-style-type: none"> • Add school games events into the school diary. • Plan curriculum based on competition dates • Enter competitions when invitations are received. • Book transport • Attend events • Promote outcomes after each event • Apply for school games mark in June. • Link to CPD • Enter competitions when invitations are received. • Book transport • Attend event • Promote and celebrate outcomes after event 	<p>£1030 (Transport)</p> <p>£1900 (Staffing)</p>	<ul style="list-style-type: none"> • Attendance at Level 2 school games competitions – Sportshall athletics, hockey, netball, • Attain Silver School games mark. • Noticeboards, Twitter, school website, newsletter with updates on sports competitions. • Promotion of event on School social media, website, newsletters, noticeboard. • Attendance of events at School 500 games. • Included in PE celebration assembly. 	<p>Use activities from competitions in school to prepare for next year’s competitions.</p> <p>Continue to engage in regular competition and aim for Gold School games mark.</p> <p>Promote Sports Day on social media.</p> <p>Continue to celebrate achievements in PE during assemblies.</p>

Engage in local trust competitions	<ul style="list-style-type: none"> • Add events into the school diary. • Enter competitions when invitations are received and book transport. • Attend events • Promote outcomes after event. 		<ul style="list-style-type: none"> • Attendance of events. • Included in PE assembly, social media, website, noticeboard. 	Engage in Trust Sports Week. Continue to celebrate achievements in assembly.
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