

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: |
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| We have committed to upskilling our teachers using a PE specialist. | To develop more team teaching and planning support sessions for staff. |
| We have a physical activity focus to all breakfast club sessions, helping children achieve their active 30 minutes each day. | To engage more fully with the school games programme – current competitions are limited to within our TRUST schools. |
| We have used PE assessments to drive interventions and staff development sessions. | To develop swimming lessons for a year group across school and provide booster for year 6 children where needed. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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? | % |
| 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? | % |
| 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? | % |
| 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? | 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 students today and for the future.

| Academic Year: 2017/18 | | Total fund allocated: £17,910 | Date Updated: April 2018 | |
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| 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: |
| | | | | 15.4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Breakfast club sessions have a physical activity element that supports children to achieve their 30 active minutes – attending school earlier to get involved. | <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. | £1050 (staffing) £250 (training) | <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. | |
| Develop further opportunities to be active during the school day. | <ul style="list-style-type: none"> Continue to develop 'Craze of the Week' during break times, develop more activities with year 5 playground leaders. Develop brain break activities e.g. BBC Super movers, Go Noodle during lessons. | | <ul style="list-style-type: none"> Feedback from staff and children. Use PE noticeboard to publicise 'Craze of the Week' Share good practice in staff meetings. | |
| Encourage active break and lunchtimes by training playground | <ul style="list-style-type: none"> Training playground leaders and staff. | £1213.50 (staffing) £250 | | |

Created by:



Supported by:



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| leaders and staff, structuring activities | <ul style="list-style-type: none"> • Develop a rotation of appropriate activities for break and lunchtimes. • Monitor and review with children to ensure that the leaders remain confident and seasonal activities are on offer. • Audit current equipment | (training) | <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? | |
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

7.9%

| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| Develop and create an appropriate PE noticeboard in a prominent position so that staff, children and visitors can access it. | <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. | £250 (display and photographs) | <ul style="list-style-type: none"> • Clear, concise information available. • Regularly updated and reviewed | |
| Develop and establish a PE celebration assembly with a focus on participation in physical activity. | <ul style="list-style-type: none"> • 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. | £1213.50 (staffing) | <ul style="list-style-type: none"> • Noticeboard, website, twitter. • Feedback from parents and children. • Match reports and Playground awards. | |
| Embed the Youth Sport Trust Sporting Values in PE lessons and | <ul style="list-style-type: none"> • Values on PE noticeboard and used in PE lessons. | | <ul style="list-style-type: none"> • Children understand and are able to use the values. | |

Embed the Youth Sport Trust Sporting Values in PE lessons and

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| whole school life. | <ul style="list-style-type: none"> • 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"> • Children can demonstrate the values in lessons other than PE. • Values are embedded across school life. | |
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| Engage with pupils who do not usually engage with after school clubs. | <ul style="list-style-type: none"> including camping, horse riding and other nontraditional sporting opportunities. 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. | resources) £1320 (PE Kit) | <ul style="list-style-type: none"> Percentage of non-attenders TBC Questionnaire outcomes evaluated and acted upon. New activities in the extra-curricular timetable. What percentage of children are now engaging in sports clubs TBC Review and evaluate attendance figures | |
| Continued engagement with NPESSS healthy active lifestyles programme. | <ul style="list-style-type: none"> Add healthy active lifestyles events to the school diary. Accept invites and book transport. Develop a resource pack based on activities from events. | £500 (transport) | <ul style="list-style-type: none"> Attend the events Celebrate at PE assembly and on noticeboard / website. Use of resources in lessons and clubs. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 15.1% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| Engage in the school games competition programme. | <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. | £2700 | <ul style="list-style-type: none"> • Attendance at Level 2 school games competitions – Gymnastics, Quad Kid athletics, Cycling? • Attain Bronze School games mark. • Noticeboards, Twitter, school website, newsletter with updates on sports competitions. | |
| Engage in the local authority Schools 500 games event. | <ul style="list-style-type: none"> • Add school 500 games events into the school diary. • Enter competitions when invitations are received. • Book transport • Attend event • Promote outcomes after event | | <ul style="list-style-type: none"> • Promotion of event on School social media, website, newsletters, noticeboard. • Attendance of events at School 500 games. • Included in PE celebration assembly. | |
| 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. | |