



Evidencing the Impact of Primary PE and Sport Premium 2018-19

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:
<ul style="list-style-type: none"> School Games - Gold Award 2017-18 Fully inclusive competition calendar Working closely with Birchwood High School to provide extracurricular enrichment sports activities at the high school Decrease in the amount of inactive children in KS2 Increased leadership opportunities for children in lessons and at break and lunchtimes Established successful 'child-led' initiatives: Sports Crew, Playground friends, Change 4 Life crew Staff training in whole school 'real PE' scheme and online Jasmine resource. Daily mile has been established. 	<ul style="list-style-type: none"> Develop the daily mile within school so it becomes an integral part of the school day Implement additional swimming lessons for children who have not met KS2 expectations Continue to support and train staff in the delivery of PE to ensure lessons are at least 'good' Continue to challenge the inactive children to participate in physical activity

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19		Total fund allocated: £18,561		Date Updated: July 2019	
		Spent: £18,360			
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:
					16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> Continue to monitor activity levels of pupils and target the inactive to attend C4L or engage in PGF to promote lifelong participation. Ensure extracurricular provision is broad and varied to attract more pupils. Ensure SSOC receive appropriate training and mentoring to enable them to organise competitions. C4L leaders to involve least active. Replenish resources. 100 Mile challenge Monitor the impact of 30:30 through the activity heat map tool; LR to receive training Employ a play leader to engage the identified least active children at break and lunch times 	<ul style="list-style-type: none"> All pupils to be active for at least 30 minutes a day. 90% of pupils to engage in extracurricular sport. SSOC receive training and are responsible for organising lunch time competitions C4L club for inactive. Play leader to engage the identified least active children at break and lunch times 	£3000	<ul style="list-style-type: none"> Summer heat maps show that children are active for at least 30 minutes per day in lessons. School Sports Organising Crew received training from Livewire and now regularly organise competitions, increasing competition at lunch times. C4L crew have been trained in organising physical games and activities and run a lunchtime club - 23% of identified inactive children are now engaged in extracurricular clubs. 	<ul style="list-style-type: none"> Ensure Y5 young leader are effectively trained to enable them to take on mentioned roles next academic year. Introduce go –noodle energizers to increase physical activity during lessons. Make available an indoor space to provide children with indoor physical activities at lunch time. Pupil questionnaire in Autumn 1 to ensure their preferences are considered when organising extracurricular sports and games. 	

Key indicator 2: The profile of PE and School Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				44%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Celebration assemblies to promote effort and success in PE and School Sport. • Sports newsletters to be issued each term to note individual and team successes in sport. • Young Leaders (Sports Crew, Playground Friends and Change 4 Life) to wear recognisable caps at break and lunchtime. • Pupils to blog on the School Games website about intra-competitions • Continue to utilise the house point system to hold theme days where children across the school are able to compete with one another in a range of activities which incorporate the SSG and SMSC and British values. • House captains to promote sport and organise competitions. • Yoga classes to promote positive mental health and wellbeing. 	<ul style="list-style-type: none"> • Children will appreciate the values of sport and fair play. They will gain a positive attitude to sport and embrace the entwined SMSC and British values, • Pupils will understand the impact a healthy lifestyle has on their physical and mental wellbeing • DM appointed as health and wellbeing lead. • Source a qualified yoga instructor to work with the children • Hold a house captain election Provide young leaders with caps • Teach young leaders how to blog on the school games website and ensure it is kept up to date 	£8110	<ul style="list-style-type: none"> • Children have a good understand the impact of a healthy lifestyle on mental wellbeing. This has been achieved through providing extra-curricular activities with this focus, such as yoga and meditation. • Pupils have blogged on the School Games website about competitions that they have attended. • Various house days have been held across the year and were successful in enabling the children to embrace the SSG. SMSC and British Values. • PE has a has a high profile in school. • Children are proud to represent the school in competitions and demonstrate fair play in doing so. 	<ul style="list-style-type: none"> • Utilise twitter to promote sports competitions and children's achievements in school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure staff are fully trained and supported with delivery of PE within school. Ensure a consistent approach to planning and assessment is embedded throughout the school-consistently high expectations of all pupils. PE lead to attend network meetings 	<ul style="list-style-type: none"> PE subject Leader to support staff that require assistance in areas of PE teaching through observation and team teaching, as necessary. CPD opportunities to be offered to staff as appropriate to improve outcomes for children. Teaching is at least 'good' Staff develop confidence in assessing and tracking progress of pupils in real PE. The vast majority of pupils make expected progress. G&T pupils identified and activities adapted as necessary. 	£3000	<ul style="list-style-type: none"> All PE lessons observed were at least 'good' and demonstrate the appropriate level of challenge for SEN and G&T pupils. The vast majority of pupils make expected progress in PE. LR received training on increasing activity in school and has utilised this to engage inactive children at lunch times. 	<ul style="list-style-type: none"> Continue to work with the local (Livewire) support package to ensure the development of PE and School Sport is sustained.
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:
<ul style="list-style-type: none"> Further develop young leaders through the Go Leaders initiative. Continue to review lunchtime provision (Playground Friends) to ensure it is fully inclusive and a wide range of developmental opportunities are offered. Continue to monitor attendance and participation in clubs to ensure SEN/GT and PP are included. Offer a wider range of clubs and extracurricular opportunities 	<ul style="list-style-type: none"> Young leaders to organise competitions and peer coach. C4L leaders to continue to engage the least active. Develop SSOC. All children to have access to a wider variety of extracurricular activity. Further develop competitive opportunities for SEN pupils 	£1000	<ul style="list-style-type: none"> A fully inclusive competition calendar has ensured all KS2 SEN pupils have participated in sports activities/competitions this year. A wider range of competitive opportunities, such as Kin-Ball, cycling, athletics and archery has engaged more pupils. 	<ul style="list-style-type: none"> Develop club links Invite local clubs to deliver assemblies and to develop community links and broaden opportunities offered to the children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Livewire and WaSSP membership: access to training, support and competitions throughout the year. • Continue to develop links with local schools and clubs to ensure all children participate in level 1 and 2 competitions. • Attend cluster competitions. • Identified GT children provided with suitable competitive opportunity. • Maintain the standard for the SSG gold mark and hold a school games day incorporating the associated values. • Monitor children participating in competitions to ensure all children have an equal chance of participating. • Ensure competitive opportunities are planned into PE lessons. • Actively promote competitions for SEN pupils. 	<ul style="list-style-type: none"> • All pupils to have access to competitive opportunities within lessons. • At least 60% KS2 to have a leadership role at lunchtime/playtime during the year. • 70% KS2 pupils to compete (inter) • 95% KS1 & 2 compete at intra games. • Pupils uphold Olympic values when competing and appreciate the value of competition. • Actively encourage children who are inactive to compete • Replenish depleted competition kits 	£3250	<ul style="list-style-type: none"> • Greater number of competitions entered over the year • 82% Upper KS2 children have held a leadership role at break/lunchtime • All KS1/2 pupils have competed in intra games • 75% KS2 pupils have competed in intra competitions 	<ul style="list-style-type: none"> • Target children who have not participated in competitions this year and encourage them to compete next year.