



# PE & Sport Premium Action Plan and Impact Report 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:
<ol style="list-style-type: none"> <li>1. Build upon CPD already taken place for staff to ensure highest quality outcomes for our children</li> <li>2. Further develop curricular, sports clubs and additional competitive sports opportunities</li> <li>3. Develop assessment in PE across the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Build upon and extend PESSPA Professional Development for staff to ensure highest quality outcomes for our children</li> <li>2. Develop the 30 minutes a day programme to ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school including the Young Leader training and activity Programme</li> <li>3. Further develop and extend additional competitive sporting and physical activity opportunities currently available for all children</li> <li>4. Provide training for Young Leaders and develop our Active Playground Programme</li> </ol>

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?	82%
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?	82%
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?	82%
Schoolscanchoosetouse the 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?	No

## Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our Whole School Improvement Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement.

Please now find below our Key Priorities from our Whole School Improvement Plan (2018- 2019). This is then followed by our PE and Sport Premium Action Plan (2018-19) with a column linking the two Plans together.

### Partney Church of England (Aided) Primary School: School Improvement Plan (SIP) (2018-19)

#### Key Priorities:

1. Leadership and Management
2. Quality of Teaching and Learning
3. Personal Development, Behaviour and Welfare
4. Reasoning Skills in Maths and Vocabulary

## 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: £16,590		Date Updated: 26/10/18	
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:
					%
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	Key priority 1	<p><b>1. 30 Minutes a Day</b></p> <p><b>Support to include:</b></p> <ul style="list-style-type: none"> <li>Work with Allison Consultancy to plan an audit and review of the present whole school timetable and curriculum to include opportunities for further physical activity to support and meet the 30 Minutes a Day requirements</li> <li>Use the new 30 minutes a day resource from Allison Consultancy to audit current provision, establish a base-line and identify areas of need / gaps in provision</li> <li>Produce strategic Map of 30 Minutes a Day provision and identify additional strategies, resources and programmes to develop 30 Minutes a Day across the school</li> <li>Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</li> <li>Engage providers to meet need</li> </ul>	(See cost in Section 3 below)	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>30 Minute a Day audit complete</li> <li>30 minutes a Day activity timetabled in for every class</li> <li>All programmes in place and children engaging on a regular basis</li> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>Active Playground training taken place and Programme in place</li> <li>JB Adventures Sessions taken place</li> <li>Participation Registers</li> <li>PE, School Sport and Physical Activity (PESSPA) noticeboard updated</li> <li>Pupil voice surveys</li> <li>Staff voice</li> <li>Equipment purchased</li> <li>New Active Playground Co-ordinator</li> <li>License purchased for Maths of The Day</li> </ul> <p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>Children upskilled and using new Leadership and communication skills</li> <li>Young Leaders trained and additional lunch-time healthy activities introduced</li> <li>Increased awareness of the wide range of</li> </ul>	
	Key Priority 4	<p><b>2. JB's Adventures</b></p> <ul style="list-style-type: none"> <li>Engage JB's to provide additional physical activity opportunities</li> <li>Purchase EYFS/KS1 Adventures with JB</li> </ul>	(See cost in Section 3 below)	<ul style="list-style-type: none"> <li>Children upskilled and using new Leadership and communication skills</li> <li>Young Leaders trained and additional lunch-time healthy activities introduced</li> <li>Increased awareness of the wide range of</li> </ul>	

		<p>Sports next year to encourage healthy lifestyles starting from younger age</p> <ul style="list-style-type: none"> <li>• The JB adventure series is 6 different books, designed as a cross-curricular</li> <li>• 6 x Days over the year</li> <li>• P.E resource aimed at EYFS and KS1 pupils to improve their physical literacy.</li> <li>• Each book focuses on a different area of the P.E curriculum. The books are not only a fun and imaginative way to engage all pupils in P.E, but are also a great way to develop pupils' interest in literacy.</li> </ul>		<p>different types of healthy activity available</p> <ul style="list-style-type: none"> <li>• Increased opportunities for healthy activity available</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for health</li> <li>• Improvement in sense of health and well-being</li> <li>• Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>• Increased number of children participating in school clubs</li> <li>• New structured Active Playground, lunch-time programme in place providing more activr opportunities</li> </ul>	
	Key priority 3	<p><b>3. Allison Consultancy to provide Active Playground Training to promote new activity opportunities at lunch-times</b></p> <ul style="list-style-type: none"> <li>• Training for Young Leaders</li> <li>• Training for Lunchtime Supervisors.</li> <li>• One to one session for the Active Playground Co-ordinator - develop their role across school to support healthy, physical activity</li> <li>• They will lead lunch-time activity 4 x lunch-times per week</li> <li>• Meeting with Headteacher to look at equipment and storage</li> </ul>	(See cost in Section 3 below)	<ul style="list-style-type: none"> <li>• Children are accessing structured, healthy physical activity at lunchtimes.</li> <li>• Fitness levels for all, but with a particular focus on the less active children, will increase.</li> <li>• The 30 minutes a day will mean children get a change in their focus and concentration will increase during lesson times.</li> <li>• EYFS children engaging in physical activity and developing an interest in literacy and their literacy skills at the same time</li> <li>• Children gaining a better understanding of different areas of the PE Curriculum through active listening and movement as part of JB Adventures Programme</li> <li>• EYFS children developing physical literacy</li> <li>• Children engaging in healthy, physical activity within other curriculum subjects e.g. Maths</li> </ul>	
	Key Priority 4	<p><b>4. Maths of The Day</b></p> <ul style="list-style-type: none"> <li>• Purchase License</li> <li>• Maths Lead to implement and embed across the school</li> <li>• Staff to be trained</li> </ul>	£654 for annual license		
	Key Priority 4	<p><b>5. Targeting non-engagement</b></p> <ul style="list-style-type: none"> <li>• Purchase and implement PE Staff Handbook from Allison Consultancy</li> <li>• Familiarisation with the Staff PE Handbook</li> <li>• Review and development of bespoke content to meet the school's needs</li> <li>• Look at strategy for sharing and implementing the resource with staff across the school</li> <li>• Prepare copies for everyone involved in delivering PE, School Sport and Physical Activity (PESSPA)</li> </ul>	£100	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Staff Handbook purchased and introduced</li> <li>• Quality Assurance of participation</li> <li>• Templates and whole school data</li> </ul> <p><b>Impact for Staff</b></p> <ul style="list-style-type: none"> <li>• More effective subject leadership</li> <li>• All staff employing best, safe practice and procedures for with their children</li> <li>• Greater understanding of class data collection and tracking of non engagement</li> <li>• PE lead has greater understanding of whole-school participation and can target and</li> </ul>	

		<ul style="list-style-type: none"> <li>• Handbook contains procedures for all staff to follow including registers and participation templates to use</li> <li>• Review participation registers to identify non-participants</li> <li>• Pupil voice to identify reasons for non-participation</li> <li>• Offer some extra opportunities</li> <li>• PE Lead to monitor each class to make sure non-participants are tracked</li> </ul>		<p>implement intervention strategies</p> <p><b>Impact / Outcomes for Children</b></p> <ul style="list-style-type: none"> <li>• Consistent, best practice and procedures applied across all classes</li> <li>• Safe practice for all children</li> <li>• Targeted support and opportunities for children not traditionally engaging</li> </ul>	
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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:
					%
School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. <b>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</b>	<p>Key Priority 1</p> <p>Key Priority 3</p>	<p><b>1. Values and Attitudes</b></p> <ul style="list-style-type: none"> <li>Further develop PESSPA Values and link to and embed into whole school Values</li> <li>Encourage a positive attitude to healthy physical activity through fun, engaging opportunities</li> <li>Re-inforce the Values through new kit for school teams emphasising proud to belong as part of the team and represent the school as role models</li> <li>Link presentation of teams within competition to be enhanced (linked with Presentation Policy and School Uniform Policy)</li> <li>Activities linked to School Values to be explicit in PE sessions and competitions e.g. printed on kit! Emphasised by coach and teacher.</li> <li>Children involved in designing new kit</li> </ul>	School budget	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>30 Minutes a Day Programme and resources in Place</li> <li>Active Playground Training complete</li> <li>Revised 2018/19 template used, linked to whole-school priorities and uploaded to website</li> <li>Staff and Pupil Voice</li> <li>New kit</li> <li>MOT Training taken place</li> <li>Competition Programme Summary</li> </ul> <p><b>Impact on Staff</b></p> <ul style="list-style-type: none"> <li>Greater understanding of how PE &amp; Sport Premium and 30 Minutes a Day Programme can support achievement of whole-school priorities and outcomes for children</li> <li><b>Greater understanding of how PE &amp; Sport Premium is linked to our School Values and the importance of attitude and working alongside the coach to support the promotion of the two within PE (Staff voice and assessment package).</b></li> <li>Clear understanding of how PE lessons can promote health benefits and positive behavior and how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity</li> </ul> <p><b>Leading to the following Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>Enhanced attitude to PESSPA</li> <li><b>Enhanced understanding of how participation impacts positively on personal behaviour, safety and welfare.</b></li> </ul>	
	<p>Key Priority 1</p> <p>Key Priority 3</p>	<p><b>2. Ensure PE and Sport Premium Plans are embedded within and inform the Whole-School SIP</b></p> <ul style="list-style-type: none"> <li>Work with Allison Consultancy to review, plan and meet the requirements of the PE &amp; sport premium funding</li> <li>Link this years' actions and outcomes to whole-school priorities.</li> <li>PE Lead to ensure PE and Sport Premium Plans continue to strategically link to whole-school priorities</li> <li>E.g. Link to Food Team Presentation</li> </ul>	<p>(See Costs in Section 3 below)</p> <p>(School Budget)</p>		

	Key Priority 3	<p><b>3. 30 Minutes a Day and Active Playground Training</b></p> <ul style="list-style-type: none"> <li>• Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects (see Section 1 above)</li> <li>• Training for Active Playground Young leaders (Section 1 above) – develops transferable leadership and team-building skills and qualities</li> </ul>	(See Costs in Section 3 below)	<p><b>E.g. behaviour within school is also key to represent school in teams. (notion of 'commitment')</b></p> <ul style="list-style-type: none"> <li>• More sustainable opportunities embedded across the school</li> <li>• Children upskilled and using new, transferable Leadership and communication skills</li> <li>• Young Leaders trained and additional lunch-time healthy activities introduced</li> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for health</li> <li>• Improvement in sense of health and well-being</li> <li>• Children engaging in healthy, physical activity within other curriculum subjects e.g. Maths</li> <li>• Enhanced engagement in other curriculum lessons</li> <li>• Improved attendance, concentration and behaviour</li> <li>• Personal and social development</li> <li>• Children involved in more regular, healthy, sustained, vigorous physical activity in PE</li> <li>• Improved quality in teaching and learning in PE for all children</li> <li>• Pupils developing enhanced Fundamental movement skills</li> <li>• Improved challenge and engagement for all pupils</li> <li>• Reduced behavioural problems</li> <li>• Improved engagement in PE lessons and enhanced development of personal and social skills <ul style="list-style-type: none"> <li>• Experience of competition against self and others</li> <li>• Experience and understanding of rules and scoring systems</li> <li>• Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</li> <li>• Experience of the feeling of achieving their best</li> <li>• Experience of gaining awards and certificates and the feelings of achievement</li> <li>• Sense of belonging</li> <li>• Transferable skills to support learning across the school</li> </ul> </li> </ul>	
	Key Priority 3	<p><b>4. Extend the competition opportunities for all children so more children engaged in and experience competition</b></p> <ul style="list-style-type: none"> <li>• Work with Allison Consultancy</li> <li>• Introduce an inclusive, in-school, sport and physical activity competition that supports the development of many transferable skills including teamwork, working together, leadership, planning and evaluating etc</li> <li>• All staff to include a mini competition in lesson 6 of a minimum of two units of work over the year</li> </ul>	(See Costs in Section 3 below)		
	Key Priority 4	<p><b>6. JB's Adventures &amp; Maths of The Day</b></p> <p>See Section 1 above</p>			

				<ul style="list-style-type: none"><li>• Understanding of the importance of diet and exercise for a healthy body and mind</li><li>• Understanding of healthy options</li><li>• Understanding of how to improve their physical and mental well-being through physical activity</li><li>• EYFS children engaging in physical activity and developing an interest in literacy and their literacy skills at the same time</li><li>• Children engaging in healthy, physical activity within other curriculum subjects e.g. Maths</li></ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	Key Priority 2	<p><b>1. Purchase JB Sports Coaching Membership and engage a JB's Sports Coach to work alongside and provide in-school support for staff</b></p> <p><b>Provide CPD in key P.E curriculum areas. Support to include:</b></p> <ul style="list-style-type: none"> <li>• Coach working alongside teachers with the children to plan and deliver high quality sessions</li> <li>• Coach to be available to whole school for PE support.</li> <li>• Coach providing regular lesson planning and CPD for teachers.</li> <li>• Coach providing Mentoring scheme for TA</li> <li>• Each year group to receive 6 weeks' worth of CPD per term in key areas of the P.E curriculum</li> <li>• Bring additionality by extending the PE curriculum to include more non-traditional activities</li> <li>• Includes Mentoring Programme (Derek mentoring Mike who will in turn be able to support other staff)</li> <li>• Use PE Learning Walk sheets to quality assure teaching and learning in PE</li> <li>• Include some paired observations to support moderation, quality assurance and sustainability</li> </ul>	£5,540	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Membership purchased</li> <li>• Planning bank of resources from coaches extended</li> <li>• All In-school training taken place</li> <li>• Lesson Plans</li> <li>• Lesson Observation / Learning walks</li> <li>• Discussions with staff / Staff Voice</li> <li>• Discussions with children</li> </ul> <p><b>Impact on staff :</b></p> <ul style="list-style-type: none"> <li>• Improved confidence in planning and teaching high quality PE lesson</li> <li>• More effective planning skills including clearer progression of skills and knowledge in a range of PE curriculum areas</li> <li>• Teacher have access to high quality plans fo follow up work</li> <li>• Increased sustainability as planning is being left in school by JB coaching for the staff.</li> </ul> <p><b>Leading to the following Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>• Improved quality in teaching and learning in PE for all children</li> <li>• Children involved in more effective PE lessons</li> <li>• Improved quality in teaching and learning in these a range of PE curriculum activity areas</li> <li>• Increased pupil progress in PE</li> <li>• Improved challenge and engagement for children in PE</li> </ul>	

	<p>Key Priority 1</p> <p>Key Priority 2</p>	<p>2. Allison Consultancy to plan and deliver Professional Learning Sessions and provide Resources for PE &amp; School Sport</p> <p><b>Professional Learning</b> (Not necessarily in order of delivery)</p> <p><b>Session 1:</b> (5/10/18 &amp; 25/10/18)</p> <p><b>Strategic Support for the Headteacher / PE Lead</b></p> <p>(Half-Day in-school + remote write up session)</p> <p><b>Support to include:</b></p> <ul style="list-style-type: none"> <li>• 'Pre-Ofsted' review of website prior to visiting school completed by consultant</li> <li>• Updating of information required to meet Conditions of the Grant funding</li> <li>• Review and development of 2017/18 PE &amp; Sport Premium Action Plans using new, national template</li> <li>• Development and write up of 2018/19 Action Plan</li> </ul>	<p>£1,500</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Training taken place</li> <li>• Action Plans updated onto new template</li> <li>• New template on website</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>• More effective subject leadership</li> <li>• Increased awareness of the new national PE &amp; Sport Premium Web Reporting and Action Plan Template</li> <li>• Greater understanding of Ofsted and DfE requirements in relation to PE and School Sport Premium</li> <li>• Clearer understanding of what needs to be done / key priorities and actions to ensure compliance</li> <li>• Clearer understanding of the updated National Outcome Indicators</li> <li>• A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>• Effective use of the funding leading to enhanced PE, School Sport and Physical Activity provision and opportunities for children</li> <li>• Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children</li> </ul>	
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	Key Priority 2	<p><b>Session 2: (12/11/18)</b></p> <p><b>Active Playground Training</b></p> <ul style="list-style-type: none"> <li>• Training for Young Leaders</li> <li>• Training for Lunchtime Supervisors.</li> <li>• One to one session for the Active Playground Co-ordinator - develop their role across school to support healthy, physical activity</li> <li>• They will lead lunch-time activity 4 x lunch-times per week</li> <li>• Meeting with Headteacher to look at equipment and storage</li> </ul>		<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Training taken place</li> <li>• Active Playground Programme in place</li> <li>• Participation Registers</li> <li>• Reduction in referrals in 'Pink Fizzy Book'</li> </ul> <p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>• Children upskilled and using new Leadership and communication skills</li> <li>• Young Leaders trained and additional lunch-time healthy activities introduced</li> <li>• Children are accessing structured, healthy physical activity at lunchtimes.</li> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for health</li> <li>• Improvement in sense of health&amp; well-being</li> <li>• Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> </ul>	
	Key Priority 2			<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Training taken place (4/1/19)</li> <li>• Records of observations</li> <li>• Discussion with staff</li> <li>• Lesson Observation Templates and Ofsted Descriptors for PE in place</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>• Staff across the school planning and delivering higher quality PE lessons</li> <li>• A consistency in approach by all staff</li> <li>• Improved confidence in teaching good and outstanding PE lessons</li> <li>• Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity</li> <li>• More effective planning skills including clearer differentiation within lessons</li> </ul>	
	Key Priority 2	<p><b>3 x Twilight Network Meetings</b></p> <ul style="list-style-type: none"> <li>• For the Headteacher / PE Lead</li> <li>• Network with other local schools</li> <li>• Led by Allison Consultancy</li> </ul>		<p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>• All children across the Academy are involved in more effective PE provision</li> </ul>	

				<ul style="list-style-type: none"> <li>All children involved in healthy, vigorous physical activity in PE</li> <li>Improved challenge and engagement for all pupils</li> <li>Leads to greater pupil progress and attainment in PE against national, age-related expectations</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Attendance at meetings</li> <li>New strategies and Resources introduced</li> </ul> <p><b>Impact for Staff</b></p> <ul style="list-style-type: none"> <li>Headteacher / PE Lead has enhanced knowledge and understanding and increased resources and contacts in PE</li> <li>Headteacher / PE Lead upskilled to lead the subject and support staff across the school</li> </ul> <p><b>Impact / Outcomes for Children</b></p> <ul style="list-style-type: none"> <li>Leading to enhanced provision for all children within PE and Sport</li> </ul>	
	Key Priority 2	<p><b>3. Support from Internal PE TA</b></p> <ul style="list-style-type: none"> <li>Working alongside Class 1 -2 teacher</li> <li>1 x lesson per week for whole year</li> </ul>	<p><b>£9,000</b></p> <p>(Also covers work delivered in Sections 1, 3, 4 and 5)</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Training taken place</li> <li>Lesson Plans</li> <li>Lesson Observation</li> <li>Learning walks</li> <li>Staff Voice</li> <li>Discussions with staff</li> </ul> <p><b>Impact on staff :</b></p> <ul style="list-style-type: none"> <li>Improved confidence in teaching good and outstanding PE lessons</li> <li>More effective planning skills including clearer progression of skills and knowledge in these areas</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>Children involved in more effective lessons in these areas</li> <li>Improved quality in teaching&amp; learning in PE</li> <li>Increased pupil progress in PE</li> <li>Improved challenge and engagement for children in PE</li> </ul>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					%
School focus with clarity on intended <b>impact on pupils:</b>	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Increase the range of activity opportunities outside of the curriculum in order to get more pupils involved.</p>	<p>Key Priority 3</p> <p>Key Priority 3</p>	<p><b>1. Engage Premier Sports to provide non-traditional activities</b></p> <ul style="list-style-type: none"> <li>Provide three days of non-traditional sportse.g Tri-Golf</li> </ul> <p><b>2. Engage JB's Sports</b></p> <ul style="list-style-type: none"> <li>Provide additional activities after school on Thursdays</li> </ul> <p><b>3. Clubs led by Young Leaders</b></p> <ul style="list-style-type: none"> <li>Year 5 Leaders to be identified to run new sports clubs next year (2018/19) using equipment bough e.g. Boccia, New Age Kurling, equipment for outdoor breaks.</li> <li>Active Playground Programme</li> <li>Pupil Voice suggests that the children pick a sport they would like to do for the clubs – can get leaders/School council and involved in this and TA to co-ordinate</li> <li>Boccia – breaktime competition</li> </ul> <ul style="list-style-type: none"> <li>Staff to be supported to use existing equipment</li> </ul>	<p>(See costs in section 3)</p> <p>(See costs in Section 3)</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Sports Clubs / Physical Activity Timetable</li> <li>Active Playground Programme in place</li> <li>Participation Registers</li> <li>New equipment purchased and used</li> <li>Widened range of healthy activity opportunities</li> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>Discussions with children / Pupli Voice</li> <li>Data collection templates</li> </ul> <p><b>Impact / Outcomes for Children</b></p> <ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activity available</li> <li>Increased opportunities for healthy activity available</li> <li>Increased engagement in exercise</li> <li>Increased understanding of the benefits of exercise for health</li> <li>Improvement in sense of health and well-being</li> <li>Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>Increased number of children enjoying taking part in school clubs</li> <li>Equipment more exciting and engaging for children</li> <li>Additional opportunities for children to engage with physical activity</li> <li>Increased number of children participating in school clubs</li> <li>Widened range of healthy activities developed</li> </ul>	

		<b>4. Data Collection</b> <ul style="list-style-type: none"><li>• Use new data collection templates from Allison Consultancy to track, monitor and evidence impact</li></ul>			
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Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					%
School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	Key Priority 3	<p><b>Participate in an increased range of competitive Opportunities against self and other</b></p> <p>Review curricular and extra-curricular programme and identify competitive opportunities in school and between schools. Competitive opportunities to include the following:</p> <p><b>1. SGS Competition Programme</b></p> <ul style="list-style-type: none"> <li>• Purchase Silver Package</li> <li>• Enter competition programme</li> <li>• Build on quality skills from this year</li> </ul> <p><b>2. Premier Sport Competition Programme</b></p> <ul style="list-style-type: none"> <li>• Purchase Competition Programme</li> <li>• Intra-school sports</li> <li>• 1 competition per term</li> </ul> <p><b>3. JB's Sport Competition</b></p> <ul style="list-style-type: none"> <li>• Engage JB's to organize and deliver Tag Rugby competition</li> </ul> <p><b>4. Competition led by Internal PE TA</b></p> <ul style="list-style-type: none"> <li>• PE TA to organise and lead on range of in-school competitions</li> <li>• Organise local 'friendly' matches with neighbouring schools</li> </ul>	<p><b>£600</b> Transport</p> <p><b>£250</b></p> <p><b>£450</b></p> <p>Costs Included in Section 3 above</p> <p>Costs Included in Section 3 above</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Competition Programme Summary Sheet</li> <li>• Competition Programme expanded</li> <li>• PE Units of Work developed to include competitive opportunities</li> <li>• New Sports and physical activity competitive opportunities in place</li> <li>• Participation Registers</li> <li>• Resources to plan and deliver programme</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>• Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons</li> </ul> <p><b>Leading to the following outcomes <u>accessible by all children.</u></b></p> <p><b>Increased pupil:</b></p> <ul style="list-style-type: none"> <li>• Experience of competition against self and others</li> <li>• Experience and understanding of rules and scoring systems</li> <li>• Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</li> <li>• Confidence</li> <li>• Enjoyment of sport across the school</li> <li>• Opportunities to participate in a wider variety of activities</li> <li>• Awareness of the importance of physical activity and health</li> <li>• Socialisation with other children from other schools / backgrounds</li> <li>• Experience of sense of well-being and the feeling of achieving their best</li> <li>• Positive attitude to sport and competition</li> <li>• Development of transferable personal and social skills</li> </ul>	

		<p><b>5. Inclusive, In-school Sports Competition Programme</b></p> <ul style="list-style-type: none"> <li>• Work with Allison Consultancy to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive, are increased, and available to all</li> <li>• Consultant to work with Headteacher / PE Lead to plan this programme</li> <li>• Review curricular and extra-curricular programme and identify competitive opportunities</li> <li>• Extend competitive opportunities within the PE Curriculum itself so competition becomes more inclusive are increased and available to all</li> <li>• Ensure that all staff carry out their own mini competitive activity at the end of a minimum of two units of work over the year</li> <li>• Engage children with pupil voice to identify interests and barriers to engagement</li> <li>• Offer programme across age range for boys and girls</li> </ul>	<p>Costs Included in Section 3 above</p>	<p><b>(See Evidence and Impact statements above)</b></p>	
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1. Additional Outcomes and benefits of the funding					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Raise awareness of the benefits of PE & Sports Premium funding and increased opportunities for children	Key Priority 1	<p><b>1. The School Website</b></p> <ul style="list-style-type: none"> <li>Update the Sports section on the School website to share Vision, achievements, participation, events and photographs.</li> </ul> <p><b>2. The School Council</b></p> <ul style="list-style-type: none"> <li>Use School Council to promote and record attitudes and health awareness</li> <li>School Council Minutes</li> <li>Reporting School Council minutes to Parents and children in Golden assembly will raise the profile of awareness of obesity, smoking and other activities that undermine pupils' health.</li> <li>Employ expert advice to evaluate the school's current provision strengths and areas for development (Partnership)</li> <li>Employ evaluation tools to measure and monitor progress and impact (Tracker)</li> </ul>	Internal Budget	<ul style="list-style-type: none"> <li>Audit of website complete</li> <li>All DfE requirements met through partnership work with Allison Consultancy</li> <li>Pupil Voice run through School Council</li> <li>Awareness raised with children, staff, Trust, parents and carers</li> <li>Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding</li> <li>Develops a sense of achievement across the school</li> <li>Increase level of expectation for updating website – e.g. photos, reports and impact reports to consistently communicate our level of participation and enjoyment in PE and Sports, raising awareness in Governors, parents and carers and developing sense of achievement for children in School.</li> </ul>	