

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2020: | Areas for further improvement and baseline evidence of need: |
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| <p>We have seen an increased participation in a range of sports which children had identified as ones they would like but had limited access in school.</p> <p>Rugby has seen a large increase in focus across school with delivery of lessons from Mowden Park. The success was obvious as the school were victorious in the regional tournament. This has also opened up signposting to local rugby clubs.</p> <p>Gymnastics was also identified by children as an area they would really like to explore. All years have received coaching throughout the year and we will be attending our first gymnastics tournaments in the new year.</p> <p>As a school, we have listened to what children want to participate in and tried our best to achieve this. Children have taken part in sports such as Lacrosse and New Age Kurling as a result.</p> <p>All children from reception up to year 6 had an opportunity to access sporting festivals or competition.</p> | <p>We have identified an opportunity to use sport to improve school life for targeted children throughout the school. The lack of outdoor for children in our school decreases through their school life and they are not doing this at home. We are going to set aside an area outside to allow children to experience play and also learn new skills.</p> |
| Meeting national curriculum requirements for swimming and water safety. | |



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 pupils today and for the future.

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 100% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 |

| Academic Year: 2019/2020 | Total fund allocated: £18318 | Date Updated:31.3.20 | | |
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| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | 16 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Our target this year is to provide children with the opportunity for a minimum of 30 minutes exercise per day in school. Not only this we want them to be motivated to this and explain the benefits behind doing this. | Registration for School Sports Partnership. | £1920 | The partnership provide us with up to date information and resources. We are still using active classroom techniques from 2018 training. Our sports councillors have taken part in training to increase sporting activity throughout school. | Children who are trained as sports leaders will be able to use these skills for the rest of their life. The school will continue to have successful sports leaders as the Y6 children will train Y5 children. |

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| We want our children to be able to independently select ways to achieve 30 minutes. | Sports council training, equipment and delivery. | £750 | Children have been proactive in ensuring break and lunchtimes are fully active within the school. They have tracked classes to ensure all classes are active for at least half an hour a day. | Hula Hooping will be provided throughout year for children to take part in an activity they enjoy. |
| | Hoopstarz day for children to learn how to hoola hoop effectively. | £240 | Children are provided with hoops throughout break and lunchtimes along with 15minutes per lessons in day. All classes from nursery to Y6 take part in hooping. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | 20 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| <p>As a school we have identified that children need to improve their resilience and will use P.E. to show this.</p> | <p>African dance workshop to celebrate Black History Month.</p> | <p>£550</p> | <p>Children were able to explain how dance is different in another culture. Lessons on African history were supported by this.</p> | <p>Children have shown an increased level of resilience since visits from the Marines. We hope to use these as a basis to keep resilience up throughout the years.</p> |
| <p>Where possible, we will use P.E to support lessons in other areas, one possibility is a river walk.</p> | <p>Mini Marines 2 day event.</p> | <p>£2955</p> | <p>Children learnt from the Marines the importance of resilience and working as a team. They will use this in all aspects of work.</p> | <p>Orienteering has been timetabled into junior P.E. curriculum to help support Geography.</p> |
| | <p>Whole school healthy living day.</p> | <p>£480</p> | <p>Visits from a range of clubs around the county to introduce children to sports and activity to support living healthily.</p> | |
| | <p>CLOK – deliver orienteering classes to Lower Juniors</p> | <p>£200</p> | <p>Children were taught how to read a map correctly in order to take part in orienteering. This has improved their</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|---|
| | | | | % |
| Intent | Implementation | | Impact | 18 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| At the beginning of every school year we audit staff members and plan training and lessons accordingly. This will be an important year to get correct as there is a bigger turnover of staff than normal. | Tag Rugby sessions for children with teacher support. | £1534 | All teachers in KS2 have had a half term to observe a skilled rugby coach run P.E. sessions. This has had an impact in not only the skills of the staff but children also. The evidence of this is from when Y6 attended rugby competition with a staff member and won. A first for the school. | Staff have suggested they are now confident in what were identified as their weakest areas. They will now be expected to deliver these sessions in years to come. Orienteering is now part of the school curriculum. |
| | Gymnastics sessions | £1260 | All staff members, by the end of the year, will have a chance | |

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| | | <p>to observe a gymnast deliver gymnastics sessions.</p> <p>Children are now trained to be able to participate in gymnastics competitions in the next few years.</p> | |
| | CLOK after school club training | £280 | Staff members identified teaching of Orienteering to be a concern. CLOK delivered a staff meeting to show staff how they can deliver this. Staff are now confident and orienteering is part of the curriculum. |
| | P.E planning subscription | £258 | The P.E planning subscription allows for a consistent approach to P.E throughout the school. |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | Percentage of total allocation: |
| | | | % |
| Intent | Implementation | Impact | 15 |

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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Throughout this school year we are going to use pupil voices to listen to what children want to take part in. We will then deliver lessons and equipment to support this as a result. | Equipment and resources for rugby, gymnastics, orienteering and lacrosse to be taught effectively. | £100 | Children have a range of new sports to try. Signposting available for these new sports. A large increase within school for children taking part in rugby. | Equipment for a range of new sports are available to timetable into the curriculum. Lacrosse a particular success. |
| | New Age Kurling and other SEND appropriate sports. | £280 | SEND children have a sporting competition they can organise. These also help ensure they achieve their 30 minutes activity per day. | Equipment bought to allow SEND children to access sports and take part in competitions. |
| See Key indicator 3 to see impact of rugby and gymnastics focus. | | | | |

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| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
| | | | % |
| Intent | Implementation | 8 | 23 |

| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
|--|--|--------------------|---|--|
| <p>As children within the school get a high-quality P.E education in a range of different subject areas, we think it is only fair that they get to test themselves in a competitive setting. By the end of Y6, our aim is to have every child take part in at least one competition.</p> <p>In order to help the children, and develop staff members further, we will send staff trained in each area in order for them to see how a competition is organised.</p> | <p>Travel for children to attend competitions and festivals.</p> | <p>£1257.50</p> | <p>This year, children have attended a wider range of sports than they ever have. All Y6 children have attended at least one event.</p> | <p>Staff members are able to deliver lessons that are focussed towards competition for our high achievers.</p> <p>Children who are identified as skilled will be signposted to a local club to help develop their skills even further.</p> |
| | <p>Supply bookings to allow children to attend competitions and festivals with different teachers.</p> | <p>£247.50</p> | <p>Staff members who were up-skilled by qualified coaches went with children to the competitions. We had great success in rugby this year, representing the county.</p> | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | D Fletcher |

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| Date: | 31.3.20 |
| Governor: | |
| Date: | |

