

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

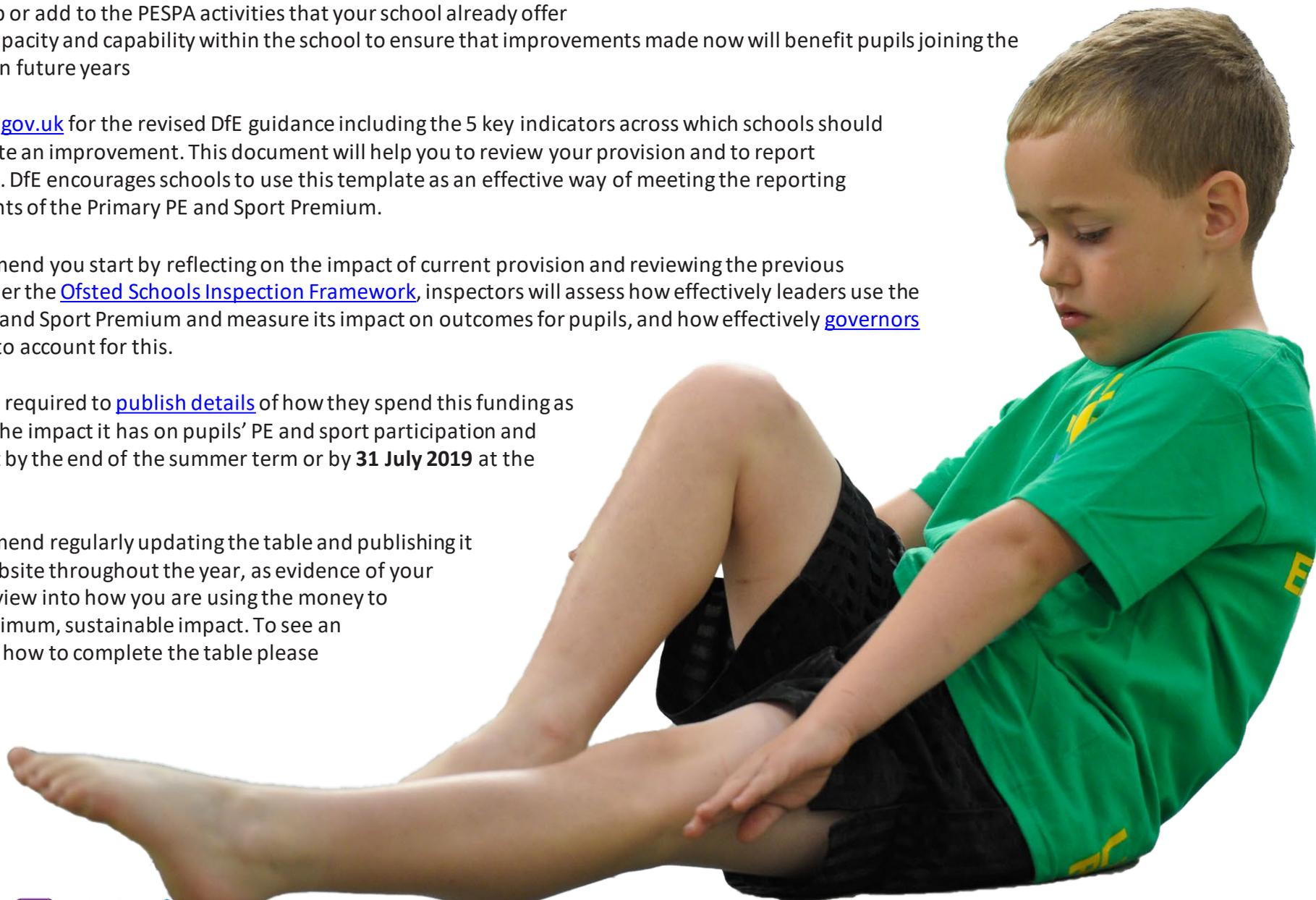
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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>The Gymrun project - using it to identify children in need of extra support and then working with them during before-school clubs.</p> <p>Lunch time leader training - empowering children to take more responsibility for sport delivery in the playground.</p> <p>CPD training - supporting our teachers to be more confident in PE delivery.</p>	<p>Offering more children a more varied way to take part in 30 minutes of activity a day.</p> <p>All children currently have the opportunity to take part in up to two programs to reach their 30 minute target. We would like to increase this to three forms (include Daily Mile for example?)</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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?

Yes - we use some SPfunding to work with year 3 children in term 5 & 6.

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: £6,900	Date Updated: 29.01.2019		
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 allocated
				34.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Gymrun club run every morning before school, with the emphasis on getting active and having a better outlook on physical health. Club helps to improve running, fitness & circuits for children and includes fitness based games to keep all children engaged. This works towards their Gymrun coloured badges.	Continue as we are with Nadine Grogan coming in each morning before school to work with selected children. Each term we look to invite a new cohort of children so that all children can eventually access the club by the end of the year.	£6,900	Children are engaged across the school and parents/teachers have seen a marked improvement in attitude towards fitness. 1 parent is now employed by the school as an SMSA as a result of increased confidence from dropping off her child each morning to the club. She met a new set of parents and built the confidence to apply for the job as a result.	Continue as we are. Once funding has run out we can look to fund through parents or local charities. Register of children attending maintained currently. New letters have been handed out to encourage more children to take part, inform parents at school so children/ parents can understand the Gymrun club.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocated
				9.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>We introduced a lunch time support coach to create games and monitor activities. This was done in order to give the activities some emotional and social benefits so that the children could build teams, work together, understand the importance of losing fairly, address tenacity and have more advanced targets that weren't just associated to the physical side of PE.</p>	<p>Employ a coach to work one lunch time a week. During the lunch time they will work with 10 children, teaching them games. Then for the other 4 days, the children would teach the rest of the school those games. The coach would focus on strategies to help with rules, behaviour and structure so that they 10 children could work well with others.</p>	<p>£1900</p>	<p>We wanted to increase engagement and raise the profile of PE and sport at lunch times. Before the intervention, children would randomly play sport at lunch times but wouldn't have the structure required to make things engaging and fair. From the intervention, children have shown an improvement across other subjects - working to problem solve and lead. Children now have increased access to more than 30 minutes of physical activity throughout the school day. Children are learning to be better, more compassionate competitors whilst developing new physical skills.</p>	<p>Continue to teach the 10 children new games each week. Now look to include the dinner time so that all are engaged in the While the funding is available important to continue with the intervention. However, once has stopped, the sessions would engrained a positive culture times, giving the children an opportunity to take the skills have learned and use them without adult supervision going forward.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the ability and confidence of all teachers when delivering PE lessons. When the teachers have more confidence, the children will benefit from better teaching. Rather than offering teachers CPD during staff meetings and inset days, if we can offer the CPD during their own PE lessons it will give them a better opportunity to learn in a real-world environment.	We can use The Legacy Project to up-skill our teachers during their own PE lessons. The Legacy project sees two trained coaches working alongside one teacher during his/her PE lesson. The coaches will take the teacher through everything from setting lesson objectives and differentiating skills, to competitions and developing class management ideas. The teachers will also have the opportunity to request specific teaching - so that the CPD is tailor made to their specific needs. For example, a teacher may ask the coaches to tailor the sessions around the new rules of netball.	£4000	Each block of work (6 weeks with one teacher) is monitored through 'Golden Nugget Sheets'. The school are given copies of each sheet in order to monitor impact. The teachers will fill in the sheets throughout the term, starting by a rating of their own confidence out-of-10. At the end of the term the teacher will put their new score down, which offers quantitative evidence of the project's success. Also, the teacher gives qualitative feedback at the end. The term of learning culminates with the teacher taking their own lesson. The coaches observe this lesson and provide written feedback.	During the CPD sessions, teachers are left with all lesson plans and schemes of work. This will allow them to continue where they left off in the supported sessions. AS the coaches are in the school each week, the teachers can approach them for extra support when they need it.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>We have employed the support of Future Stars Coaching on a Friday morning to link us to a wider sporting community. Their experience and expertise has allowed us to link with other organisations to increase the range of sports we offer the pupils.</p>	<p>Nadine (the Future Stars coach) has created a database of local sports clubs and organisations that we have shared with our pupils. The pupils can now access them out of school time. Nadine also plans to bring the outside organisations into school so that children feel more comfortable approaching them.</p>	<p>£2280</p>	<p>Pupils and parents now can access a wider range of sporting opportunities. At the end of the year Nadine will send out a survey to see what pupils attend what clubs. This will help us to target the children appropriately next year.</p>	<p>The database of outside organisations needs to be developed each term with new contacts and locations.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>7%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>We will be using the YST School Games Awards as a guide for increasing competitive sport at the school. We are aiming for 'silver' which requires us to take part in 4 x level II competitions and 6 x level I competitions. The level I competitions have been decided by our sports leaders and will see every KS2 child compete in every sport. KS1 will also be involved with competition through in-class support and the annual School Games Day (sports day). To access level II competition we have signed up to NSSPEA. They have a range of sport tournaments that we can attend.</p>	<p>Using the Future Stars sports coach and school PE co-ordinator to organise teams for each sports event. The sports coach will organise the in-school competition.</p>	<p>£1400</p>	<p>The blog on the School Games website will provide all evidence of level I and level II competition. The specialist sports coach is also very active in the local sports community so she can pass on information to the local clubs of children who want to extend they sporting journey. The sports clubs can then provide further competition for those children.</p>	<p>The project will need to be sustained with funding each year as we're paying for physical time of a coach to run the competitions.</p>