

| | |
|---|------------------------------------|
| 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? | 12% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 10% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 1% |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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: £24,880 | Date Updated:19/03/2018 | |
|---|---|-------------------------------|---|---|
| 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: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Provisions for more clubs and greater inclusion at clubs i.e. more spaces for pupils to attend, increasing participation. | PE TA's to work with PE lead to reestablish clubs timetable. PE TA's to work together on popular clubs to triple numbers catered for. PE TA's to work with PE Lead to review provisions for KS1 clubs. One PE TA to take responsibility for increasing provisions for KS1 clubs. | £7,500 | Clubs timetable updated. TA's ran football and cricket clubs together to increase participation. One PE TA trialed running KS1 multisport breakfast clubs on a class rotation. | Numbers at KS2 clubs increased with the increased provisions. TA's to continue working alongside PE lead teachers to keep popular clubs inclusive. Numbers were not as high as expected for KS1 breakfast club. TA to consider opening to whole year group at once or altering time to see if it is due to parental commitment to early morning clubs. |
| <ul style="list-style-type: none"> Improved provisions for cycling/scooting. | Purchase additional scooters and some balance bikes for KS1. Fund whole year group (5) to participate in bikeability. | £350 £1550 | Four balance bikes and an additional 5 scooters were purchased. These will be used for KS1 clubs. All of year 5 were able to participate in bikeability level 1 or 2. We hope this result in increased numbers biking to school. | Monitor numbers of children biking to school, in particular during the big pedal. Start a scooter club (KS1) and a cycling club (KS2) in preparation for the cycling competition. |
| <ul style="list-style-type: none"> Improved provisions for pupils to be active at | Fix backboards on tarmac area to encourage pupils to play basketball | £500 | 4 new backboards were fitted to the tarmac court. Spare | Consider training young leaders to manage games. Think about |

| | | | | |
|---|---|---------------------------|---|---|
| <p>break/lunchtimes.</p> <ul style="list-style-type: none"> High quality resources/equipment and ensuring that teachers have enough equipment to provide children with High Quality PE lessons. Wellbeing support for pupils who find the social situation in PE more difficult than some children. Enable them to access the high quality PE on offer. | <p>in free times.</p> <p>PE team to perform audit of equipment. PE lead to purchase replacement equipment where necessary.</p> <p>Pupils to be identified who may benefit from increased wellbeing support. PE team to meet with wellbeing team to discuss individual cases to be referred. LWBM to observe pupils in PE. LWBM to attend sessions where they feel they can benefit the individual child. PE and LWBM teams to liaise to discuss best practice for individual cases allowing them to be incorporated into high quality PE lessons.</p> | <p>£3500</p> <p>£1000</p> | <p>basketballs were given to KS2 classes. Children (girls in particular) have been playing their own mini games every break and lunchtime.</p> <p>Replacement equipment was purchased to enable a minimum of 3 lessons to be taught at any one time.</p> <p>LWBM team have worked with children from a range of year groups who have initially found PE difficult to access through social anxieties etc. Throughout the year they have worked tirelessly to encourage them to access full class PE, some with differentiated tasks, some with no adaptations required at all. There have been many success stories throughout the year resulted in high quality PE being accessible to all children.</p> | <p>other sports / activities that could be easily managed at break/lunch.</p> <p>PE TAs to keep an ongoing list of damaged / inadequate equipment for future spending. PE lead to look into equipment that is more lasting where possible e.g. replacement parts for gymnastics frame.</p> <p>LWBM team will continue to work alongside the PE team as and when new cases arise. The PE lead has also been working alongside the wellbeing team and SENCO as a mindfulness and pupil premium champion and has made links to interventions for confidence etc. that can be used in PE.</p> |
| <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> <p style="text-align: center;">%</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> |

| | | | | |
|--|---|---|---|--|
| <ul style="list-style-type: none"> PE Lead to work alongside other local primary and secondary schools to establish best practice. Ensure that website, newsletters and displays are up to date. Utilise twitter account to help promote school sport. | <p>PE Lead to apply to Chiltern trust as an SLE. PE Lead to attend network meetings and additional WAP PE meetings. PE lead to meet with HOD or primary link teachers for local secondary schools to help develop best practice.</p> <p>Lead teacher at events to write reports to be shared on website, newsletter and in assembly. Lead teacher to share updates with HB to publish on twitter.</p> | <p>£200</p> <p>£100 to cover lessons</p> <p>No additional funding required.</p> | <p>PE Lead completed the SLE application process. He now works alongside the Chiltern Teaching Alliance and other schools to help develop best practice in PE. PE Lead attends all WAP PE meetings to share practice and to organise additional events for B/C teams, other year groups and SEN.</p> <p>Pupils and parents have enjoyed reading reports. The number of followers we have on twitter is slowly increasing.</p> | <p>PE lead to continue working alongside other local schools to develop best practice. PE Lead to tweak planning in accordance with new findings. PE lead to contact Special Needs school to discuss individual cases and provisions for PE.</p> <p>Continue to promote our school games involvement with the parents. Use this to encourage greater involvement in clubs and encourage healthy lifestyles away from school.</p> |
|--|---|---|---|--|

| 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: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE lead, additional PE teacher and PE HLTA to attend primary PE conference for CPD. | PE Lead to enroll staff onto Primary PE conference and review opportunities for improved CPD. | £500 | 3 members of staff attending the Primary PE conference focusing on improving mental health in young children through PE. Staff fed back to each other from the different workshops and discussed how some of the ideas could be implemented in our own practice. PE lead also attended CPD sessions on Tennis and Hockey to support teaching in the school. | PE Lead to tweak planning in accordance with new findings from course. |
| PE Lead to support PE TA's ability to cover lessons and lead more elements. | PE Lead to support TA's in their ability to lead. Also review opportunities to attend external CPD sessions. | £2500 towards wage | PE Lead has been working alongside PE TA's to develop their ability to lead and cover lessons. He has encouraged them to observe, team teach and lead parts of lessons before allowing them to cover. This has enabled the children to still get high quality PE when the lead is not available to teach. This has also helped develop the quality of PE the children experience when the teacher is present with the TA's now far more competent when supporting small groups within a lesson. Both PE TA's have also attended a Primary PE Teachers course run by the FA. | PE TA's to continue working alongside qualified teachers to help develop their ability to lead. PE lead to observe elements of their lessons to help them progress their teaching. One of the TA's and the HLTA are considering university degrees to help them qualify as teachers. |
| PE Lead to work alongside NQTs and Student teachers to help develop their | PE Lead to plan lessons, meet with teachers to discuss modules, demo | £2500 towards wage | | PE Lead will continue to work alongside all NQTs and |

| | | | | |
|--|---|--|---|--|
| knowledge, confidence and skills in teaching PE. | key practices etc., allow staff to observe lead teachers, team teach with staff, perform learning walks and feedback findings, perform formal observations. | | PE Lead has worked alongside all NQT's and student teachers. He has shared planning and created a top tips sheet to aid their teaching. Learning walks have been carried out and feedback has been given. Some students have been officially observed and formal observations of NQTs are planned for next half term. | students within the school. He will continue to share planning with them and perform learning walks / observations. It is anticipated that with support all NQTs will teach PE lessons that are at least good. |
|--|---|--|---|--|

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 impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|--|--------------------|---|--|
| <ul style="list-style-type: none"> Improve provisions for gymnastics across all age groups. | Purchase additional equipment to improve gymnastics provisions e.g. new springboard, vault and balance beam. | £600 | New equipment has been purchased to give children greater opportunity in gymnastics. | PE team to work together to replan gymnastics modules incorporating new equipment. Team to establish a set of progressions with the intention of increasing the level of challenge in UKS2. PE lead to look into requirements to enter the school games gymnastics competition. One member of the team to consider trialing a gymnastics club. |
| <ul style="list-style-type: none"> Introduce pupils to Kurling, making particular use of the upcoming winter Olympics. | Purchase Kurling sets. | £500 | Kurling sets have been purchased and school was able to enter the school games SEN Kurling competition for the first time. This enabled more SEN children to experience competitive school games. | Continue to enter SEN events. Look into other SEN events on the school games calendar. Consider if some of the SEN events are useful for either a change for life club or as an alternative sports module within curriculum PE. |

Key indicator 5: Increased participation in competitive sport Percentage of total allocation:

| | | | | % |
|---|--|--|---|--|
| 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"> Annual rental of 2 x minibuses. | Lease 2 x minibuses. | MOT and Breakdown – £2138 per annum. Repairs, maintenance and servicing – approx. £1000 per annum £120 p/m lease x 12 = £1440 Approx. £4578 total. | The lease of buses has enabled us to enter a vast range of school games events, exposing the children to competitive sport including SEN children. By having two buses we have been able to enter more than one team into many events allowing for more children to benefit from the experiences. | We will continue to hire buses to enable us to attend events. We will look into quotes for purchasing our own buses. We also will request quotes for larger buses that would enable whole classes to go out for activities, including school linking events. |
| <ul style="list-style-type: none"> Enter the SEN Kurling competition. | Purchase 2 x Kurling sets. | £500 | Kurling sets have been purchased and school was able to enter the school games SEN Kurling competition for the first time. This enabled more SEN children to experience competitive school games. | Continue to enter SEN events. Look into other SEN events on the school games calendar. Consider if some of the SEN events are useful for either a change for life club or as an alternative sports module within curriculum PE. |
| <ul style="list-style-type: none"> School games affiliation fees. | Pay affiliation fees to enter football, netball, athletics competitions etc. | £230 | Fees have been paid to enable pupils to enter more school games competitions. | Continue to participate in a variety of school games competitions enabling the pupils to experience more competitive sports. |
| <ul style="list-style-type: none"> Winter and summer line markings for PE lessons, extra-curricular clubs and School | School to have 10 x training grids and 2 x football pitches marked on the field at regular intervals | £1380.00 | An annual contract has been committed to allowing us to have these markings throughout the | Continue to have pitches marked out at regular intervals. Look into quotes for new |

| | | | | |
|------------------|--|--|---|--|
| <p>fixtures.</p> | <p>throughout the winter. School to have athletics track and 3 x rounders pitches marked at regular intervals throughout the summer.</p> | | <p>year. Primarily this has enabled us to enter the football league but has also helped to improve the quality of PE lessons and provisions for extra-curricular clubs.</p> | <p>netball markings on the KS2 playground to allow us to have two useable netball courts for PE, fixtures and clubs.</p> |
|------------------|--|--|---|--|

Created by:  

Supported by:      More people
More active
More often