



## Sports Premium Funding Action and Impact

April 2017- April 2018

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"> <li>• PE Subject Leader informally observing PE sessions being taught to assess the improvement in the delivery of the skills.</li> <li>• PE Subject leader coordination with new provider – Premier Sport Group for Football (Jolly Olly Soccer) and Gymnastics</li> <li>• Funtrition program in Autumn term delivered sessions about nutrition and maintaining a healthy lifestyle</li> <li>• Explored opportunities with Great Marlow and the Youth Sports Trust</li> <li>• Introduced Gymnastics Club and Sandygate Fun Club (athletic skills) with Premier Sports</li> <li>• Explored using budget to extend Playground Leader Program</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Audit on Youth Sports Trust to assess current provision</li> <li>• Plans to run an intra-school and inter-school sports competition</li> <li>• Investigate outdoor play and creating designated areas for sport and different activities for playtimes</li> <li>• PE staff meetings/CPD</li> </ul>

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?	Not applicable
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not applicable
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not applicable
Schools can choose to use 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?	Not applicable

## 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: £17,075 – 79% spent		Date Updated: 28/3/18	
<p><b>Key indicator 1: The engagement of all 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</b></p>					Percentage of total allocation: 30%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure all pupils engage in at least 30 minutes of physical activity a day in school.	<ul style="list-style-type: none"> <li>-Playground leaders during playtimes and lunchtimes focus play on sports and games with new and/or repaired equipment</li> <li>-2 dedicated PE sessions per week in the hall or outside, timetabled (2 hours/week) with teacher or outside provider</li> <li>-Inclusion of EYFS in discreet PE lessons during summer term to create transition opportunities</li> </ul>	<p>£1000</p> <p>£4140</p>	<p>Improved playground behavior and communication amongst pupils.</p> <p>Development of sports skills improved evidenced in teacher assessments.</p> <p>Pupils are used to structured lessons prior to entering Key Stage One.</p>	Inclusion of more physical activity in other areas of the curriculum (Youth Sports Trust – Active Maths)	

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				19%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To improve the well-being of all staff and pupils (Link to School Development Plan, Development Priority 3)</p> <p>1. To increase awareness of how to stay healthy and lead a healthy lifestyle</p> <p>2. Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children</p>	<ul style="list-style-type: none"> <li>-Little Leaders Program to develop communication through physical activity including turn-taking, teamwork and values-based focus activities</li> <li>-Assistant Headteacher included Mini-First Aid session on Health and Safety Day</li> <li>-Introduce Funtrition program to develop children's understanding of a healthy lifestyle</li> <li>-Trial of daily 'Wake and Shake' to improve pupil focus in class and well-being</li> <li>-PE subject leader organised and led daily 'workout' activities for all pupils and staff outside</li> <li>-Adults participate during school sports activities (ie. Running with the classes during the Buddy's Big Workout Colour Run)</li> <li>-Variety of adults delivered Buddy's Big Workout</li> </ul>	<p>£1800</p> <p>£450</p> <p>£960</p>	<ul style="list-style-type: none"> <li>-Pupils in Year 2 are more confident and competent when communicating through sport</li> <li>-Raised pupil confidence when working as a group</li> <li>-90% of children and 100% of staff orally surveyed enjoyed the week of Buddy's Big Workout and said it made them more calm in the classroom</li> <li>-100% of children in school participated in the daily Buddy's Big Workout activities, led by different teachers and TA's within school</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce a whole-school Wake-and-Shake once a week, run by a variety of staff members</li> <li>-Investigate The Daily Mile program</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				24%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the quality of teaching, learning and assessment in PE across the school. (Link to School Development Plan, Development Priority 4)	<ul style="list-style-type: none"> <li>- PE Subject Leader monitored planning and assess outcomes to ensure all pupils are progressing based on their personal abilities</li>   <li>-Introduction of Learning Ladders Assessment for all subjects, including PE which allows tracking of progress across the Key Stage</li>   <li>-Staff self-evaluation of key knowledge and skills in PE conducted in Autumn Term</li>   <li>-PE subject leader modelled lessons and provide planning support for teachers new to their career</li>   <li>-Use of professional dance teacher to support teaching staff to plan and deliver dance lessons</li>   <li>-Membership of Youth Sports Trust Level 2</li> </ul>	<ul style="list-style-type: none"> <li>£180 (release time)</li>   <li>£3600</li>   <li>£300</li> </ul>	<ul style="list-style-type: none"> <li>PE subject leader and Key Stage One teachers discussed positive outcomes and areas for development. The focus of lessons are child centered and as a result pupils are engaged and are keen to learn and improve. Reallocation of time against different areas of sports curriculum so that a diverse curriculum is delivered.</li>   <li>Teachers and subject leader can track any gaps in children's learning and then plan to achieve the best outcome for pupils.</li>   <li>Staff expressed confidence in their skills but felt that more games-based PE was needed.</li>   <li>Quality of teaching improved, particularly in the area of behavior management and child engagement during lessons.</li>   <li>Teachers are more confident to involve pupils in the planning of dance.</li>   <li>Access to Quality Mark Self-Review Tool to create an enriched PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>-PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</li>   <li>-Further professional learning opportunities for staff who request it.</li>   <li>- PE Subject leader to network with colleagues at local schools to encourage sharing of good practice</li>   <li>-observations or Learning Walks to monitor the quality of teaching</li>   <li>-PE subject leader to meet with a group of pupils to talk about their PE lessons to add a more qualitative representation of opinions expressed in the pupil survey</li>   <li>-Sports updates in the School newsletter</li>   <li>-Focus on developing the quality of Games planning</li>   <li>-Engage in CPD provided as part of membership</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>					Percentage of total allocation:
					3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To provide a variety of sports and dance-based activities to enrich the PE curriculum	<ul style="list-style-type: none"> <li>-Energize Dance Show</li> <li>-Premier Sports providing new Fun-Club, Tag Rugby and Gymnastics club</li> </ul>	<ul style="list-style-type: none"> <li>£560 (coach travel &amp; release time)</li> <li>--</li> </ul>	<ul style="list-style-type: none"> <li>Mixed group of Year 2 pupils represented the school on stage at Wycombe Swan for two performances.</li> <li>High sign-up rate for Gymnastics Club and engagement during lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure that children are given the opportunity to experience new sports.</li> <li>-Introduce Paralympic sports to raise awareness amongst pupils.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>					Percentage of total allocation:
					3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To involve all pupils in more competitive sport	<ul style="list-style-type: none"> <li>-Year groups plan competitive activities within games lessons as an application of skills taught</li> <li>-Organisation of whole-school Sports Day annually</li> <li>-Organisation of intra-school Rounders Competition</li> <li>-Organisation of inter-school Sports Competition with local-area schools</li> </ul>	<ul style="list-style-type: none"> <li>--</li> <li>£180 (Release time)</li> <li>£180 (Release time)</li> <li>£180 (Release time)</li> </ul>	<ul style="list-style-type: none"> <li>Children directly demonstrate taught skill in a motivating environment.</li> <li>Improved turn-taking. Children work in mixed-year-group teams and individually to earn points for a variety of sports activities.</li> <li>Organised for Summer Term.</li> <li>Organised for Summer Term.</li> </ul>	<ul style="list-style-type: none"> <li>-Annual inter-school competition</li> <li>-Investigate local country-dancing competition/show</li> </ul>	