

Academic Year: 2019/20	Total fund allocated: £19,250.00	Date Updated: 16/1/2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation: 0.3%
Intent	Implementation	Funding	Impact	Next steps and sustainability
<ul style="list-style-type: none"> • Enjoyment of physical activity • Understanding of the health benefits • Understand the benefit of physical activity on their learning 	<ul style="list-style-type: none"> • Every child to take part in the daily mile • Teachers/ TAs to take part in the daily mile with the children to encourage participation and enjoyment of physical activity • Children given playground equipment for break times and shown how to use effectively by trained pupils (young leaders who will then be called playground buddies during the school day) 	<p>£0- https://thedailymile.co.uk/</p> <p>£70 sports equipment £0- young leaders award</p>	<ul style="list-style-type: none"> • Every child will have a designated time where movement is compulsory • Seeing adults as role model- not enjoying previously then changing their mind set- teaches a growth mind set vs fixed mind set. • Sports coach training pupils as young leaders in an afterschool club- will allow them to gain a qualification and allow the other children in the playground to have a clear understanding of how to use the equipment. Having children running this will encourage others to play with the equipment. 	<ul style="list-style-type: none"> • Children to be spoken to about the health benefits and benefits to their learning by class teachers before or after daily mile. • Children to take part in a healthy lifestyle workshop (fit for life) and look at what pupils already know and where we need to develop their understanding further- PE lead to organise for later in the year and link this to their daily mile • The effect of playground equipment/ young leaders to be reviewed and monitored- pupil voice taken and feedback actioned on how to involve a higher volume of children.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation	Funding	Impact	Next steps and sustainability
<ul style="list-style-type: none"> • PE- All chn to be given opportunities throughout the school day to take part in 2 hours of PE a week • School sport- Children encouraged/ offered more variety and opportunities to join after school or out of school sporting clubs/ activities • Children to engage with new sports/ skills through external visitors or sporting days • Physical activity- children to be taught about the benefits of living a healthy life style through science/ PSHE lessons. • Children to be given opportunities to take part in their learning outdoors/ through movement/ play related activities 	<ul style="list-style-type: none"> • A varied curriculum in PE is offered in line with the timetable of competitive sporting opportunities offered and after school clubs • Children to access suitable and progressively challenging tasks (in line with outcomes) during PE lessons. • Children encouraged to join SS opportunities such as after school activities, lunch time games/ activities run by playground buddies and inter school competitions such as sports day. • Most pupils will experience at least 1 visitor/ competition within the school grounds and understand the purpose of the visit/visitor eg. To promote exercise and movement or to give them an opportunity to join a sporting club outside of school or to give them the experience of a new sport. • Whenever possible outside learning or learning through 	<p>£400- Equipment</p> <p>£0- school games https://www.yourschoolgames.com/</p> <p>£0- (so far this year all visitors booked have been free)</p>	<ul style="list-style-type: none"> • There is a clear defined plan for each year group throughout the year of what's being taught and when. This gives the children an understanding of the sporting competitions the school will be entering. • Children will be able to give their personal best at the competition and they will have something to work towards during their PE lessons. • The percentage of children attending competitions has increased • Different children have been picked for each competition • The mind-set as a school towards PE will begin to change as the children will be engage in the competitions and wanting to take part. 	<p>Quality of PE lessons- PE lead to check-</p> <p>Continual development during PE lessons of whole school improvement plan- oracy etc.</p> <p>Termly review of number of children attending competitions and visits and aim to increase this percentage and volume of children engaged- variety of children.</p> <p>Development needed in using PESSPA as a behaviour tool- to represent the school at competition</p>

	movement/ play related activities given			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				96%
Intent	Implementation	Funding	Impact	Next steps and sustainability
<ul style="list-style-type: none"> Specialist PE teaching staff to provide specialist PE support to teachers of all year groups to up level skills and understanding PE teaching staff to be confident in addressing three of the schools priorities of effective assessment, progressive challenge and improving pupils oracy skills using key vocabulary 	<ul style="list-style-type: none"> Lesson plans monitored by PE lead/ SLT. Specialist PE teaching staff to up level the skills of teaching staff to support them with teaching PE Teaching staff to be given support to develop understanding of challenge/ differentiation to meet the needs of all pupils PE teaching staff given support with including subject specific vocabulary in each lesson (up to 3 new words per lesson) including words to do with sportsmanship 'good game' 'well played' Teaching staff given support with how to model their use of key words in sentences e.g. when answering questions, how to intervene to re-model/address misconception with language and how to praise correct use of language/ good use of sportsmanship language. 	£18,402.30	<p>Specialist sports provision and up levelled teachers for all year groups allows children to have a clear structured PE lesson and a clear defined plan for each year group throughout the year of what's being taught and when.</p> <p>Specialist sports provision from up levelling staff means all pupils being taught through a teacher with a high level of understand of the skills, vocabulary, rules, equipment, drills and differentiation needed to support them in their learning of PE/ sport.</p> <p>Teaching staff modelling correct language encourages an understanding of the sport as well as respect for the game- misconceptions are able to be address, correct equipment is able to be chosen by the children and sportsmanship is able to be developed. Chn can then use these oracy skills when at competitions.</p>	<ul style="list-style-type: none"> Termly observations/ team teaching focusing on challenge, SEND provision and behaviour expectations PE teaching staff to be given more support to develop understanding of how to meet the needs of pupils including those children who are exceeding expectations. CPD training from Superstars for PE teaching staff <p>Sustainability Giving specialist PE teaching staff the support to enable them to stay consistent throughout the year without changes to staff.</p>

	<ul style="list-style-type: none"> PE lead- on training up levelling understanding of the role and being made aware of opportunities available in the local area. 	<ul style="list-style-type: none"> £99 http://www.wesport.org.uk/active-education/primary-school-sport/pe-conference/ 		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 0.9%
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Intent	Implementation	Funding	Impact	Next steps and sustainability
<ul style="list-style-type: none"> Visitors into school- to promote a club/ give children a new sporting experience Longer programs of sporting experiences offered eg. Bristol Bears, BMX, Bikability Variety of after school sporting clubs on offer To enhance the cultural capital of pupils at our school 	<ul style="list-style-type: none"> Interschool competitions- sports day Professional football coach/trainer - football experience Y3-6 on site every Tuesday BMX club- from external agency for Y4-6 Every Tuesday Bristol bears experience (6 weeks rugby emersion lessons for year 3 (Y3 on site, trip to stadium off site) Entered a local pathway competitions/ sports taster try out days in the local area. We have adapted the LPT to allow sports/ skills to be 	<ul style="list-style-type: none"> Money spent last academic year on medals/ equipment- no need for spend this year £180- football experience per 6 week term BMX- £0 https://www.accesssport.org.uk/making-trax-programme-bristol Bristol Bears- £0 £0- school games local pathway https://www.yourschoolgames.com/ £0 footballer charity fundraising event- 	<ul style="list-style-type: none"> The volume of children being impacted and given a new experience/ opportunity School games local pathway competitions have allowed the percentage of children attending competitions to increase. Different children have been picked for each competition. The mind-set as a school towards PE will begin to change as the children will be engage in the competitions and wanting to take part. Pupils with SEND needs been given opportunities to partake in competition through inclusion sport festivals run by school games. 	<ul style="list-style-type: none"> Termly review of number of children attending competitions and visits and aim to increase this percentage and volume of children engaged- variety of children. Pupils voice to be taken into account when planning visits/ visitors/ competition days.

	<p>taught at the same time as the competitions are being held.</p> <ul style="list-style-type: none"> • High level Footballer raising money for the school/charity (whole school, on site) booked for March • Bike ability (Y4,5,6 off site) booked for T5. • 	<p>Prstrick events</p> <ul style="list-style-type: none"> • £0 Bikability https://bikeability.org.uk/ 	<ul style="list-style-type: none"> • Bristol bears- as part of their program of teaching rugby half of the course is spent on learning about living a healthy lifestyle and the impact that this can have on learning/ development/ ability in sport. • Children exposure to new experiences has increased. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation	Funding	Impact	Next steps and sustainability
<ul style="list-style-type: none"> • Enter Sporting competitions run by school games • Curriculum designed around the sporting completion calendar • Children to develop a sense of identity/ team work skills developed • Inter-school competitions to be held 	<ul style="list-style-type: none"> • Entered a local pathway competitions/ sports taster try out days in the local area. • We have adapted the LPT to allow sports/ skills to be taught at the same time as the competitions are being held. • Children who are taking part are celebrated in end of the week assembly. Team lists and competitions results are displayed in the main hall. 	<ul style="list-style-type: none"> • £0- school games local pathway https://www.yourschoolgames.com/ 	<ul style="list-style-type: none"> • The volume of children being impacted and given a new experience/ opportunity • School games local pathway competitions have allowed the percentage of children attending competitions to increase. Different children have been picked for each competition. The mind-set as a school towards PE will begin to change as the children will be engage in the competitions and wanting to take part. • Specialist sports provision for all year groups allows children to have a clear structured PE lesson and a clear defined plan for each year group throughout the year of what's being taught and when. • There is a clear defined plan for each year group throughout the year of what's being taught and 	<p>Pupil voice written down</p> <p>Continue to promote competitive sport across the school</p>

when. This gives the children an understanding of the sporting competitions the school will be entering.

- Children will be able to give their personal best at the competition and they will have something to work towards during their PE lessons.
- Displaying the calendar of events and team list/ promoting during assemblies has increased the number of pupils engaged in the idea of competitions and wanting to join in- eg. participation for afterschool Boccia club has increased pupil voice gives clear understanding of how pupils felt about being picked for the teams- children are developing a sense of identity and learning that they have abilities that may not have known were there.

Swimming

Meeting national curriculum requirements for swimming and water safety.

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.

27%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

12%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

3%

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**

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	