

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"> ● School Games Platinum award for 2017-2019 ● Impact of have a PE and Sports Apprentice for the last two years ● Introduction of the Daily Mile to Years 5 & 6 ● Introduction of 'Maths of the Day' activities ● Participation in School Games events 	<ul style="list-style-type: none"> ● Increase KS1 provision of outdoor equipment to ensure break times and lunchtimes are fully active ● Embedding of maths intervention activities using active maths ● Introduction of Daily Mile to rest of KS2

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

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 spent: £17 256	Date Updated: Dec 19	
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: 21% 19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide the opportunity for 30 minutes of physical activity in school time for each pupil	Audit current activity levels All staff involved in session to identify additional opportunities for activity Provide activity opportunities within and beyond curriculum Re-audit activity levels at the end of the year	-	More children accessing 30 active minutes within the school day (in lessons and at break, lunchtimes and after school) 100% of pupils in Key Stage 2 completed 15 active minutes within school at the end of the school year (July 2019 by doing the Daily Mile) compared with 50% at the start of the year (Sept. 2018) Opportunities at break times and lunchtimes to be active have increased with purchases of outdoor equipment and training for lunchtime staff and TAs in the FA's storytelling programme.	Further engagement of families to support delivery of 30 active minutes outside of school time.
To provide access to a range of non-competitive festivals through joining the Ashington & Coquet School Sport Partnership which includes Primary membership of Youth Sport Trust	Each year group (years 1-6) to attend School Sports Partnership festivals.	£690 £2600	All children will have a positive experience of taking part in a sports festival and will be able to explain the benefits of being physically active. All children from Years 1 to 6 have had the experience to take part in a wide range of festivals, including hula hooping, skipping, gymnastics, tag rugby and orienteering. A Personal Best festival was also attended by 10 low confidence Year 3&4 children.	
To provide coaching by engaging local sports clubs / coaches	Sports clubs coming into school to deliver assemblies / taster sessions / extra-curricular clubs. Sport coach employed to deliver additional extra-curricular sports clubs	-	More children will attend community sports clubs outside of school. Current links maintained and new one established – Morpeth Harriers Athletic Club	Existing links will be strengthened New links will be made More children supported to transition from school to community sport

To maintain extra-curricular sport provision	To provide a minimum of one sports club for each year group each term	-	More children will attend extra-curricular sports clubs on our school site. An average of 72% of pupils accessed extra-curricular sport sessions from Years 1 to 6.	
To support our PE teaching assistant to deliver break time and lunchtime activities	Activities at break time and lunch time will be available for children to participate in	-	Increased activity at break times and lunchtimes. More children took part in lunchtime activities through the introduction of intra school competitions that incorporates our House system.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1% 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop leadership skills in our pupils.	School Sport Organising Crew to be established SSOC training to be provided by School Sport Partnership SSOC to canvas student voice and plan activities	-	School Sport Organising Crew to be involved with planning and delivering sports opportunities across school year. The SSOC have worked with children throughout the school offering games and activities and feel that they are now more confident leading younger children.	
To provide focussed physical intervention programmes	Identify children who have less developed motor skills Deliver individual programmes for these pupils	-	Physical intervention programme supporting children who require additional support with physical skills. Improved physical skills in these children. 10 children with poor motor skills were identified for physical intervention. 90% of these pupils showed an improvement in their motor skills at the end of the intervention. "After working in the intervention group H's handwriting improved considerably, as well as giving him more confidence." LW Year 4 teacher	
To use PE to consolidate / support learning in other curriculum areas.	One member of staff to attend 'Active Literacy' CPD and feed back to staff at staff meeting. To establish 'Active Maths' throughout the school through the use of 'Maths of the Day' activities	£866	Children's activity levels increased in playgrounds to support literacy and numeracy development. All classes have access and are using maths intervention material from Maths of the Day to support specific children. "I really enjoy it when we do maths in the hall and we get to run around whilst we are learning" – DC Y6 HT attended YST Sports conference CPD & as a result has become a HT ambassador.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56% 57%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve the confidence of staff in using core tasks to deliver the primary PE National Curriculum.	PE session to be included in staff meeting (supported by School Sport Partnership)	-	Teachers are more confident when using core tasks in their PE planning 100% of pupils access a broad, balanced curriculum which is focussed on developing physical literacy	Continual process of staff development based on audit of teachers' needs will be continued in future years.
To develop staff confidence and subject knowledge through provision of CPD	One member of staff to attend CPD sessions throughout the year. Feedback to be provided to all staff in staff meeting.	-	Partnership conference attended and feedback given. HT attended YST annual conference – feedback given to governors HT Ambassador meetings attended	Teachers will continue to have an impact on future cohorts of children.
To support class teachers with planning and delivering high quality lessons and schemes of work.	Specialist PE teaching assistant to team teach with class teacher	£9 900	Teachers more confident to deliver a range of sports. Children make good progress in PE. All staff say they are confident in including all children in P.E. lessons	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14% 9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide safe, varied and innovative equipment to support all children's learning in a wide range of activities.	Audit current equipment All staff involved in selecting additional equipment to purchase	£1000	Children engaged in learning in PE as a result of new and varied equipment "It is good when we get to use new equipment. It makes me feel good and the new equipment helps me to improve." LW Y6 pupil.	
To deploy leaders to run a range of lunchtime activities for other children	Deliver playground leaders' training Establish a rota Support leaders in their role by regular observations and meetings	£500	Children more active at lunchtimes due to increased opportunities Lunchtime supervisors attended FA Storytelling program aimed at girls' football to develop the least active. Increased games on the playground observed.	Trained leaders work with children in younger years to ensure continuity of leaders within the school

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8% 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop intra-school competition	One intra-school competition to be held each half term Match reports featured in newsletters / website	-	More children taking part in intra-school competitions. 6 intra-school (house) sports events were held during the 2018-2019 academic year for each year group in KS2. 68% of all pupils from Y1 to Y6 took part in these events.	Continue the intra-school competitions.
To provide extra-curricular coaching	At least one sports club for each age group in a Key Stage to be run each half term.	-	More children taking part in extra-curricular sporting activities. An average of 72% of pupils accessed extra-curricular sport sessions from Years 1 to 6. Sporting clubs on offer throughout the year saw a 62% increase.	To continue the sports provision as extra-curricular activities. To try and access more coaches to run extra-curricular sessions.
To enable pupils to compete against other schools	Attend School Sport Partnership and School Games competitions Record which children are participating so each pupil has the opportunity to compete.	£1700	More children taking part in inter-school competitions. 52 children from Year 3-Year 6 played in a competitive team during the 2018-2019 academic year. (50%)	Continue to take part in the School Games competitions and expose more children to competitive sport. Work within the Ashington & Coquet Sports Partnership to redefine competition, in order to allow a wider group of children to take part in competitive sport.