

Action plan 2019-2020 Key achievements to date up to 2018 –2019:	Reviewed July 2020	Areas for further improvement and baseline evidence of need:																											
We achieved Sports mark Silver – 13 areas are already meeting Gold standard [3 silver]. Strategies we have implemented / embedded to increase children’s activity and quality of the provision including : <ul style="list-style-type: none"> • Golden Mile • Extended the number and variety of PE clubs • more opportunities for structured/unstructured activity • active lessons – including Maths of the Day, Go Noodle etc • more active Change for life group • 2 hours of physical activity in timetable each week • Half termly intra-school competitions • Employ Premier Sports Coach for CPD for teachers and quality provision We have made pleasing progress with our numbers attending before and after school clubs, increasing our entries to level 2 competitions and targeting our least active:		Bronze 2016-2017 Silver 2017-2018 Silver 2018-2019 Working towards Gold School Games Mark: Areas currently silver - <ul style="list-style-type: none"> • number of young people engaged in leading, managing and officiating your School Games activity – must be 19+ • promote the School Games to parents and the local community – must be once a fortnight • sports have your pupils competed in approved NGB competitions at an inter-school level (Level 2)? must be 6 																											
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Meeting national curriculum requirements for swimming and water safety	% achieved July 2020:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 m when they left your primary school at the end of last academic year?	Baseline – 3% End of KS2 – 86%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Baseline – 3% End of KS2 – 86%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	Baseline – 3% End of KS2 – 86%
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?	No

Academic Year: 2019-2020	Total fund allocated: £18000 approx Actual £17810 Spent £16982 and £828 or 5% carry forward.	Date Updated: August 2019 July 2020
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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	Total allocation:		
	£5521	£4573.18	26%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:																								
1. Increase the average distance of the run – [Summer 2019 showed a gender gap]	Analyse baseline data – October 2019 – particularly comparing gender attainment 10 mins/day Golden mile schedule implemented. Change for life input data each week and termly assessment to track progress. Record number of laps achieved. Offer a club for targeted chdn from GM baseline / a club which is sports based running or running club. Change for life team to find out ways to help increase motivation and participation Some personal challenges linked to running	Golden Mile £526 Silver package £526 – Premier sports runs	<p>EVIDENCE Golden mile tracking data.</p> <p>IMPACT Change for Life team inputted the data. Unable to complete GM Baseline – Oct 19 [blue] Mid point -Feb 2020[Red]</p> <p>Average School Distance (m)</p> <table border="1"> <tr><th>Category</th><th>Baseline (Oct 19)</th><th>Mid-point (Feb 2020)</th></tr> <tr><td>BLM1</td><td>~450</td><td>~550</td></tr> <tr><td>BLM2</td><td>~450</td><td>~550</td></tr> <tr><td>BLM3</td><td>~450</td><td>~550</td></tr> </table> <p>% School Average Completing BLM</p> <table border="1"> <tr><th>Category</th><th>Baseline (Oct 19)</th><th>Mid-point (Feb 2020)</th></tr> <tr><td>BLM1</td><td>~80%</td><td>~90%</td></tr> <tr><td>BLM2</td><td>~80%</td><td>~90%</td></tr> <tr><td>BLM3</td><td>~80%</td><td>~90%</td></tr> </table> <p>Gender tracking also highlighted that both made progress with distance and % completing.</p> <p>Running Club offer was scheduled for Summer 2020 but due to COVID lockdown we were unable to implement.</p> <p>1 Personal challenges linked to running – more due Summer term but unable to go ahead due to COVID.</p>	Category	Baseline (Oct 19)	Mid-point (Feb 2020)	BLM1	~450	~550	BLM2	~450	~550	BLM3	~450	~550	Category	Baseline (Oct 19)	Mid-point (Feb 2020)	BLM1	~80%	~90%	BLM2	~80%	~90%	BLM3	~80%	~90%	<p>Next step: Try to implement Running club again 2020-21 [probably Summer 21 due to weather/use of field]. GM assessments to be used at start, mid point and end of year. Look into running laps app for longevity of tracking running. Consider use of pedometers to use around school.</p>
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<p>2.Continue to increase activity levels during lessons so our children are not sitting for long periods of time.</p>	<p>Continue to use Go Noodle and BBC Super Movers Training - Maths of the Day 18.9.19 Implement Active Maths/Cojo weekly All class teachers complete a heat map – to show planned physical activity Staff share active strategies/ideas</p>	<p>£1045 Active maths and English subscription Spent £1485 - 3yr active maths £800 – 3yr active English bolt on.</p>	<p>EVIDENCE Heat maps Pupil interviews. Learning walks IMPACT Timetabled sessions for active lessons taking place. Discussed heat maps with teachers. Continue to build ‘active’ routines into classes across the school.</p>	<p>Next step: Ensure regular timetabling Look into OAA course linked to different curriculum areas to further promote active lessons.</p>
<p>3.Change for life team to have a more active role in finding ways to keep lunchtimes active and fun.</p>	<p>SGO to train new cohort of Change for Life [C4L] pupils. C4L team to be diverse and represent cross-section of school Monthly/half termly meetings with CP to look at ways to increase physical activity. C4L and MDS to monitor activity levels at lunchtimes. Help promote the personal challenges and lead/manage/affiliate C4L to review equipment for lunchtimes and children’s opinions on what would encourage them to be more active</p>	<p>Clipboards for C4L and golden mile groups Personal challenge leader board Sports leader badges / hi viz £100 £100 budget to replenish lunchtime equipment £200 spent</p>	<p>EVIDENCE Pupil interviews. Evidence of Change for life team’s actions. Personal challenge board displayed and being used regularly IMPACT Personal challenge took place and Change for life team recorded results – leading, managing and officiating activities at lunchtimes. Board now displayed on KS2 playground but not used fully yet due to COVID closure.</p>	<p>Next step: Using the outdoor leaderboard. Retrain new Change for life team. Training packs for playleaders [ks1]</p>
<p>4.To ensure at least maintain the % who achieve 25m thus meeting the statutory requirements of the national curriculum for PE. <u>% achieving national expectations in swimming:</u></p>	<p>CP to book additional pool space for a swimming top ups for these identified pupils.</p>	<p>£750 – all carried forward for swimming boosters 2020-21.</p>	<p>EVIDENCE End of year/KS swim data. IMPACT Swimming boosters for Y5 and Y6 nor the scheduled Y4 swimming lessons took place due to forced school closure [COVID 19].</p>	<p>Next step: Money carried forward and assigned to swimming boosters in 2020-21 when deemed safe by LA due to COVID 19.</p>

<p>2016-17 63% 2018-19 86% 2019-20 86% - received booster at end of Y5 July 2019.</p>			<table border="1"> <tr> <td></td> <td>19-20</td> <td>18-19</td> <td>19-20</td> <td>18-19</td> </tr> <tr> <td></td> <td>Y5</td> <td>Y5</td> <td>Y6</td> <td>Y6</td> </tr> <tr> <td>On entry [Y4]</td> <td>3%</td> <td>3%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>End of scheduled lessons [Y4&5]</td> <td>63%</td> <td>66%</td> <td>86%</td> <td>66%</td> </tr> <tr> <td>After boosters</td> <td>N/A</td> <td>86%</td> <td>N/A</td> <td>86%</td> </tr> </table>		19-20	18-19	19-20	18-19		Y5	Y5	Y6	Y6	On entry [Y4]	3%	3%	3%	3%	End of scheduled lessons [Y4&5]	63%	66%	86%	66%	After boosters	N/A	86%	N/A	86%	<p>Additional risk assessments to take place.</p>
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	Y5	Y5	Y6	Y6																									
On entry [Y4]	3%	3%	3%	3%																									
End of scheduled lessons [Y4&5]	63%	66%	86%	66%																									
After boosters	N/A	86%	N/A	86%																									
<p>5.Improve the facilities in the school grounds for EYFS /KS1 to encourage our younger pupils to be more active-developing healthy habits.</p>	<p>Liaise with EYFS/KS1 staff Get 3 quotes from different companies. Look at ways to develop healthy/active habits in our youngest pupils.</p>	<p>£3000 £2088.18 spent Redirected £1000 towards Active English and Maths – point 2 in Key Indicator 1.</p>	<p>EVIDENCE New active equipment/markings in school grounds for EYFS/KS1 Pupil / Staff interviews</p> <p>IMPACT Due to others grants available for markings, we have spent the £3000 on equipment for EYFS/KS1 to use during lessons targeting balance, motor skills and keeping active at home. These have not yet been used fully due to school closure.</p>	<p>Next step: [*When safer to send shared equipment home]</p> <p>Track use of the Bean bag family packs across EYFS and KS1 – focus developing healthy habits at home – how many get involved? Feedback from parents/children.</p>																									
<p>6.To increase the number of young people in school to be engaged in the leading, managing and officiating of School Games activity. TARGET FOR GOLD – minimum of 19.</p>	<p>Speak to SGO about training staff in getting children involved in leading/managing/officiating. Continue to use tracking system in place for monitoring who has been involved – completed by the class teachers.</p>	<p>None</p>	<p>EVIDENCE Analyzing the tracking data Gold achieved All 3 areas above 19</p> <p>IMPACT UP to February 2020 – [last data collection]</p> <table border="1"> <thead> <tr> <th></th> <th>Leading</th> <th>Managing</th> <th>Officiating</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>14</td> <td>14</td> <td>14</td> </tr> <tr> <td>2018-19</td> <td>43</td> <td>40</td> <td>17</td> </tr> <tr> <td>2019-20</td> <td>45</td> <td>17</td> <td>17</td> </tr> </tbody> </table>		Leading	Managing	Officiating	2017-18	14	14	14	2018-19	43	40	17	2019-20	45	17	17	<p>Next step:</p> <p>We were on track for achieving this area to ensure we could reach GOLD. Continue to target this next year.</p>									
	Leading	Managing	Officiating																										
2017-18	14	14	14																										
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement			Total allocation:		
			£280	£251.30	1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
1. Promote the School Games to parents and the local community – once a fortnight so everyone is aware of local opportunities, competitions, ways to keep healthy, 5 school games principles.	Speak to SGO/other local Gold and platinum school for ways we can promote School Games at least fortnightly – Class dojo.	/	EVIDENCE Fortnightly promotion of school games on Class Dojo IMPACT Regularly promoted on Class Dojo. Throughout lockdown, regular physical activities and challenges shared and promoted with parents.	Next step: Continue to share to achieve Gold standard.	
2. Change for life team to organize at least termly personal challenges – to increase the motivation and drive to succeed, ultimately making our pupils more active.	At C4L meetings, CP /ES to discuss personal challenge ideas with the team and them to plan a whole school personal challenge. Include organising personal challenges for: ‘sports for all/least active’ group, Inclusive - SEND pupils Linked to target runners	£180 £251.30 spent	EVIDENCE Personal challenges take place. IMPACT 4 personal challenges set– star jumps, long jump, laps, throw and catch ball. All KS2 children involved. Additional resources have enabled all children on site to be active during wider opening.	Next step: Change for life team to take more ownership of the personal challenges and promote these. Whole school challenges.	
3. Sports person of the month – aspirational sports personalities for our pupils to look up to.	Have a part of Sport display linked to notable Sports men and women. Try to link to current local/national/international sporting events. Consider inspirational visitors.	/	EVIDENCE Pupil questionnaires. Display IMPACT Promoted local and national sporting events. Virtual Olympics ran during lockdown. Not fully completed due to COVID closure.	Next step: Add sports personalities to the PE board outside. Change for life team to help organise.	

4.Sporting achievements awards – so children’s achievements are recognized	Each half term – one person from each class who has made fantastic achievements in PE lessons.	£100 certificates/ trophies/medals £22 spent. Under spend of £78 carried forward to 2020-21	EVIDENCE Record of winners IMPACT Not implemented yet as purchased in lockdown.	NEXT STEPS: Implement 2020-21 – no cost.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Total allocation::		
	£8700	£6221.95	35%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1.CPD for staff tailored to their needs/requests [questionnaire July 2019] to ensure high quality teaching and learning for our pupils	Premier Sports LTP to include clear links to teachers’ CPD requests.	£7000 staff £4846.95 spent – Premier sports	EVIDENCE Teacher feedback – at end of each unit Teachers feel more confident IMPACT Feedback from teachers showed that they all felt their CPD needs were met this year.	NEXT STEPS: Target Sports coach lessons to target areas of CPD again plus look into using ‘Accelerate learning’ online courses including dance.
2.Training teachers into new ways to bring active approaches to lessons so our children are active more often	Maths of the day – active Maths and English whole school training	None – through membership	EVIDENCE Staff attend the training Evidence of active lessons during learning walks / pupil interviews IMPACT All staff trained by Active Maths trainer in ways to use their online resources. Each class has at least one active maths/COJO lesson each week to increase time children are physically active. Purchased Active English May 2020.	NEXT STEPS: Continue to timetable active slots and raise profile of active lessons in staff meetings. KI 1.2 link to OAA resources/ training.
3.Further CPD for teachers to ensure high quality teaching and learning for our pupils	FA training for teachers – Primary Teachers Award through CNSPP	/	EVIDENCE Further PE CPD for 1 member of staff IMPACT This training did not take place.	NEXT STEPS: Check with SGO whether there

Commented [EPDH1]:

4. Consider ways to support staff teaching/planning long term	Meet with Andy Aspinal to look at Amaven and compare to others [links to PSHE/well-being/healthy living & eating]	1700 Spent £1375 on Get Set for PE	EVIDENCE Met and evaluate scheme/program IMPACT Teachers trialed 3 different PE schemes and chose which one they preferred. We bought into Get Set 4 PE. From this, we now have a clear, progressive curriculum with clear end points for each year group and area so assessments will be consistent and skills revisited and built upon.	NEXT STEPS: Implementation of new scheme. CPD needs of teachers.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Total allocation:	
			£2000	£4527.90 25%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Continue to broaden the sports we offer in before and after clubs and lessons so children get to find new areas of interest and sports they can succeed/excel at.	Annual schedule out in place to cover different sports - use of premier sports/ other sporting groups on the area.	£2000 £1211.74 Spent all – Premier sports after school clubs. £2316.16 on equipment to ensure all elements of curriculum and new competition areas can be taught effectively - increased spend here due to COVID and safer PE guidance.	EVIDENCE List of sports clubs and sports taught in lessons eg yoga, cricket, tag rugby, boccia. IMPACT New clubs for this year: dodgeball, rounders, boccia, tag rugby, tri golf and multi-sports. In addition, we also offered wake and shake, zoomba, orienteering, athletics, gymnastics.	NEXT STEPS Focus on ways to improve health and fitness next year in clubs following COVID lockdown whilst experience new activities.

Key indicator 5: Increased participation in competitive sport			Total allocation:	
			£1500 £1407.72 8%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Last year we trialed a virtual competition – worked well and is cost effective way to get more children involved in competitions.	Termly virtual competition	£1000 equipment for new sports £807.72 for equipment	EVIDENCE Results from competitions IMPACT CNSSP started a virtual personal challenge which we joined in and the children enjoyed competing against others locally. Due to COVID, Town Sports could not take place as they normally did and so a virtual competition was held instead.	NEXT STEPS Continue to get involved in virtual competitions locally.
2. Level 2 competitions – further widen the range of sporting competitions we enter so more children get the opportunity to represent their school.	Continue = ½ termly intra competitions = regular personal challenges = build on areas of competitive success – gymnastics and sportshall athletics Try to enter some new sporting areas for Level 2 competitions eg tag rugby, boccia to target new children.	£500 equipment for new sports – equipment bought in other areas £600 CNSSP membership	EVIDENCE Competition registers IMPACT <ul style="list-style-type: none"> • <u>4 personal challenges</u> – star jumps, long jump, laps, throw and catch ball. • <u>3 Intra-competitions – one each half term before forced school closure due to COVID</u> • <u>10 [entered 14] Inter –school competitions detailed below:</u> • Autumn Games for all – 35 Boccia – 6 Infant agility – 10 Gymnastics Y5/6 - 5 Sport hall Y3/4 - 18 Sportshall Y5/6 -18 Tag rugby Y3/4 –8 POSTPONED DUE TO WEATHER then COVID 	NEXT STEPS Consider working with CNSSP to be involved in more virtual Level 2 competitions due to current COVID restrictions.

			<p>Spring <u>Dodgeball -8 - through to FINAL</u> <u>High 5 netball – 7</u> <u>Dodgeball final - 8</u> <u>Gym Y2 - 10 CANCELLED</u> <u>Games for all – 30 CANCELLED</u> <u>Cricket festival – 60 CANCELLED</u></p> <p>Summer <u>Virtual Town sports – 45 1st place!!</u></p> <p><u>5 different areas competed in ie athletics, Boccia, dodgeball, high 5 netball, gym so on track to achieve 6 for GOLD.yy</u></p>	
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	2019-2020	2018-2019	2017-2018	2016-2017
Level 2 competition entries CNSPP	<p>160 Up to March 2020 - school closure March 2020 due to national COVID 19 lockdown.</p>	209	112	45