

Summary of sporting highlights this year:

Academic Year: 2017/18	Total fund allocated: £ £19,540	Date Updated: 2.7.18		
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: 0% <small>(able to use expertise we already have on staff team)</small>
What was our School focus with clarity on intended impact on pupils ?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
Additional focus to supplement action plan: Ensure that sporting activities are available for pupils to participate in at lunchtimes and break times. Opportunities for additional physical activities to be offered during breakfast club for pupils who are in school early.	More pupils would be engaged in physical activity during lunchtimes. Additional activities would be offered to pupils such as playground Zumba and Just Dance in breakfast club. Healthy lifestyles week to feature alternative physical activity sessions for pupils across the school.	Funding for this came from the whole school budget.	Lunchtime observations showed high level of student engagement with activities offered. Lunchtime staff were using training delivered last academic year. Zumba three times weekly on the playground proved to be a success, with mainly KS1 pupils joining in. Healthy Lifestyles week featured laser tag for KS1 and battle zone archery for KS2 – both were a huge success.	Investigate opportunities for daily mile across the school. Re-introduce wheelie days from EYFS to Yr6. Train TAs in break time games and activity ideas. Look at the curriculum offer again to see where we can add in more ‘non-traditional’ sporting opportunities.
Wider impact as a result of actions: There is an increased number of pupils who are engaging in physical activity sessions during breaks and lunch than previously observed, especially KS1 pupils. Pupils who attend breakfast club are participating in the Just Dance sessions, supported by members of staff from our admin team. Pupil voice in Healthy Lifestyles week was positive with regards to the physical activities offered.				

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 92.2% (this figure was supplemented by the Disadvantaged budget)
What was our School focus with clarity on intended impact on pupils?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
Specialist sports coaches employed to raise the profile of sport across the PE curriculum and the wider curriculum.	More children are now working at age related expectations across a variety of sports. We have continued to use the assessment system to assess the children against age related expectations and have used it to plan next steps for pupils based on what staff know that they are able to do and signpost pupils to access additional sporting clubs should this be appropriate.	£34,644	Lesson observations have shown that the coaching staff are good value for money. Pupils are developing and embedding transferable skills each year that the provision is in existence. Higher % of pupils will be demonstrating that they are working at age related expectations across different strands of PE.	We will continue to use the provision that we have in place for the next academic year, with a slight alteration. We will have an additional PE educator working with us, with Mr Irvine taking on the role of Head of PE. This provision will run for one academic year on a trial basis and be monitored by Governors and PE lead.
Wider impact as a result of actions: More pupils have excelled at sport during this academic year – <ul style="list-style-type: none"> • One child chosen for the county swimming team. • One child gaining overall first place in Year 4 District Cross Country. • Two children representing Telford and Wrekin in Football. We have also had a significantly higher amount of success in other competitions (see summary). Pupil voice survey demonstrated that pupils place a high value on the curriculum provision provided by external experts.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
What was our School focus with clarity on intended impact on pupils?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
Staff continued professional development (CPD) through PE Curriculum support (PECS)	<p>Six members of teaching staff to have followed the PECS curriculum, coached and mentored by Mr Irvine (Crossbar).</p> <p>Two members of teaching staff to be trained each term in the curriculum delivery of a range of sport.</p> <p>Mr Irvine to deliver PECS programme to identified teachers across two-hour slots of PE per week.</p> <p>PE lead link teacher to quality assure PE sessions taught by teaching staff.</p> <p>PECS link coach with crossbar to quality assure the sessions that Mr Irvine is delivering alongside school staff.</p> <p>Sports link Governor to observe sessions led by coaches and school staff.</p>	£360	<p>There have been 5 members of staff who have been PECS trained this year – Year 1, Year 2 and Year 5. These members of staff have been trained in football and dodgeball, addressing the area of need.</p> <p>Mr Irvine has carried out bespoke PECS training to these members of staff, who have valued the sessions.</p> <p>PE lead and Chair of Governors have observed PE lessons and found no significant areas for development in the outdoor physical activity curriculum area.</p> <p>Crossbar QA visited and carried out an unannounced observation on PECS staff, with no significant areas for development observed.</p> <p>In addition, CPD was carried out by all staff from Nursery to Year 6 in the teaching of gymnastics, by a former Commonwealth gymnast.</p>	<p>PECS training will not need to be completed this year, as the staff that we have are either PECS trained already or are highly effective in the teaching of PE, with a strong sporting background.</p> <p>Further CPD is required in Dance for class teachers.</p> <p>Strengthen the Dance offer across the school through resources and CPD.</p>

Curriculum resources	PE curriculum to be resourced fully. Priorities include – <ul style="list-style-type: none"> • Tennis • Archery • Dance 	£1,000	Additional resources for all three priority areas listed have been purchased. Dance resources have been more effective in EYFS than across the rest of the school.	
<p>Wider impact as a result of actions:</p> <p><u>PECS</u> PECS trained staff confidence has increased, with feedback being that they are more confident and proficient in delivering sports such as football to the whole class.</p> <p><u>Gymnastics CPD</u> Analysis of staff feedback showed that they would feel more confident and aware of how to teach the basics of PE to a small group / class session.</p> <p><u>Increased curriculum resources</u> Lessons have been enriched with the additional resources purchased. There is increased time for pupils to participate, as they are not required to wait around for equipment to become free.</p>				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.8%
What was our School focus with clarity on intended impact on pupils?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Increase the profile of extra-curricular PE via assembly, the website and PE blog.</p>	<p>Parents and wider school community to be more aware of the sporting fixtures and successes of the teams when competing in extra-curricular sport.</p> <p>PE website page to be redesigned to enable PE staff to update sporting fixtures.</p> <p>Photographs and commentaries to be uploaded on a frequent basis when pupils are out at sporting fixtures.</p> <p>Sports coach to have regular slot in assembly to present certificates to children who have taken part in sporting fixtures.</p>	<p>£150</p>	<p>We decided to maintain our PE website page as it stood and used the whole school news function to enable PE staff to update sporting fixtures and reach a wider audience.</p> <p>Photographs and commentaries have been uploaded on a frequent basis when pupils are out at sporting fixtures and following a competition.</p> <p>Sporting superstars has become regular slot in assembly, presenting certificates to children who have taken part in sporting fixtures.</p> <p>Our internal PE notice board has been taken on by a PE link TA, who is keeping it up to date with pictures and fixture notices.</p> <p>There have been two curriculum Physical activity assemblies led by the PE team / SMT and a further assembly led by Hockey professionals.</p>	<p>Maintain the high focus of PE across the website, ensuring that all fixtures and competition results are uploaded.</p> <p>PE link TA to further develop the fixtures board in school.</p>
<p>Wider impact as a result of actions:</p> <p>Pupils are very proud to represent our school, which is impacting on behavior, confidence and self esteem.</p> <p>After school attendance at sporting clubs is high, indicating that pupils are more keen to engage in after school sporting provision.</p> <p>Sporting representation has increased, as more pupils from all sporting abilities have been chosen to represent the school. This has impacted on behavior, with some of the pupils who have more barriers to learning being supported to modify their behavior, using sport as the tool.</p>				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
What was our School focus with clarity on intended impact on pupils?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
Increase girl participation in Key Stage 2 interschool and county competitions.	<p>More girls will be accessing single gender and mixed competitions both in and out of school.</p> <p>Additional sporting competitions to be arranged both in house and with other schools which are either girl focused or have a high % of girls participating.</p> <p>Higher priority put on girls sports through PE themed assemblies and visitors in.</p>	<p>£0</p> <p>as we were able to organize much in house and we used our transport budget to supplement travel where appropriate.</p>	<p>Additional sporting competitions have been arranged both in house and with other schools, which are either girl focused or have a high % of girls participating.</p> <p>Higher priority put on girls sports through PE themed assemblies and visitors in.</p>	Maintain the high focus of girls and PE – investigate the links to this girl can campaign.
<p>Wider impact as a result of actions:</p> <p>More girls were happy to participate in sports days this year, especially in races where they historically may not have wanted to.</p> <p>One KS2 girl has been chosen to represent the county in Swimming and another has been awarded the county cross country champion for Year 4.</p>				

Additional identified indicators.				
What was our School focus with clarity on intended impact on pupils?	What were the actions we set out to achieve:	How much funding was allocated:	What was the evidence and impact? How do we know? :	Sustainability and suggested next steps:
<p>This was an additional focus identified in the Summer term of 2018</p> <p>Increase monitoring and tracking of swimming provision to ensure pupils are receiving the highest quality swimming offer.</p>	<p>Increase the % of pupils in Years 4-6 who were able to confidently swim 25m.</p> <p>To make greater use of staff in school who hold a swimming teaching qualification.</p> <p>To track pupils progress more thoroughly in stroke development and outcomes.</p>	<p>£0</p>	<p>PE lead went to observe a Year 4 swimming lesson at the pool.</p> <p>Swimming audit sheets were developed for assessment pre and post teaching block.</p> <p>Two additional members of staff were deployed to support in teaching swimming (SBM and TA who are both involved in swimming coaching / development outside of school).</p> <p>Data analysis of swimming audit sheets show improvements in all year groups.</p>	<p>Further develop Swimming audit tool for teachers to assess pupils pre and post teaching intervention.</p> <p>Change swimming provision as the current provision is not fit for purpose, particularly where there is a high % of non or less confident swimmers.</p> <p>Encourage parents to take their children swimming more frequently.</p>
<p>Wider impact as a result of actions:</p> <p>We have investigated and publicised adult swimming lessons to our parents. During Healthy Lifestyles week, we gave every family a free family swimming pass to any of the Telford and Wrekin Leisure centres.</p> <p>Year 6</p> <ul style="list-style-type: none"> 79% of pupils can swim 25 metres or more and perform self-rescue. 100% of pupils are now able to swim. 9% were unable to at the start of the teaching block. <p>We have changed provision for the next academic year, splitting swimming provision across the academic year (Year 6 Autumn, Year 5 Spring, Year 4 Summer). We also entered the large schools swimming county gala and were placed 4th overall.</p>				
<p>Enrich sporting experiences</p>	<p>All students to have more sporting experiences which they may not have access to.</p>	<p><i>This target will need to be reset for the next academic year.</i></p>		

<p>Purchase new scheme of work for dance</p>	<p>New dance scheme of work to be embedded from KS1, right through to KS2.</p> <p>Dance schemes of work to be planned for across the school.</p> <p>Staff to receive training on essentials in dance teaching from dance professional.</p>	<p>£200 CPD costs £300 purchase of resources</p>	<p>Whilst we have purchased the resources, it has been felt that they need further supplementing.</p>	<p>Investigate further resources to strengthen offer.</p> <p>Investigate opportunities for dance CPD to be led as a PD day.</p>
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