

Academic Year: 2019/20	Total fund allocated: £19,530	Date Updated: 9.7.20		
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:
<p>Additional focus to supplement action plan:</p> <p>Increase daily participation in physical activity sessions across the school. Eg, the Daily Mile.</p>	<p>More pupils would be taking part in at least 30 minutes of physical activity every day.</p> <p>Supplementary activities have been offered to pupils such as playground games, use of bikes and scooters, lunch time club and Just Dance in breakfast club.</p> <p>Healthy lifestyles week featured a variety of physical activity sessions for pupils across the school.</p>	<p>Funding for this came from the whole school budget.</p>	<p>Lunchtime observations showed high level of student engagement with activities offered.</p> <p>Lunchtime staff continued to use play based training.</p> <p>Healthy Lifestyles week was a huge success, with parents getting involved with children’s physical activities.</p> <p>Wheelie Days were held from Reception to Year 6.</p> <p>New Fitbit incentive to increase weekly step count for star player per class.</p> <p>BBC Supermovers used during lessons/at the end of ERIC time.</p> <p>Sports Leader allocated to each class who have run activities</p>	<p>Continue to investigate opportunities for daily mile to happen regularly.</p> <p>Ensure wheelie days from EYFS to Yr6 are a focus at least twice a year.</p> <p>Continue to review the curriculum offer.</p> <p>Reallocate sports stars.</p>
<p>Wider impact as a result of actions:</p> <p>The number of pupils engaging in extra curriculum activities is continued to rise throughout the year.</p> <p>Throughout the school, children are engaging in increased amounts of physical activity with the use of Supermovers and the daily mile.</p> <p>Sports leaders from each class will continue to implement whole school changes and thoughts on PE through regular meetings.</p>				

	during lunchtimes.	
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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				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.	<p>Pupils continue to make progress in their sporting ability across the academic year in line with their previous attainment.</p> <p>The assessment system is embedded and is used 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.</p> <p>Pupils to feel a sense of pride and responsibility when representing the school at sporting events. This works hand in hand with the behavior policy.</p>	£35,100	<p>Lesson observations have shown that the coaching staff continue to be good value for money.</p> <p>Pupils are embedding transferable skills each year that the provision is in existence and leading to more pupils who are more confident in the different strands of PE delivered.</p> <p>A consistent percentage of pupils are demonstrating that they are working at age related expectations across different strands of PE.</p> <p>Behavior contracts have proven to be effective in demonstrating to pupils the importance of</p>	<p>We will continue to use the provision that we have in place for the next academic year.</p> <p>The PE team at Newdale will consist of Airbourne gymnastics delivering curriculum gymnastics and Crossbar Coaching delivering the external element of PE.</p> <p>Miss Jones and Mr Irvine will continue to work as the Head of PE within the team.</p>

Wider impact as a result of actions:

More pupils have excelled at sport during this academic year –

- A number of pupils/teams qualified to represent the district at the Winter games (cross country/hockey/gymnastics)
- The Year 5/6 hockey team qualified again to represent Shropshire at the National Finals.
- The Year 5/6 Quicksticks hockey team also qualified to represent the district at the Wenlock Games.
- A number of girls represented the school in external sporting competitions (such as entering the girls year 3/4 league for the first time)
- The year 3/4 gymnastics team won the Telford and Wrekin competition for the first time.
- A year 3/4 team and a year 5/6 team were involved in the Wrekin Challenge Cup in aid of sports relief. This took place at the top of the Wrekin and involved 3 other local primary schools.

We have also had a significantly higher amount of success in other competitions (see summary).

following school rules.

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:
Ensure class teachers have CPD and resources to deliver PE	<p>Dance schemes to be evaluated to be progressive and to build on dance skills previously taught.</p> <p>PE leads monitored and observed CT taught sessions.</p> <p>Miss Jones to observe crossbar coaching staff and airbourne coaches.</p>		<p>New dance schemes carefully research and brought in to increase the quality of teaching. Observations were carried out, pre and post by PE team and link governor.</p> <p>Progression document has been produced to ensure that dance skills are covered progressively across the curriculum.</p>	<p>Continue to monitor the dance provision across the school.</p> <p>Further CPD is required in Dance for class teachers to ensure that they are delivering the highest quality sessions possible.</p> <p>Continue to purchase suitable schemes of work to ensure full coverage from across the school.</p>
<p>Wider impact as a result of actions:</p> <p><u>Increased curriculum resources</u></p> <p>Class teacher PE lessons were regularly observed to offer ideas and ensure a high quality of PE is being delivered throughout the school.</p> <p>Miss Jones observed Mr F. Addlington (sports apprentice) to ensure the quality of PE lessons is consistent in external PE lessons.</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:
Increase the number of pupils able to swim 25 meters or more unaided and perform self-rescues.	<p>100% of pupils would be active and engaged during swimming sessions i.e. no waiting around and time out of the pool during lessons.</p> <p>By the end of KS2, 85% of pupils should be able to swim 25 meters unaided.</p> <p>In each cohort from 4, 5 and 6, 100% of pupils should be able to attempt or achieve a self-rescue.</p> <p>Encouraging sports leadership across the school and in later life.</p>	£3701.25	<p>The new pool has been a better provision for the pupils, allowing for more time spent in the pool during the lessons.</p> <p>The assessment of swimming from Year 4 to 6 has been reviewed and now has a greater emphasis on self-rescue. Each year group complete a pre and post assessment of their pupils, which is analysed by the PE team.</p> <p>Assessment has been heavily based around the core skills of front crawl, back stroke and self-rescue.</p> <p>In lower key stage 2, assessments drove strategic groupings of pupils with less confident swimming in the first session, with more confident swimmers in the second session.</p> <p>Year 6 students are sports leaders in PE lessons across the timetable.</p> <p>Y6 Swimming Data 2019-2020</p>	<p>Continue to use the different venue.</p> <p>Continue to draw upon the specialisms within the staff team to deliver high quality swimming provision.</p> <p>Continue to audit pupils' ability to self-rescue.</p> <p>Audit school swimming pre and post assessment forms.</p>
<p>Wider impact as a result of actions:</p> <p>Swimming lessons for each class are now delivered in five-week blocks with pupils spending longer in the pool for each session. This has resulted in a higher percentage of pupils able to swim further on the previous assessments and an increased understanding of water safety.</p> <p>JG has completed a Level 1 coaching course with Swim England and is booked in to complete a Level 2 swimming teaching course to further increase the delivery of swimming.</p> <p>Year 6 pupils will continue to be involved in whole school PE lessons, to raise and show the importance of sports leadership thus preparing them for secondary school.</p>				

	<p>79% of the Y6 cohort can swim 25m+.</p> <p>89% of children can use the front crawl technique.</p> <p>93% of children can use the backstroke technique.</p> <p>16% of children can use the breaststroke technique.</p> <p>82% of children can perform 'self-rescue'.</p>	
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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:
Work towards recognised Sporting Award for the School	<p>More pupils to represent the school at sporting competitions within Telford and Wrekin and further afield.</p> <p>We have entered a high amount of pupils into sporting competitions such as football and hockey.</p> <p>Higher priority put on sports through PE themed assemblies and visitors in.</p> <p>Pupils achievements in sport celebrated as a part of the whole</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 attended, both within county and across the district.</p> <p>A significant amount of pupils wanting to take part in external competitions and represent the school.</p> <p>Increased success and participation in sporting competitions this academic year.</p>	<p>Continue to embed the sport development slot into the PE timetable.</p> <p>Focus on establishing links with other schools to increase KS1 participation in competitive sport.</p> <p>By the end of KS2, we aim for every pupil to have represented the school in a form of competitive sport.</p>

	<p>school assemblies. These are also posted on the school website and social media.</p> <p>Player of the match awards have been introduced to celebrate conduct, attitude and performance in sporting competitions.</p> <p>Sports development slot has been embedded into the overall PE timetable.</p>			
<p>Wider impact as a result of actions:</p> <p>Ensure all of Year 6 are offered the chance to represent the school at an external sporting event</p> <p>Continue to ensure our school is viewed a strong sporting school from across the Telford and Wrekin district.</p> <p>The vision of our school is that pupils receive excellent physical education, school sport and physical activity that leads to lifelong participation.</p>				