

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"> <li>• We have used the PE funding to enhance the broader sports that we offer as extra-curricular. This has enabled children from EYFS, KS1 and KS2 to access different sports that they have not tried before. All the clubs we ran were very popular and all the places were taken quickly.</li> <li>• In order to make sustainable changes to our PE curriculum delivery, we have used a substantial amount of the funding each year in staff development. This has included upskilling teaching and TAs to ensure that high quality PE is taught throughout school. By providing teachers with opportunities to identify areas they want to develop, we have been able to team each with our SSCO who has developed the ethos and delivery of different units such as dance and gymnastics. This has led to greater confidence in our staff to teach PE.</li> <li>• By using the funding, we have been able to access more sports competitions beyond our cluster. This has included various trips to sporting venues to take part in training sessions and other events. As well as this, we have been able to continue funding the transport as without this we would be unable to attend the different sport competitions due to the distance.</li> <li>• Our level of participation of children in inclusion events has risen and we have more girls taking part in sporting events such as football or rugby.</li> <li>• A major achievement is to ensure as many children as possible take part in extra-curricular sport and that everyone is active for at least 30 minutes daily.</li> <li>• Through careful planning of our funding, we have ensured that we have a wide range of resources to enable children to take part in different sport activities at lunchtime, that the teachers are able to vary their activities during their PE lessons and that children have the opportunity to try new sports as part of our extra-curriculum activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to continue our development of high quality PE being taught throughout the school, we are going to look into training and support for TAs to gain confidence and knowledge in supporting PE lessons.</li> <li>• Ensure we are able to offer a wide range of extra-curricular sports for all children by using our current provision in a more effective way.</li> <li>• Plan and organise more cluster sport events to be held at school and use the community provision more effectively (i.e. The cricket ground).</li> <li>• Allocate time for the dedicated sport coordinator in order to plan ahead, liaise with our SSCO and organise the sporting events in advance to enhance the parents participation and collaboration.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	90 %
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?	90 %
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?	50 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## 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: 2017/18	Total fund allocated: £17,000	Date Updated: 30/4/18		
<b>Key indicator 1:</b> 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: 20%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue to identify children who are inactive or do not take part in extra-curricular sport as well as those who are uninterested in sport. This will ensure that all our pupils are exposed to high quality PE in lessons and beyond. By supporting this, we will ensure we are supporting the ethos of a healthy lifestyle.</li> <li>Develop a rolling program of activities and events that each class can use daily to encourage an active lifestyle at home and at school. This will enable children to get a deeper understanding of what a healthy lifestyle involves.</li> <li>Encourage parents to be involved in supporting their children in taking up activities at home and at weekends, including during the school day. This will ensure parents to work as partners for their children to lead and active</li> </ul>	<ul style="list-style-type: none"> <li>Continue to record the children who are taking part in extra-curricular activities.</li> <li>Ensuring children are active 30min or more daily, during lessons. Using GoNoodle or the BBC program super movers.</li> <li>Organise extra swimming lessons for the group of children who are less confident in water.</li> <li>Get children active during playtimes, plan a varied range of activities led by MSA. The introduction of playmakers who help set up, run and tidy the activities. More resources purchased specifically for the playmakers to use.</li> </ul>	Staff training and development: £800  Cost of display: £200  Resources for the playground: £2500	<ul style="list-style-type: none"> <li>Our after school weekly clubs have been a great success. The lists were filled very quickly. Children were able to try new sports, such as athletics. We have also become a Wildcats centre for girls football and this is very popular across the school.</li> <li>The active maths training was very positive and was used in class. The EYFS class's wake up shake up is also a successful way to start the day.</li> <li>The extra swimming sessions for the children who were less confident in water including SEN children was a success. 2 were able to swim a length by the end of the extra sessions and all had</li> </ul>	<ul style="list-style-type: none"> <li>We are going to continue to offer a varied range of after school activities. We will try to continue with the Wildcats football for girls has this had a great impact in our school.</li> <li>We will continue to take the children who are less confident in water for extra sessions in order to maximise their potential to achieve the curriculum criteria for when they are in Y6.</li> <li>We will continue to ensure children are active in lesson time and that they enjoy the start of their day. We will ensure other classes also access to wake up shake up activities.</li> </ul>

lifestyle.			<p>made great progress.</p> <ul style="list-style-type: none"> <li>The training for the MSA was very successful and enable the staff to gain confidence in leading activities at lunchtime.</li> <li>The rota established for the playmakers is working well, our Y6 are keen to lead the activities and encourage all the children to take part. The playmakers storage box enables them to set up the activity independently, the MSA staff can then supervise and take part.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to offer activities at lunchtime and reinforce the importance of being active daily. New Playmakers will be trained and will be able to lead activities while in Y6.</li> </ul>
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<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 5%
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School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Build on the attitudes and ethos of how to act in sport. By making this clear, children will carry these positive attitude through to the classroom and their academic progress.</li> <li>Encourage children to attend extra-curricular sports. By doing this, we are ensuring that more children are releasing energy and coming</li> </ul>	<ul style="list-style-type: none"> <li>Delegate two members of staff to organise the PE events in school and after school.</li> <li>Staff training for lunchtime break, for PE lessons and for other lessons.</li> <li>Providing a range of opportunities for children to take part.</li> </ul>	<p>Meeting: £300</p> <p>Training: (In key 1)</p> <p>Display: (In key 1)</p>	<ul style="list-style-type: none"> <li>The sport activities were planned in advance and the bureaucracy was shared.</li> <li>The training helped the staff to gain a greater understanding for children to be active for at least 30min daily.</li> <li>The special award assemblies are always</li> </ul>	<ul style="list-style-type: none"> <li>Allocate two members of staff again but ensure they have dedicated time to plan.</li> <li>Encourage more training as part of CPD.</li> <li>Continue the special assemblies and encourage every child to take part.</li> </ul>

<p>back into the classroom with a positive approach to learning.</p> <ul style="list-style-type: none"> <li>We will support pupil voice to be a key aspect of our developments.</li> </ul>	<ul style="list-style-type: none"> <li>Plan special assemblies each term when pupils can present awards/certificate they received outside of school.</li> <li>Update the sport display, use the board in the hall to provide all the info related to sport in school.</li> </ul>		<p>very busy and appreciated. The children enjoy to share with others their achievement.</p> <ul style="list-style-type: none"> <li>The display has been useful so that everyone knows where to find the info they need, what activity was led on a weekly basis, what score we got at a tournament.</li> </ul>	<ul style="list-style-type: none"> <li>Update the display weekly for the playmakers and for the calendar of events.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Ensure the TA is effective in PE lessons, so that the children who need additional support can make greater progress in their abilities.</li> <li>Ensure resources are up to date, the staff have the correct clothing for PE lessons.</li> <li>Support teachers to be more confident in teaching PE in a range of ways and are competent in their foundation skills.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate a TA to work alongside Jay on a weekly basis.</li> <li>Ensuring the staff is in PE clothing for their PE lessons at all time.</li> <li>Develop health and mental strategies to identify the importance of being healthy mentally not only physically.</li> </ul>	TA: £1000 over the course of the year.  Clothing for outdoor PE: £1000  P4C training: £500  Mindfulness course: £300  Active maths training: (In key 2)	<ul style="list-style-type: none"> <li>The children are enjoying having an extra member of staff in their PE lessons, they can split in groups of abilities and feel more confident.</li> <li>Ensuring the teacher is the role model to help with the children who are reluctant to change for PE.</li> <li>The staff and the children enjoyed their mindfulness training. The children are taking part in weekly session of P4C in order to help them with their mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a TA is allocated to next year's timetable for PE.</li> <li>Ensure the staff wears the appropriate clothing for their PE lessons.</li> <li>Continue the mindfulness path and start to utilise the skills in all the lessons.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				30%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue the support of Local outside agencies to support in the coaching and teaching of various sports. This will give children more specialised skills as well as supporting the teacher through CPD opportunities.</li> <li>Provide additional opportunities for Y5/6 to have</li> </ul>	<ul style="list-style-type: none"> <li>Wider our links, use other agencies and welcome new clubs to run tester sessions in school.</li> <li>Identify which outside agencies can support teachers in lessons. This will support the class in</li> </ul>	Swimming: £2500  External staff: £4000	<ul style="list-style-type: none"> <li>Kanga sports and Jay offer weekly PE sessions. The lessons are planned ahead so they offer a varied range of activities such as gymnastics, athletics, tennis or football.</li> <li>Hedley Verity provides</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify other agencies that can support and engage our children in extra-curricular sports. This will enable to have specialised coaching in school.</li> </ul>

<p>swimming lessons to complete the minimum requirement for those who have not achieved this through curriculum lessons.</p>	<p>having specialised coaching as well as offer CPD opportunities to teachers who will observe the outside agencies.</p> <ul style="list-style-type: none"> <li>• Continue to work with community links, parents links and outside agencies to identify further sporting opportunities that we can offer for the children in extra-curricular activities.</li> <li>• Ask children what sports they would like to try.</li> </ul>		<p>high standards rugby coaching for Y5/6.</p> <ul style="list-style-type: none"> <li>• Kanga sports offers a wide range of after schools activities such as ultimate frisbee, football, javelins, athletics, cheerleading...</li> <li>• The children were able to try cricket as part of a cricket tester session organised by an external agency.</li> <li>• Fire dance studio provided dancing experience and skills for children throughout the school.</li> <li>• KS1 have tried basketball with the Skipton basketball club.</li> <li>• All the children tried skipping and improved their skipping skills as part of a skipping day organised by an external agency.</li> <li>• Our PP were able to experience climbing at High Adventure, and the Y6 are also going to take part for their end of year trip.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Children will be able to try playing squash with an outside agency who is coming to school.</li> <li>• Tennis skills and golf skills are offered to children who are travelling to Skipton tennis club and Skipton golf club to try out these sports.</li> <li>• The girls are able to take part in a weekly club for football. The club has 3 coaches and is held in school.</li> <li>• The children were able to try to challenge themselves and take part in a duathlon where they had to run around the school field and cycle on static bikes. All the children really enjoyed this activity.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



<ul style="list-style-type: none"> <li>• Continue to make links with local schools to give children more competitive opportunities to play a wider range of sports that are not currently held as competitions.</li> <li>• Hold year phases competitions as part of a running program to introduce all children to competitive sport at all year groups. This will encourage a long term involvement in competitive sport from KS1 onwards.</li> <li>• Create a website page to showcase the competitive sport that children have been taking part in. Through highlighting the success of our children, more children will aim to succeed in their own interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Contact through the SSCO other schools who would be interested in setting up a rolling program of competitive events in a range of sports.</li> <li>• Identify sports that we don't currently have as part of our cluster and organise them in school.</li> <li>• Organise half termly opportunities for phases to hold competitions between themselves focusing on sports the children will have learnt skills in PE lessons.</li> </ul>	SSCO: £2000 Meeting staff cover: £200 Transport: £5000 Sports experience: (In Key 4)	<ul style="list-style-type: none"> <li>• The competitions are planned mainly in Skipton And therefore we are having to support the cost of transport. This year, we encouraged a few activities and tournaments to take place at our school, which helped reduce the costs allocated to transport.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the link with the SSCO.</li> <li>• Encourage more tournaments to be held in Gargrave, either at school or at the Cricket ground.</li> </ul>
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