

			of 20 children (33%) now riding pedals. Quote from instructors: <i>"An amazing two days with fabulous results; lots of children now riding with good confidence – some surprised by how good they were!"</i>	
		Yr 2 £300	Out of the 18 year 2 children who hadn't achieved Cycle Ready in year 1, 16 (88%) can now ride a pedal bike to the expected standard. The remaining 2 were absent. Over the two years we have been using SP for cycle ready, the majority of children leaving KS1 can now ride a pedal bike without stabilisers	
Provide children by the end of KS2, the opportunity to learn safe and confident practice riding a bike on the road.	Bikeability provision for Year 4 to increase children's confidence and knowledge of pedal bike riding. To become ready to cycle on roads	Yr 4 £600	56/62 (90%) Year 4 children entered provision for Level 1 Bikeability training. Of these children: 6 (10%) were non completion due to absence or not wanting to take part. 5 (9%) received level 1 certificate only and 45 (80%) achieved their full level 1 qualification.	Children to receive additional bikeability training in Year 5
Encourage KS1 and KS2 children alongside their families to scoot/cycle to school	Dr Bike - Bike servicing ensuring bikes are road-ready Walk on Wednesday - incentive for bike riding to school	£300	% of bikes serviced	
		£330	Get WOW data from JR % decrease throughout the year of people driving all the way to school. Families encouraged, where a car is necessary, to stop further away from school, park and walk the rest of the way. Children comment on enjoying bringing their scooter or bike to school as a fun way of travelling. The incentive of bronze, silver and gold stickers means children are asking their adults to walk with them to school.	Timetabling weeks in the calendar where incentive given to travel in a different way to school – get a booklet stamped – enter a prize draw Improve storage for number of bikes/scooters able to be safely stored at school
	ReCycle – Second Hand bike sale			

<p>Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.</p> <p>KS1 and KS2 Children more active during break times and lunch times.</p> <p>Challenge time in EYFS – preparing children for Year 1. Development of fine and Gross motor skills, building teamwork and problem solving skills</p>	<p>Identify course for daily mile</p> <p>PASS representative to initially run and then train 10-15 year 5 children to set up and lead a number of lunch time activities.</p> <p>Addition of playground markings for games on Outdoor Adventure Play Area. Timetable for when each class can use the equipment. Timetable in activity breaks to use equipment.</p> <p>- Liaise with EYFS team to identify gaps in provision within challenge time to improve fine and gross motor skills</p> <p>- Equipment purchased as identified by EYFS team as necessary to develop the children’s activeness within their challenge time.</p> <p>- Welly rack to ensure outdoor learning can happen in all weathers</p>	<p>Part of £6000.00 SILVER PASS Package (£1,200 allocated for Key Indicator 1)</p> <p>£3000</p> <p>£25</p> <p>£30</p> <p>?</p>	<p>% of bikes recycled Speak to FP re: daily mile course</p> <p>Quotes from children re: playground markings Teamwork, imaginative play etc.</p> <p>Equipment is used as part of all child initiated ‘challenge time’. <u>% of children in Year R achieved exceeding in Physical development this year. Increase/decrease from last year?</u> EYFS teachers stated <u>quote from LB/HJ</u></p> <p><u>Welly rack – quote from EYFS lead/children for being active outside</u></p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Whole school consistency of planning used</p>	<p>PASS to supply a P.E scheme of work written by specialist teachers to ensure progression of learning through a unit of work.</p> <p>PASS to supply a P.E scheme of work written by specialist teachers to ensure progress through year groups for each unit of work. Skills refined/added to each</p>	<p>Part of £6000.00 SILVER PASS Package (£1,200 allocated for Key Indicator 2)</p>	<p>Staff have been asked to provide opinion on current planning. Areas included: Ease of use – equipment identified? Clear on how to set up activities? - Quality of learning outcomes - Progression of skills</p> <p>Staff have worked with subject leader</p>	<p>Look into different schemes of work</p> <p>Introduce team teaching a P.E lesson with a colleague in a different Key Stage to ensure CPD of all staff</p> <p>Maintain observation and assessment of P.E lessons</p>

	<p>year.</p> <p>Curriculum mapping plan ensures all skills are taught</p>		<p>to adjust curriculum mapping to fit with wider school commitments and where best activities would fit in the academic year for each class. Curriculum map to be adjusted for academic year 2019/20 to reflect this.</p> <p>All classes are receiving at least two timetabled P.E lessons a week – covering both indoor and outdoor units of work. Additionally, children in Year 1, 2 and Year 4 have received cricket coaching from a qualified coach which has led to entry into inter-schools competition. Year 5 received coaching from a Charlton athletic coach focussing on dodgeball and handball; two sports currently not timetabled into our curriculum overview</p>	<p>Introduce self-assessment criteria for all children after lessons</p> <p>Plan to utilise P.E specialist to aid delivery of lessons staff specifically request help with.</p> <p>Staff to suggest areas of teaching P.E they would like to work on further – differentiation, assessment etc.</p> <p>Liaise with outside agencies to confirm provision of coaching for next academic year</p>
<p>A broader range of activities offered as extra-curricular activities in line with School Games Calendar</p>	<p>Look at School Games Calendar and timetable PASS P.E coach to run lunchtime and after school clubs in line with competition times. 2 x clubs per 2 terms.</p> <p>Pupil voice to understand which activities children would like to see run as clubs</p>	<p>No Cost</p>	<p>Extra-curricular clubs run by PASS representative and % of children attending</p> <p>After School:</p> <p>Basketball – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Hockey – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Rounders – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Lunch Time:</p>	<p>Pupil voice to determine clubs to be timetable for next academic year</p> <p>Pupil voice of groups not currently engaged with extra-curricular activity to gauge what activities would make them become more active.</p> <p>Target groups not yet actively engaging with extra-curricular activity – ask TAs if they would be interested in running targeted clubs</p>

<p>Celebration assemblies to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies</p> <p>Extra notice boards in main hall to raise the profile of PE and Sport for all children and visitors. One for Competition results, one for House Team competition/points/celebration on in school achievement</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</p> <p>Buy notice boards and arrange to have them fixed. Update boards with relevant information Website used to promote P.E Regular updates in the newsletter informing parents and P.E and Sport news</p>	<p>£52.44 (5 years of badges purchased)</p>	<p>Speed Stacks- Year 3&4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Hockey – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Tri Golf – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>All sporting achievement is celebrated in celebration assemblies. Particular mention to children who show one of our core or sporting values is given. Children feel appreciated and proud of their representation of the school. This, hopefully, encourages more children to want to get involved with extra-curricular clubs and in turn enter level 2 School Games competition.</p> <p>We had a local GB gymnast visit who demonstrated skills whilst inspiring children to follow their sporting dreams.</p> <p>Notice boards and website pages are updated termly by subject leader or year 6 house captains – children know who their house captains are, what competitions are running and how they can get involved with different house activities around school.</p>	<p>Plan in other assemblies to raise profile of other Olympic sports – particularly as 2020 is an Olympic year.</p> <p>Liaise with other subject leaders to plan an academic year of house competition – link in with Maths Week and Book Week competitions which can easily have a house focus to them.</p> <p>Continue to promote school's extracurricular sporting activity within school, in weekly newsletter</p>
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Raise the profile of the house system – embed in all of school life	House captains – vote and badges Inter house competition to associate sporting heroes with P.E values – link to Christian Core Values Inter-house sporting competitions held each term. Compete as a house but also against self in terms of Personal Challenge.		House Captains have led their houses and feel responsible for creating a positive atmosphere within their houses. They enjoy leading and running events such as inter-house competitions during lunch times, working on personal best challenges and they helped run a whole school ‘run for the rainforest’ project. They have showed excellent leadership and motivation skills for younger children.	and also on school’s website. Re-elect house captains – in Term 1 House competition timetabled throughout academic year to continue enthusiasm of belonging to a team Timetable events that House Captains will plan and deliver
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 to ensure they are competent and confident. Improved quality of children's physical education in Key Stage 2 to ensure they are competent and confident.	PE subject leader and Sport Premium Governor to attend CPD training and then to provide updates throughout the year in staff meetings. Primary P.E Conference All teaching staff to receive at least one term’s unit of work with PASS representative. The staff will be working on a unit of work they expressed a desire to improve their subject knowledge in through last academic year’s staff questionnaire. Staff have expressed the area of teaching P.E they would like to focus on – differentiation, provision for most able etc. PASS representative to team teach and carry out informal observations. Feedback and next steps provided to teachers on how to improve their practice.	£50.00 x 2 = £100.00 Part of £6000.00 SILVER PASS Package (£1,200 allocated for Key Indicator 3)	Primary P.E Conference attended with Sport Premium Governor – From information received at this event, Maths of the Day purchased, swimming data collated more rigorously and information re: P.E planning scheme gathered. Teachers continue to improve the % of time children are active during lessons. The engagement and enjoyment of P.E lessons continues to improve too. Survey answers included <u>“get quote from children KS1 and KS2</u> All teachers worked with a qualified P.E teacher working for specialist coaching company (see termly timetable). Teachers completed post unit questionnaires from working with PASS representative. <u>Include quotes from teachers’ questionnaires</u>	Staff to identify areas for their professional development next year Arrange team teaching opportunities for year group/phase teachers to observe each other’s practice. Ensure continued development of top quality teaching, learning and assessment Subject leader to work with new staff to ensure they are consistent with the teaching of P.E Twilight training identified – teachers split into groups dependent on their areas for development

<p>Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.</p>	<p>Impact reports created by PASS representative to evidence what has been worked on and the targets to focus on when next teaching this unit of work.</p> <p>PASS representative to work with staff assessing children. Working on initial pre-unit assessments and then post unit assessments too. Assessed against Bronze/Silver/Gold criteria from scheme of work.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p> <p>Teaching staff to receive two twilight CPD sessions. Staff audit to determine areas of curriculum to be delivered. Support staff invited to training too.</p> <p>All staff encouraged to partake in Active 30:30 activities alongside children Staff to partake in Daily Mile alongside children</p> <p>TAs offered opportunity to run after school club to target groups</p>		<p>Assessment shows children have made good or better progress in individual lessons and also over a whole unit's learning (see assessment data)</p> <p>PASS representative has completed observations of each teacher to see the effect observing the coach and team teaching has had. Coach commented that staff have applied their knowledge of what they have observed and were able to independently run sessions whilst including guidance given from coach (See Impact Reports). Next steps given to each teacher to show how to further improve their practice.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Introduce a wider range of clubs and maintain current provision. Attend the same competitions as last academic year but add more where possible. Involve external coach to run extra-curricular clubs Arrange a pupil survey to ascertain what pupils would like.</p>	<p>Part of £6000.00 SILVER PASS Package (£1,200.00 allocated for Key Indicator 4)</p>	<p>Children have engaged with a varied curriculum which has delivered knowledge and skills in a variety of indoor and outdoor activities. A full programme of clubs have been run this year with the addition of speed stacks for LKS2 and hockey for UKS2.</p>	<p>Pupil voice as to which activities they would like to experience next year</p>

<p>Increased Inter-house competition for all children in KS1 and KS2</p>	<p>Football equipment purchased to deliver lunch time club working towards entering School Games and Local League for Girls and Boys Football competitions. Additional Speed Stacks equipment purchased to meet demand for club – used for activity breaks too.</p> <p>All children to experience working as part of a team to develop awareness of fair play and rules. All to learn new skills and then apply them to competition scenario Timetable of year groups and activities generated</p> <p>Children tasked to create activities for end of year Sports Days. Each Class to develop and field and track event. House Captains, PASS representative and Subject Leader to work together to produce a programme of new events for end of year whole school Sports Days Equipment purchased for these events</p>	<p>£40.50 £40.81</p> <p>£245.00</p>	<p>League games for netball and girls and boys football were entered. Within these games, all children attending the club received experience of playing in a competitive situation.</p> <p>School Games competition entered. Whilst children developed in confidence throughout the games and enjoyed the experience, the desire would have been for a better final placing.</p> <p>Inter-house competitions run in terms 2 (hula-hoop challenge), 4 (bounce challenge) and <u>planned for term 6</u> (speed bounce challenge) focus on personal challenge (see inter-house challenge data and timetables). All children entered the competition, had time to practise and then improve their personal best.</p> <p><u>Term 5 – all Year 6 children working with PASS representative and developing games. List of resources purchased as a result of games created.</u></p>	<p>Enter netball and football leagues.</p> <p>Develop rotational practice sessions to ensure all children are receiving quality coaching.</p> <p>Enter competition and run clubs again. Try to work children in set teams earlier so they can develop strategies and tactics for themselves.</p> <p>Use House Captains to develop inter-house competition. Train house captains to deliver programme of events.</p>
<p>Increased % children with good level of fine motor skill entering KS2</p>	<p>After school club continued from previous academic year following demand for club. Target children identified by KS1 teachers and parents as children needing additional intervention for fine motor skill. Delivered as fun club where children are not necessarily aware of the learning going on.</p>	<p>£23.00 £71.65</p>	<p><u>See timetable of activities for each week</u></p> <p><u>Quotes from JF or GS</u></p> <p><u>% improvement of children from beginning to end of planned sessions</u></p>	<p>Target children not achieving good level of fine motor skills at end of EYFS to attend club</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce additional competitive sports identified by pupils in survey in order to engage more pupils.</p> <p>Opportunities for A, B and C team competition to increase number of KS2 children involved in competition.</p> <p>Maintain the Bronze Sports Mark achieved in academic year 2017/18 whilst aspiring to meet criteria to achieve Silver Sports March</p> <p>All KS1 and KS2 children to participate in competition sport within curriculum time.</p> <p>Replace/add to equipment in line with School Games Calendar</p>	<p>PASS representative to run lunch time and after school clubs in line with School Games timetable of events.</p> <p>Events for both LKS2 and UKS2 to be entered.</p> <p>Timetabled inter-house competition scheduled with PASS representative in term 5.</p> <p>Equipment and storage to be purchased to replace existing equipment</p> <p>Gymnastics mats and storage purchased</p> <p>New training bibs & bags</p> <p>New netballs and bags</p> <p>New ball pump</p>	<p>Part of £6000.00 SILVER PASS Package (£1,200 allocated for Key Indicator 5)</p> <p>£229.95 (trolley)</p> <p>£839.50 (mats)</p> <p>£79.05</p> <p>£76.53</p> <p>£47.66</p>	<p>PASS representative ran lunch time and after school clubs in line with School Games timetable of events.</p> <p>Extra-curricular clubs run by PASS representative and % of children attending</p> <p>After School:</p> <p>Basketball – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Hockey – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Rounders – Year 5 & 6</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Lunch Time:</p> <p>Speed Stacks- Year 3&4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Hockey – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Tri Golf – Year 3 & 4</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female 	<p>Look at School Games calendar – programme clubs in line with competition dates</p> <p>Gymnastics to be timetabled for classes to work on Key Steps skills within lessons in line with School Games calendar</p> <p>Subject leader to plan a calendar year of inter-house competition to take place in the last week of every term within P.E lesson – a mix of indoor and outdoor activity.</p>

			<ul style="list-style-type: none"> - % male - % pupil premium <p>Extra-curricular clubs run by school staff:</p> <p>Rugby for UKS2</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Rugby for KS1</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Netball UKS2:</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Girls Football UKS2:</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Boys Football UKS2:</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Gardening Club all years:</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female - % male - % pupil premium <p>Dance/Drama Club – Year 6:</p> <ul style="list-style-type: none"> - <u>number</u> children attending - % female 	
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