

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"> Achieved bronze level Kent Games Mark 	<ul style="list-style-type: none"> Enter more competitions Run intra sports competitions

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	95% 20/21
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95% 20/21
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19% 4/21
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?	Yes/ No

*Schools may wish to provide this information in April, just before the publication deadline.

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: Unless stated, funding is spent on support from PASS		Date Updated: 8.3.18	
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ol style="list-style-type: none"> All children to be timetables 2 lessons of PE per week. Children in reception to have regular access to physical activities in both the indoor and outdoor environment. Children have access to sporting clubs after school. Lunch times and play times provide opportunities for physical activity and are encouraged by supporting staff. Lessons are all well equipped to support physical activity. 	<ol style="list-style-type: none"> Monitor timetables and PE lessons Physical activities are planned for and environments are enables for easy access. Ensure there are a range of clubs open to different age groups. Ensure Staff/ play leaders are trained to initiate and lead games on the playground. Audit current resources and order equipment required 	<ol style="list-style-type: none"> £0 £0 £0 £0 	<ol style="list-style-type: none"> All classes (1-6) timetabled 2 PE lessons per week. All reception children do have the opportunity to access physical activities in both the indoor and outdoor environments. Term 1 and 2 <ul style="list-style-type: none"> - Street Dance (years 1-6) - Football Club (years 3-6) - Cycling (years 3-6) Term 3 and 4 <ul style="list-style-type: none"> - Street Dance (years 1-6) - Football Club (years 3-6) - Cycling (years 3-6) Children active and involved at lunchtimes and playtimes 		
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:

Created by:



Supported by:



				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Children have access to sporting clubs after school. 2. Raise confidence levels in girls in PE and across the curriculum	1. Ensure there are a range of clubs open to different age groups. 2. Identify KS2 girls lacking confidence/ self esteem. Timetable opportunities with KS (PASS). Create a baseline for the girls. Identify a range of activities to promote confidence and independence.	1. £0 2. See PASS costs KI3	1. Term 1 and 2 - - Street Dance (years 1-6) - Football Club (years 3-6) - Cycling (years 3-6) Term 3 and 4 - Street Dance (years 1-6) - Football Club (years 3-6) - Cycling (years 3-6) 2. Ongoing	

See impact reports 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:
1. Teachers to have access to specialist PE teaching.	1. Audit needs of staff. Allocate specialist teacher to work alongside the class teacher.	£300	1. Employ PASS to work as specialist PE teachers. See separate impact reports. <ul style="list-style-type: none"> - Term 1 – LK year 3/4 fitness - Term 2 – WW year 6 gymnastics - Term 3 - MG year 4/5 hockey - Term 4 – EK year 3/4 gymnastics 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
1. Continue with drive to encourage pupils to cycle or walk to school by encouraging children to join cycling club and engaging with British Cycling to offer competitive cycling opportunities. 2. Sports week (to include a wide range of sporting opportunities) planned for Term 6	1. Promote cycling club. Link with other schools to allow BC to organize competitive activities. 2. Plan and publish plans for sports week.	£0 £500	1. Oversubscribed cycling club. 2. Ongoing	
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:

<ol style="list-style-type: none"> 1. Continue to enter competitions within Ton and Mall and create opportunities for local schools to compete with children from St Mark's (including Kwik Cricket tournament, cross country races and local leagues) 2. Continue with drive to encourage pupils to cycle or walk to school by encouraging children to join cycling club and engaging with British Cycling to offer competitive cycling opportunities. 	<ol style="list-style-type: none"> 1. Create links and participate in events that are open to the school. Encourage participation from all year groups where possible and from all groups. 2. Promote cycling club. Link with other schools to allow BC to organize competitive activities. 	<p>£0</p>	<ol style="list-style-type: none"> 1. Leagues have been a success so far. Plans are in place for summer tournaments. 2. BC invited to work with Trust schools in summer terms. 	
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