

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.

Once completed it should be published on your website.

Academic Year:	2017 – 2018
Total Funding Allocation:	£19,340
Actual Funding Spent:	£18,000

PE and Sport Premium Action Plan

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> Establish play leader systems where chn can use the skills taught in clubs to teach others. 	<ul style="list-style-type: none"> To continue next year to get ks1 and ks2 leader. Focus on one area of PE striking and fielding, wall and ball games etc. Professional to teach a group of year 6 chn who are interested in leading other children within the school. Work with these chn for 1 term teaching them the skills and the games for them to teach the skills to other year groups throughout the week. Have the skills for rugby, football and tennis. 	<p>£1000 for outside agencies to teach leaders the initial skills.</p>	<ul style="list-style-type: none"> A rota of games and year groups practising these skills/games throughout the lunch time. E.g tennis – mon yr1, tues yr2, wed yr3, thurs yr5, fri 4+. Chn will be busy and enthused during lunchtimes, learning new skills. The year 6 chn will gain teaching and leadership skills.

<ul style="list-style-type: none"> • Re-establish the CFL club and implement changes and ideas given by SGO. 	<ul style="list-style-type: none"> • To hold the big pedal again next year and increase our %. • To continue to have healthy eating week and borrow the sustrans smoothie bike next year – for good choices. • To continue our relationship with sustrans and loan balance bikes earlier in the year for 4+. Until April. • To continue to compete in events where we can select our PP or underactive chn to attend. • To hold scooterbility training for year 1 and 2 chn. • To continue to hold bikeability for years 4,5 and 6. 	<p>Sustrans hire of things – free.</p> <p>Cost for cover of staff training £100.</p> <p>Healthy eating week ingredients for smoothie bike also - £150</p> <p>Scooters to purchase? £40 per scooter (x10)</p> <p>Balance bikes for 4 plus to buy? £100 each (x6)</p>	<ul style="list-style-type: none"> • An after school CFL club will be available. • Other staff will know the aims of CFL clubs and will push the ideas surrounding why you should take part. • Chn will be more aware of a healthy lifestyle and will work collaboratively in creating displays surrounding good choices. • Liaise with healthy school's leader to create competitions and events that can take place combining the two. • Chn are more active in standard lessons having an impact on their concentration. • Chn encouraged to cycle or scoot to school across 10 days. •
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Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Objective	Key Actions	Allocated funding	Anticipated outcomes
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<ul style="list-style-type: none"> • To create an assessment tool to mark against the progression framework. • To continue to check PE data termly and send a review on gaps. 	<ul style="list-style-type: none"> • To review the progression skills created last year. • Discuss with CT's if the skills they were teaching were completed and if they were suitable for the year group. Had they done the previous steps? • Using the overview of the school and Classroom Monitor create an easy, manageable way to assess the chn. • Using classroom monitor to check each year groups termly data to ensure progress is being made. 	<p>£500 Time for CB to plan assessment / planning tool for staff.</p>	<ul style="list-style-type: none"> • Teachers will be able to assess chn against the school progression skills and have clear evidence linked to classroom monitor.
<ul style="list-style-type: none"> • To continue to monitor the planning of PE. • To continue to monitor 'Be the Best you can Be' 	<ul style="list-style-type: none"> • CB to continue to check CT plans and have the terms PE planning in before the term begins. • Are they teaching the correct skill at the correct level? Are the skills noted within the planning? • Continuation of planning scrutiny. Half termly. • Lesson observations and learning walks to continue. 	<p>CB time to set up some topic based planning based around skills for other year groups.</p>	<ul style="list-style-type: none"> • CT plan effectively and efficiently for their class based around the skills that should be taught in that particular point in the term.

	<ul style="list-style-type: none"> Be the best you can be a self assessment tool set up and used throughout the school. 		
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> Continue the Tennis coach in the next year group with different teachers to forward the skills. Get into contact with other outside agencies that would be interested to do the same. Rugby? Rounders? Dance? Athletics? Netball? To hold events such as Olympic athlete visit and prokick again. 	<ul style="list-style-type: none"> Staff will observe Tennis teaching are able to exert the same skills and apply them in all areas of PE. Staff taught skills for chn to compete on the day and work alongside Olympic athlete event, picking up tips. Chn will all take part in event. 	£1000 to hire other outside agencies to upskill staff.	<ul style="list-style-type: none"> Staff will be able to deliver high quality lessons based around a sport. Staff can adapt the games and skills taught to other areas of their PE teaching. Staff will work collaboratively to share the skills they have learnt.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> Competitions will continue so the profile of the school can continue to rise. 	<ul style="list-style-type: none"> Continuous communication with SGO and local schools. Continue with our School Games Mark possibly apply for Silver this year? Create opportunities to go to and host tournaments. 	£2800 to buy into SGO sports scheme.	<ul style="list-style-type: none"> Chn will feel a sense of pride in competing for their school. Most, if not all, children will take part in some sort of competitive sport within or outside of school. Pupils are eager to attend and parents enjoy the updates on facebook.

<ul style="list-style-type: none"> • Continue employment of specialist coaches to work alongside staff. • To offer a different breakfast or after school club than the standard few. • To offer pupils to take warm ups to enable new skills. 	<ul style="list-style-type: none"> • To employ other outside agencies to offer extensive range of skills and games taught to the children. • Make sure staff are aware they are learning from these outside agencies too. 	As above	<ul style="list-style-type: none"> • Chn will reach a higher level of skills than expected. • Chn will enjoy different areas of PE.

Indicator 5: Increased participation in competitive sport

Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> • Sign up and attend as many events as possible. 	<ul style="list-style-type: none"> • Continuous communication with SGO and local schools. • Create opportunities to go to and host tournaments. • Throughout the year it will become evident that the chn will gain a community within their houses and look forward to fun competitions. 	As above	<ul style="list-style-type: none"> • Chn will feel a sense of pride in competing for their school. • Most, if not all, children will take part in some sort of competitive sport within or outside of school.
<ul style="list-style-type: none"> • A specific area on the school's website will be dedicated to events and activities that the children take part in. 	<ul style="list-style-type: none"> • CT to take photos of events and activities taking place and them be added to the website 	£200 to have our ICT team keep on top of PE events.	<ul style="list-style-type: none"> • Chn and parents will be able to look at and discuss the sport that has been going on within the academy.

	<p>with a small caption underneath.</p> <ul style="list-style-type: none"> • Chn attending events must have photo permission to attend. 		
<ul style="list-style-type: none"> • Develop house competitions. 	<ul style="list-style-type: none"> • Try to create a competitive PE aspect to the houses. At the end of every half term all houses can focus on a team game. • A Friday afternoon out every half term would have to occur. • In their houses they can play each other practising the 'skills' and between the houses they choose a team to compete against the other house. • E.g Autumn 1 – handball – oysters vs starfish dolphins vs Seahorses. Winners from each play in the final to become champions. Can be presented during house points assembly. • To create year group opportunities of competitions too. After every teaching a 	<p>£2000 spent on equipment.</p>	<ul style="list-style-type: none"> • Chn will want to take part in the house competitions. • Chn will gain team skills, and debate their way into the teams. • Throughout the year it will become evident that the chn will gain a community within their houses and look forward to fun competitions.

	<p><i>games skills, one PE lesson should consist of competition between the 2 classes.</i></p> <ul style="list-style-type: none"> <i>• Continue to have good relationships.</i> <i>• Chn will want to take part in the house competitions.</i> <i>• Chn will gain team skills, and debate their way into the teams.</i> 		
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Added Funds

With the added funds of approximately £6,500 we are looking to spend it in many ways.

Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <i>• To challenge children in their Physical Development in their outdoor area.</i> 	<ul style="list-style-type: none"> <i>• To build an assault course around the grass area adding tyres and dens.</i> <i>• Adding climbing and swinging equipment.</i> <i>• Adding tunnels and hide outs.</i> 	<p><i>£3500</i></p>	<ul style="list-style-type: none"> <i>• Chn will have time and space to enjoy energetic play daily.</i> <i>• Chn will move about safely and cooperatively to create their own structures using milk crates, tyres, large cardboard tubes etc.</i> <i>• Chn practise movement skills through games with beanbags, cones, balls and hoops.</i> <i>• Chn practise moving in different ways and at different speeds, balancing,</i>

			<p>target throwing, rolling, kicking and catching.</p> <ul style="list-style-type: none"> • Chn wait turns where it doesn't take the enjoyment away. • Chn can easily regulate their own activities using games with wheeled toys or balls. • Chn have the opportunity and motivation to practise manipulative skills, e.g cooking, painting clay and playing instruments. • Chn will be able to use tools and materials effectively and safely.
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> • To challenge chn at lunchtimes with sports that they will adapt to. 	<ul style="list-style-type: none"> • To buy large table tops for lunchtime staff to help teach chn skills. 	£1000	Less incidents at lunchtimes.
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> • Establish play leader systems where chn can use the skills taught in clubs to teach others. 	<ul style="list-style-type: none"> • To continue next year to get ks1 and ks2 leader. • Focus on one area of PE striking and fielding, wall and ball games etc. Professional to teach a group of year 6 chn 	£1000 for outside agencies to teach leaders the initial skills.	<ul style="list-style-type: none"> • A rota of games and year groups practising these skills/games throughout the lunch time. E.g tennis – mon yr1, tues yr2, wed yr3, thurs yr5, fri 4+.

	<p>who are interested in leading other children within the school.</p> <ul style="list-style-type: none"> Work with these chn for 1 term teaching them the skills and the games for them to teach the skills to other year groups throughout the week. Have the skills for rugby, football and tennis. 		<ul style="list-style-type: none"> Chn will be busy and enthused during lunchtimes, learning new skills. The year 6 chn will gain teaching and leadership skills. <p>TARGET FOR 2018-2019</p>
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PE and Sport Premium Impact Review 2017-2018

Spent £14,500 (£3,500 saved towards this years outside area)

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> A CFL club available at lunchtimes for ks1 and ks2. Liaised with healthy school's leader to create competitions and events such as healthy eating menus. 	<ul style="list-style-type: none"> Held the big pedal again increasing our bike count from December '20' to around 50 in March. Continued to have healthy eating week and borrow the sustrans smoothie bike. 	<p>£2000 (by back scheme) Sustrans hire of things – free. Cost for cover of</p>	<ul style="list-style-type: none"> We support children at lunchtimes to get their extra 30 minutes exercise. Children are more active through scooting to and from school and during lunchtimes. 	<ul style="list-style-type: none"> The scootability and bikeability will continue next year. We will continue to push the big pedal as we have for the past two years. PE ready days are now in place to

<ul style="list-style-type: none"> • Chn are more active in standard lessons having an impact on their concentration. • Chn encouraged to cycle or scoot to school across 10 days. • PE ready days – evoking all chn coming into school with a kit on and having a longer time during a PE afternoon to grasp skills, imbed and extend. • The younger year groups outside area is yet to be adapted. (£3500 to move onto next year to continue to increase their active lifestyles) 	<ul style="list-style-type: none"> • Go noodle, mindfulness and Pe concentration all support physical literacy. • Continued relationship with sustrans to help encourage cycling or scooting to school. • To continue to compete in events where we can select our PP or underactive chn to attend the stage 2/3 games. • To hold scooterbility training for year 1 and 2 chn so they can have the scooters out for lunchtimes. • Held bikeability for years 4,5 and 6. • Less incidents at lunchtimes. • With the younger outside area - To build an assault course around the grass area adding tyres and dens. 	<p>staff training £100.</p> <p>Healthy eating week ingredients for smoothie bike also - £150</p>	<ul style="list-style-type: none"> ● Outside speakers and ipods evoke dance during lunchtimes. • Other staff know the aims of CfL clubs and push the ideas surrounding why you should take part. • Chn are more aware of a healthy lifestyle and will work collaboratively in creating displays surrounding good choices. 	<p>allow for extra imbedded skills to be extended and explored.</p> <p>NEXT STEPS;</p> <ul style="list-style-type: none"> • Establish play leader systems where chn can use the skills taught in clubs to teach others. • A rota of games and year groups practising these skills/games throughout the lunch time. E.g tennis – mon yr1, tues yr2, wed yr3, thurs yr5, fri 4+. • Chn will be busy and enthused during lunchtimes, learning new skills.
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	<ul style="list-style-type: none"> • Adding climbing and swinging equipment. • Adding tunnels and hide outs. 			<ul style="list-style-type: none"> • The year 6 chn will gain teaching and leadership skills.
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Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> • Bought new lunchtime equipment. • New team bibs and sets to feel professional and have a sense of pride. • Table tennis tables. • Sports Day equipment. • Sports Day medals • Whole school PE map created to know what was begin taught when, so it links with the upcoming competitions. • Checking of PE data termly and send a review on gaps. • Playground markings removed and replaced. 	<ul style="list-style-type: none"> • Children have a variety of activities on offer to them. • Staff are now teaching summer sports during the summer term. • Overall school curriculum map has been created to ensure the right skills are taught before the competitions. • Old markings were removed and new football and netball court were added, plus a new KS1 zone and scooting zone added to the playground. 	<p>£1200</p> <p>£4,059.</p>	<ul style="list-style-type: none"> • Children are able to take part in table tennis and other activities during lunchtimes. • There are less incidents noted on cpoms due to better equipment. • Children are aware of the skills needed for competitions. • 8/10 competitions that we took part in, children understood the rules prior to the competition, rather than 4/10 the previous year. 	<ul style="list-style-type: none"> • Further review of existing playground equipment, zoned areas and activities on offer • Consider new zones and further breadth of offer. <ul style="list-style-type: none"> • Continue to provide equipment for MDS to use. • To continue to celebrate sporting achievements and effort in assemblies

Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> AS, MW, SW attended outside PE training – dance, gymnastics. AS took over PE whilst CB away. Continued employment of a specialist PE teacher to team teach alongside class teacher and TAs to deliver 1 x lesson per week, across all years for half a term. (LTFC, premier sport) 	<ul style="list-style-type: none"> Staff are confident to teach solely for 2018-2019 year. Specialist PE teacher delivering 1 lesson a week with year 1-6. Planning provided for other year groups to follow. Pupils access high quality PE lessons 	£2000	<ul style="list-style-type: none"> These staff members will now be the only members of staff teaching PE due to the new PE ready days. All members of staff feel more confident to teach in these areas. Increased confidence and subject knowledge of class teachers (year who will continue PE teaching) Pupils really enjoy their lessons and demonstrate a genuine desire to learn and improve 	<ul style="list-style-type: none"> To continue to monitor, discuss and provide CPD where needed. Possibly for half a term next year working alongside someone.

Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> Held the big pedal. Luton Town Primary Stars have team taught with every year group. Sustrans bikeability and parent ride. 	<ul style="list-style-type: none"> After 'The Big Pedal' our bikes and scooter have increased slightly, our ranking was 120 in the country and 30th in the county. We have raised awareness for 	£500	<p>Big pedal ranking 120.</p> <p>32% of attendees to parent/child bike session.</p> <p>100% of level 1 bikeability.</p>	<ul style="list-style-type: none"> Continue to raise the awareness of biking or scooting to school and take part in the big pedal again 2019.

<ul style="list-style-type: none"> • Scooter training for KS1. • Sustrans to scooter club at lunch. • Change 4 life run by LTFC and Kade Gaskall. 	<p>bike skills and offered a parent/child bike session after school.</p> <ul style="list-style-type: none"> • Bikeability allowed chn to ride at different skill levels and learn about the safety around cycling. • Scooterbility enable KS1 chn to feel safe and confident when riding our scooters. They take part in daily scooting clubs at lunchtime. • Sustrans ran a club for MDS to take control of the scooter club. 		<p>15% of level 2 bikeability.</p> <p>10% of level 3 bikeability,</p> <p>The chosen inactive KS1 children enjoyed the Change4life sessions and wanted to continue attending them.</p>	<ul style="list-style-type: none"> • Offer bikeability and parent/child bike sessions 2019. • KS1 scooter training to take place Nov 2018, to continue scooter use at lunch time. • Continue to run club focussing on healthy, active lifestyles targeting less active children <ul style="list-style-type: none"> • Club fully inclusive for all children • Children to attend a Change for Life Festival
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Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> • Enter all the inter schools competitions that we can provide a team for. • Support with transport costs provided to enable KS1 to continue 	<ul style="list-style-type: none"> • Sports hall athletics for year 1&2, Year 3&4, year 5&6, Tag rugby, Netball, SEN table tops, Boccia, SEN Kurling, SEN sports athletics, Football year 5 and 	<p>£2000</p>	<ul style="list-style-type: none"> • Won the most entered competitions out of Dunstable Schools. Kade in to present school with the award. • Children feel proud to represent their school 	<ul style="list-style-type: none"> • To continue to attend as many events as possible. • Continue to enter L2 competitions for KS1 children and allocate

<p>to attend a range of L2 school games events opportunities.</p> <ul style="list-style-type: none"> • Support with transport costs provided to enable KS2 to attend a range of L2 school games events opportunities for the first time • 	<p>year 6, Football festival inc girls, golf, trigolf, tennis, quadkids, luton town football festival, kurling final. Won most competitions entered out of dunstable schools.</p>		<ul style="list-style-type: none"> • Children inspired and motivated to do their best in sport • Children able to take part in inter school festivals and competitions • Children feel proud to represent their school • All children regardless of ability have the opportunity to represent the school in competitive sport 	<p>funding for transport</p> <ul style="list-style-type: none"> • Lower KS2 children to take part in level 2 School games competitions and festivals • Purchase a school Team kit for KS2 children • Lower KS2 to participate in friendly matches with local schools and schools across the town • Competitions for upper KS2 • Children who excel at sports will be given the opportunity to take part in appropriate level competitions • Less sporty children will also have the opportunity to represent their
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				<p>school in competitions</p> <ul style="list-style-type: none">• Some children will have the opportunity to take part in non - competitive sporting festivals•
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