

Monitoring the quality of Physical Education, Sport and Physical Activity (PESSPA).



Academic year: 2018-2019	Total fund allocated: £19080	Date updated: 28 th July 2018
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Key achievements to date:	Areas for further improvement:
<p>KS2 District Rounders winners Completed football league with local schools Cross Country Champions at Year 3 (2nd year running as champions in KS2) Weekend football tournament attended Cricket District Winners and County Semi-Finalists Tag Rugby Local Schools winners Dance Festival attendance (with local First schools and high school) Dancers performing for a paying audience in Aladdin theatre performance raising £2k for the Performing Arts. School Games Platinum Award (for 5 years consistent commitment to sport)fo Tennis County winners KS2 Partnerships developed with outside specialists to enhance extra curricular offer: EC Dance, TM Sports Coaching (Football), Albert Lawn Tennis Club, IRONMAN, Bikeability. Inaugural walking bus sustained, continued promotion of sustainable and healthy travel (walking) Continued high expectations of LSAs to support active lunchtimes, led by the excellent Pastoral Lead. Laughter Yoga and Relax Kids Active Learning is integral to the school curriculum, as observed throughout the year. Continuation of Forest School High attendance at after school clubs</p>	<p>Consistency of nurture provision - whilst this has been operation, staff absence has impacted on this being able to run as frequently as possible. Children have experienced some specialist sports but this could be extended further next year. Trim trail has been condemned with new one being erected in October 2019, part funded by Sports Premium. Continued development of lunchtimes and sports leaders PE lessons supported by an experienced TA where the lesson/cohort would benefit from this.</p>

Action plan and Budget Tracking

<p>Key indicator 1: The engagement of all pupils with regular activity - (chief medical officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school)</p>			<p>Funding allocated: £7218</p>
<p>School focus (impact on pupils):</p> <p>Continued development of active learning pedagogies that excite children and encourage them to move more. Lunchtimes provide high quality opportunities for physical activity.</p>	<p>Actions to achieve:</p> <ul style="list-style-type: none"> • Programme of activities that are well resourced run through lunchtimes. • Sports leader roles are developed under the leadership of TM. • Curriculum underpins healthy lifestyles and allows opportunities for children to move. 	<p>Evidence and impact:</p> <ul style="list-style-type: none"> • Children enjoy lunchtimes and have structured and self-led activities to support them. • Sports leaders ensure that children have access to equipment, activities and play opportunities. • Lessons throughout the school support physical and mental wellbeing and encourage high levels of activity. 	<p>Sustainability and next steps:</p> <ul style="list-style-type: none"> • Embedded practice, easily sustained with improved structure and culture of lunchtimes. Staff expertise and knowledge has improved. • Needs annual development with new Year 4 children and sustained input throughout the year to develop pupil expertise. • Physical and mental wellbeing is integral to the school's curriculum planning and culture. All subject leaders embed health and wellbeing within their curriculum vision. School staff are recruited to understand this vision and are inducted to the school's culture.

Key indicator 2: The profile of PESSPA being raised across the school.			Funding allocated: £3745
School focus (impact on pupils): Children aspire to achieve well in competitions and develop skills with an opportunity to utilise them in real life situations.	Actions to achieve: <ul style="list-style-type: none"> • Children love sport and are keen to compete. • Children know how to play in a sporting way and uphold the Olympic Values. • Children represent the school well and conduct themselves appropriately whether they win, lose or draw. • Children are keen to improve their skills and practise techniques • Sports, healthy lifestyles and achievements in sports are celebrated in the newsletter and within the community. 	Evidence and impact: <ul style="list-style-type: none"> • Children are all keen to compete and the school is cognisant of its 60 PAN and allows for this by seeking to provide opportunities for A,B and C teams. • Feedback and first hand observations are overwhelmingly positive about the pupils conduct in sporting events. • High levels of attendance at school events - cross country tournaments, after school clubs etc. • All achievements are well publicised and celebrated. 	Sustainability and next steps: <ul style="list-style-type: none"> • The infrastructure for this to continue for Sept 2019-2020 remains in place through the Sports TA and teaching staff expertise. There is a whole school commitment to sport. • Inherent to school culture and ethos. • Integral to the school's inclusive and aspirational mindset. Children believe they can and support one another to achieve and have a go. • PE and Sport is celebrated in line with all other curriculum areas.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Funding allocated: £3745
School focus (impact on pupils): Staff access support from the Sports Lead (TM) and use this to support their teaching. (e.g subject knowledge, refinement of techniques, ideas for teaching sequence)	Actions to achieve: <ul style="list-style-type: none"> • Staff with expertise share this with colleagues. • Expertise allows for children to be moved on more quickly in lessons and embed skills. 	Evidence and impact: <ul style="list-style-type: none"> • TM has developed expertise within athletics, invasion games, net wall and striking and fielding. 	Sustainability and next steps: <ul style="list-style-type: none"> • Continued support for class teachers and curriculum planning. • Children develop their own self and peer assessment skill.

	<ul style="list-style-type: none"> • TM to support pupils who need additional support in afternoon PE lessons and support differentiation under the STEP framework. 	<ul style="list-style-type: none"> • Use of STEP to support SEND and More Able provision. • Assessment is better used within PE lessons by practitioners 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Funding allocated: £2800
<p>School focus (impact on pupils): Children compete in/experience a wide range of sports beyond those that they typically learn</p>	<p>Actions to achieve:</p> <ul style="list-style-type: none"> • Children engage in new sports: fencing, yoga, a range of dance disciplines, boccia, archery, dodgeball etc • Partnerships with local clubs support these new experiences and competitions. • Children have multiple opportunities throughout their time in school to engage in OAA learning opportunities, on and off site. 	<p>Evidence and impact:</p> <ul style="list-style-type: none"> • Children have used yoga poses to support transitions between lunchtime and afternoon lessons with positive effect. • New sports experienced in special sessions. • Partnerships have developed well with local football, cricket, tennis and hockey teams, • OAA supports children to be physically active in a different way. 100% attendance at OEC visit. 	<p>Sustainability and next steps:</p> <ul style="list-style-type: none"> • Able to be sustained and developed further as part of school commitment to physical health and mental wellbeing. • Range of sports can be extended, ideally with staff having expertise within school as opposed to buying in specialists. • OEC visit is part of the school's commitment to KS2 pupils.

Key indicator 5: Increased participation in competitive sport.			Funding allocated: £4500
School focus (impact on pupils): Pupils enter all competitions available within the local area, including creating new events	Actions to achieve: <ul style="list-style-type: none"> • A high % of pupils experience intra and inter school competitions • Where possible the school sends multiple teams to events, A, B and C teams. • School creates events outside the LA and CLASP schedule, hosts them and provides sports leadership opportunities for pupils 	Evidence and impact: <ul style="list-style-type: none"> • Children enjoy competing and do so with integrity and discipline. • Children achieve well in sporting competitions (see achievements) • Sporting calendar involves competitions out of area and with SEND schools. 	Sustainability and next steps: <ul style="list-style-type: none"> • Part of school 2020 vision and culture. • Staffing supports this to continue. • Sporting calendar well established and develops annually.