

Academic Year 2019/20		Total Fund allocated: £18,340			
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:	
Maximise opportunities for active lessons throughout the curriculum in other subjects to enable children to reach their minimum activity level of 30 minutes a day	Maths of the Day continue to be implemented	Maths of the Day Subscription			
Using pupil voice to identify after school club opportunities	PE lead to encourage children to suggest the clubs they would like to see in school	Teacher led – free Agilitas led - £ 2,280 Equipment - £ 2500	After taking part in a lacrosse taster the children wanted a lacrosse club. So lacrosse equipment was bought for a lacrosse club next year. After a badminton taster session badminton equipment was bought to run a badminton club next year. The children wanted a handball club, so handballs were bought for a handball club to be run next year. To improve the children’s tennis club the better orange tennis balls were bought. For the athletics club led by Agilitas coach and to then improve		

			the school games week next year a speed bounce, medicine balls, discuses were bought	
Continue to provide a Change4 Life type club (Kickstart) that every child in year 3 will access	Change the name of the club to increase positivity around it. Exclusively for year 3s as they enter KS2 to “kickstart” their activity levels. Group makeup throughout the year discussed with staff.	TA TD to run the club	Pupils joining other after school clubs when the opportunity arises. Pupils taking part in sports festivals for rugby and football. Positive and healthy attitudes towards food and activity encouraged.	
Increasing the level of activity at playtimes and lunchtimes	Guidance given to TA throughout the year with regular discussions with PE lead	TA to organise equipment and help the playground leaders to create activities for the children to do and personal challenges for them to achieve	Increased amount of participation in activities at playtime as more is provided and coordinated by the supervisors and the playground leaders. Also these activities will be adapted and changed throughout the year. Eg setting up kick rounders for ks1 and rounders for ks2 In the summer terms.	
Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
PE provision to be reviewed and linked to topic work	PE lead to work with whole staff to ensure some units (particularly in dance) link			

across other areas of the curriculum.	to topics to enable cross curricular work and opportunities to increase activity levels.			
Increasing the level of activity at playtimes and lunchtimes	Lunchtime supervisor employed specifically to lead active lunchtime activities to engage all children	£ 3,788	Lunchtimes are calmer and more active as children engaged in a wide and varied amount of activities.	
Raising profile of Playground Leaders	Purchase equipment Purchase badges	£55	Many different kinds of playground balls were bought. Skipping ropes were bought to build upon the skipping sessions the year ½ and ¾ children had in school games week	
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:
To provide regular CPD opportunities for staff	Courses provided by the local SGO and other companies are publicised on the staff notice board and staff emailed appropriately. Staff to “share” an afterschool club to allow expansion of skills and cpd through team teaching	£	Increased confidence amongst staff who have had the opportunity to take part in club CPD.	
To increase confidence and skills	Staff working alongside employed coaches	£		
To provide CPD in areas identified by staff	Agilitas coach to work with staff members in	£750	Due to take place Term 1	

	gymnastics to improve their confidence in teaching PE lessons			
To continue to provide high quality support and materials to increase teacher confidence and pupil engagement	Subscribe to I Moves dance	Subscription £495	Teachers confident to teach dance. Dance is showcased in class assemblies. School took part in the local school dance competition.	
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:
School Games Week To provide a taster for children to try a range of different sports and activities	Survey pupils about what they would like to try. Book external coaches and companies as necessary	£750 - £1000		
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:
Provide opportunities to take part in competitive sport.	Buy into Agilitas competitions in addition to the SGO provided competitions Release staff	£500 – Agilitas Membership £1300 Transport £3000 Teacher release	A range of pupils have had access to competitive sport including the more capable sportsmen and women, the	

Academic Year 2019/20

	Travel to events Run a sports club to complement the competition to increase pupils experience and confidence		"B" teams, "C" teams and SEND children.	
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