

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>Children now are confident in being able to define the skills they are learning in specific P.E sessions rather than just the sport they are using that skill in. Pupil voice surveys have been useful as we have now implemented a wider range of sporting opportunities of the children both in P.E lessons and in after school sport.</p> <p>The % of children, particularly PPG children, taking part in after school sports and competitive sports has risen for the second year.</p>	<p>Open wider opportunities for children within KS1 and put strategies into place to get more children accessing the after school sports opportunities.</p> <p>Increase the % of children able to swim competently in year 6 by giving children the opportunity to learn how to swim earlier.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>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?</p>	No

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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £		Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>						
Intent	Implementation			Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:			Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
As a school we broadened our range of resources by enhancing the P.E resources available to school staff and specialist coaches.	Purchase of a widened range of equipment from all aspects of sports across the curriculum. For example, athletics equipment- javelins, hurdles, etc. dodgeballs, volley balls. We also purchased storage for the P.E cupboard to allow resource's to be organised and more accessible.			Storage- £820 Equipment- £768.09 Specialist coaching £9,110	More children can participate on sports in the playground at dinnertime and break times as well as in P.E sessions and after school clubs. A wider range of after school clubs are available to children as we have greater numbers of varied resources.	Audit equipment at the end of each term. Continue to listen to pupil voice regarding demand for after school clubs.
Use of daily mile track.	Ensuring each class is accessing the daily mile each day by putting together a timetable of use of the track.			£0.00	Provides 10/15 minutes of guaranteed exercise per day for each year group.	Ensure and monitor early years are accessing and recording use of daily mile track.
Children are able to ride bikes.	A variety of bikes purchased to both, increase the physical activity available to the children at			£587.20		

	playtimes and increase the number of children that are able to competently and independently able to ride a bike.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PESSPA is effectively embedded into the school ethos; children of all sporting abilities are able to encourage taking part and enjoying all elements of PESSPA.	Wider range of sports available in both P.E sessions within school and after school clubs. This comes from purchase of a wider, more effective range of equipment and by using more specialist coaches with a range of different specialities.	Equipment- £768.09 Specialist coaching £9,110	The % of children taking part in after school sports clubs has increased due to the wider range of clubs available to them. The % of children taking part in competitive school sports has increased. More children are enjoying their P.E sessions. (pupil voice)	Continue to offer a wide range of clubs/ experiences for the children. Open more clubs to KS1 and try to increase the engagement.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In house staff CPD from Wigan Warriors.	Staff are able to shadow, then team teach an area within the P.E curriculum they felt less confident with. This has meant staff or more proficient and confident to teach skills within the P.E. curriculum.	£0.00	All members of staff delivering P.E sessions are now of a higher quality. All staff are increasingly aware of the principles of physical education and deliver confidently.	Additional training for named staff members to continue to develop their confidence in the delivery of the curriculum, focussing on the support of SEND pupils.
In house support from P.E coordinator to enhance planning of the P.E curriculum.	M. Whittaker spent time putting together a specific progression of skills for each area of the physical education curriculum. Then spending allocated time with members of staff to support with year group specific planning.	£0.00	All members of staff delivering training are aware of the principles of physical education and deliver confidently.	M. Whittaker to continue to monitor and observe the planning and teaching of the curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Ensure a wider range of pupils are engaging with extracurricular provisions.</p> <p>Ensuring a wider range of extracurricular activities are accessible for all pupils.</p> <p>More opportunities for children to play and engage in inter-school sport.</p>	<p>Premier sport specialised coaches to run a wide variety of afterschool clubs. For example, this year with have ran the following extracurricular clubs for both KS1 and KS2 pupils- Handball, dodgeball, volleyball and basketball.</p> <p>Expose children to a wider range of activities so they wider their experiences and are exposed to a range of sports/activities that they might not possibly have experienced.</p>	<p>£673.20</p> <p>£0.00</p>	<p>A greater number of children have taken part in extracurricular sports clubs than normal.</p> <p>A greater number of Pupil Premium children are now attending the wider range of afterschool clubs.</p> <p>Not yet measured at time of writing due to circumstances. This will be measured in the summer term and updated.</p>	<p>Continue to have available a wide range of afterschool clubs lead by specialist coaches.</p> <p>Continue to monitor participation levels.</p> <p>Ensure a calendar is developed so that children get more opportunities to compete class to class</p>
---	---	-----------------------------	---	--

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Over the course of the year we wanted all children to have greater access to participating in school sport competitively. We Subsidise transport costs so that children of different socio-economic backgrounds all get the opportunity to participate in sports and festivals.	During the year we entered lots of competition at different levels of competence.	Coach Travel: £974.00	This allowed a wider range of children to attend competitive sporting events. It has developed the confidence in a lot of children this has also had a positive effect on the said children in their P.E lessons.	Keep up the higher rate of participation in competitive sport at all levels.
Town sports participation.	To allow the children to compete at a large festival where they represent the school at a town level.	£40.00	Children having a sense of achievement at being selected; school being competitive and placing well.	Develop the team further, and do more training at the venue to allow familiarity, i.e. running on a track.
Engagement in more school games competitions this year.	Give more children a chance to participate in activity and feel a sense of achievement: this in turn will develop a sense of belonging and build self-esteem.	£0.00	Review in Summer term 2019 with the application for the School Games Mark.	Pending.

Signed off by	
Head Teacher:	<i>Memo Carthy</i>

Date:	20/07/20
Subject Leader:	M. Whittaker
Date:	20/5/2020
Governor:	N. Whittle
Date:	21/07/