

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.

2019/20 – Indicative Sports Premium Funding £16,000 plus £10 per pupil for children in Years 1 – 6 (exact funding to be confirmed Autumn 19)

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Gold Sports Games Mark Award 2017-2018 and 2018-2019. Embedded plan to increase 30 minutes of daily physical activity. Embedded Daily Mile in the school day. Strong CPD in school supporting teacher’s needs and catering to what teachers feel they need developing. Good PE lessons are taught across the school. 89% of the school (KS1&KS2) were engaged in a sports club in the school year 2018-2019 which was an increase on the year before. 95% of children in KS2 were engaged in a sports club in the school year 2018-2019. New assessment tools developed for the school to help ensure progression across the year groups.</p>	<p>Swimming attainment by the end of Year 6, increasing the children who leave school achieving 25m. Looking into encouraging the 30 minutes of activity outside of the school. Developing comprehensive greater depth statements for PE.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	45%
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

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: 2019/20	Total fund allocated: £	Date Updated:		
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:
<p>To ensure that all children have regular active breaks in their day to improve attainment, concentration and well-being.</p>	<p>Continue to ensure that active 30.30 plan is carried out across the school.</p> <p>Continuation of the Daily Mile.</p> <p>Push towards more active lessons regularly in the week. (minimum of one active lesson in each area ie maths, topic)</p> <p>Engage a high number of children in clubs every week.</p> <p>Active lunchtimes at school, supported by Midday supervisors and Sports Supremos.</p> <p>Communicate with parents about the 30 minutes physical activity outside school and develop a plan to increase engagement in activity outside of school.</p> <p>Send out letter to all children about having ‘an active...’ For each holiday</p>	<p>£60 training of Supremos.</p>	<p>Classes are recording the daily mile. Children are enjoying the daily mile and use the opportunity to run and exercise. We have also seen that children are using this time as a brain break and are able to return to the learning in better frame of mind.</p> <p>High number of children have been tracked taking part in clubs within school. This is also linked to active lunchtimes where more children are engaged actively at lunchtime with less sedentary behavior. This is especially obvious in KS1 with the help of Sports Supremos.</p> <p>Completed active holiday sheets at Christmas however there was a low return in grids. This may reflect the time of year or children have completed their sheet and not returned it.</p> <p>Enforced school closure period Active sheet was sent home to support continued physical activity throughout lockdown. We are unclear of the exact take-up of this. We also signposted all families to the Jo Wicks morning workouts.</p> <p>Introduced PE Challenges as well as a Virtual Sports Day which had good levels of participation and fostered the school environment even when the school was not physically together as well as continuing to encourage physically active choices from</p>	<p>Continue to embed 30.30 active plan and the daily mile as the school returns in September. This will be especially important as we reintroduce school routines as well as impacting mental health and concentration.</p> <p>We will send another sheet at Easter to see if there is a bigger return.</p>

	providing them with ideas for free things to do over the holidays. Incorporating active tasks into the home learning.		home.	
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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that children are aware of clubs and events taking place, motivating them to take part and develop their level of physical activity and interest in sport.	<p>Sports Supremos to lead activities in KS1 and KS2 playgrounds.</p> <p>High number of clubs every week to advertise the range of sports available to children and engage as many children as possible.</p> <p>Ask children about the clubs they wish to see to ensure that clubs that are happening are popular across the school.</p> <p>Teachers to encourage children who have not been in a club to attend a club.</p> <p>Tracking club attendance across the school including Sen and PP children to ensure that all children receive opportunities to attend a club.</p> <p>Intra Sport competitions in year groups to engage children in competitions regularly.</p> <p>Taster sessions in school to</p>	£21,500	<p>High number of children have been tracked taking part in clubs within school. This is also linked to active lunchtimes where more children are engaged actively at lunchtime with less sedentary behavior. This is especially obvious in KS1 with the help of Sports Supremos.</p> <p>The Spring term has had clubs as suggested by the children. This has led to a high demand in club spaces within a variety of Sports as well as new children signing up for clubs they had not signed up for before.</p> <p>More children are interested in competing in the events, which has led to us signing up more teams to a variety of sports within different age groups. SEN children have also participated in events with great success leading to increased confidence.</p> <p>Intra Sport competition have a large sign from each year group as children compete in a sport that they may not have competed in before. This has developed teamwork, confidence and the ability to apply sporting skills across a range of sports.</p> <p>Enforced school closure Sports Supremos trained virtually for their role next year.</p>	<p>Select new Year 5 Supremos ahead of Sept 2020 and train them in advance in a virtual training session.</p> <p>Consider ways which we can support active lunch times and break times from within bubbles where the Supremos will not be able to mix.</p> <p>Map out clubs so that all year groups have a chance at an after school club whilst not mixing bubbles in the first term at least.</p> <p>Encourage Intra Sport year group competitions within bubbles so that children are still experiencing competitions.</p>

	<p>showcase new sports.</p> <p>Regular posting through the school newsletter, Twitter and website as well as children's match reports.</p> <p>Updated displays in school showcasing PE.</p> <p>Celebrating PE successes in assemblies.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that staff feel confident in all areas of the curriculum so that they can successfully teach and inspire children to take part in physical activity and develop their skills.</p> <p>To ensure that staff have a high level of knowledge which allows them to accurately assess children and plan lessons leading to the greatest progress and learning possible for the children.</p>	<p>Conduct a survey of staff at the beginning of the year to see where they feel their strengths and areas of development are.</p> <p>Target areas of development through staff meetings and team teaching opportunities.</p> <p>Provide new staff with a short meeting introducing PE and covering all areas in PE to ensure confidence.</p> <p>Drop In observations to support teaching of PE and identify areas of development.</p> <p>Use of PE TA to support staff in lessons with skills based knowledge and demonstration.</p> <p>Introduce new fine-tuned assessment criteria that is more specific to each year group and shows progression across the school.</p> <p>Create more specific greater depth statements to ensure accurate assessment of greater depth</p>	No additional	<p>Dance and Team Games CPD carried out for teachers following the survey from September. Staff have given feedback that these sessions have been beneficial to their PE knowledge and teaching of these areas. They have also discussed how they have applied the elements of the lesson that they saw to a variety of PE lessons. Increase in staff confidence will enable better teaching and higher quality input leading to a more positive attitude to physical activity. It will also have a positive impact on children's PE skills.</p> <p>New assessment criteria has supported teachers in their teaching and assessing of PE. It has highlighted the gaps more effectively allowing for detailed interventions and focus groups in lessons. The new assessment criteria has also proved incredibly helpful following the school's closure during lockdown as it has enabled a precise snapshot of what has not yet been covered which will allow for better planning on the return in September to ensure there are no gaps.</p> <p>PE TA has greatly supported teachers this year in their lessons and has led to the greater ability to run groups within lessons to allow for progress to be made across all groups. Allowing those who need more development of specific skills to be given targeted help. Use of PE TA has also ensured that lessons start promptly as the equipment is already set</p>	<p>Continue to develop and fine tune greater depth statements ahead of 2020 return in September.</p> <p>Assess CPD need to September and plan out the CPD needed for the next academic year.</p> <p>Carry out an equipment check to ensure that there is enough equipment throughout the school, especially considering the Government guidance for us to continue working in separate bubbles that will be in place in September.</p>

	children. Ensure appropriate equipment is available for staff in PE lessons.		up and ready to go meaning that children are able to maximize their learning time.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that children are able to access a wide variety of sports so that they are able to be inspired to be active, develop team work skills and stretch and challenge themselves.</p> <p>To ensure that all children have the ability to develop a strong foundation in being active which they are able to build on later in life.</p>	<p>Continue to offer a wide range of clubs to children in KS1 and KS2, using PE TA to enable this.</p> <p>Use children’s opinions to ensure that clubs are run which children will attend.</p> <p>Engage staff in running a sports club to ensure higher levels of clubs are run.</p> <p>Maintain paid clubs run by outside agencies.</p> <p>Use SSP to provide opportunities for MA to develop and grow and PP children.</p> <p>Continue to develop swimming provision in school to enable children to be able to swim confidently.</p>	<p>£4,800 SSP</p>	<p>High number of children have been tracked taking part in clubs within school. This is also linked to active lunchtimes where more children are engaged actively at lunchtime with less sedentary behavior. This is especially obvious in KS1 with the help of Sports Supremos.</p> <p>The Spring term has had clubs as suggested by the children. This has led to a high demand in club spaces within a variety of Sports as well as new children signing up for clubs they had not signed up for before.</p> <p>Paid clubs have been maintained throughout the year and have had a good level of interest. They have enabled children to access sports which they would not have done as well as broadening their social circles. This has helped the children to experience different elements of competition and team work within a new but safe environment.</p> <p>Swimming provision has continued to be developed, leading to more children being able to swim the 25m. However lockdown meant that we were unable to provide the final booster session to the Year 6 children.</p> <p>More children are interested in competing in the events which has led to us signing up more teams to a variety of sports within different age groups. This has widened our</p>	<p>Continue to develop clubs next year and to explore how clubs will run during time of social distancing/bubbles whilst still allowing many children to access them.</p> <p>Look into how/if swimming will run in Autumn Term.</p> <p>Continue Active 30 program as this can be run from inside the classroom and will be essential to support the return to school.</p>

	<p>Ensure that children are receiving 30 active minutes in school through the active plans that are in place.</p> <p>To compete in competitions both inside and outside school to develop team work and challenge.</p>		<p>participation and has enabled children of Hackbridge to experience teamwork and challenge across a variety of areas. SEN children have also participated in events with great success leading to increased confidence.</p> <p>Intra Sport competitions have a large sign up from each year group as children compete in a sport that they may not have competed in before. This has developed teamwork, confidence and the ability to apply sporting skills across a range of sports.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: %</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that children have the opportunity to develop competitive skills in a safe environment where they are able to develop resilience and team work skills.</p> <p>To inspire children to take part in new sports and explore any interest in taking sport further to a higher level.</p>	<p>Intra Sport competitions in KS2 every term.</p> <p>Take part in at least 6 Inter Sport competitions with other schools.</p> <p>Develop B teams in at least 3 Sports.</p> <p>Develop a C team in at least 1 Sport.</p> <p>Track children who participate in competitive sport and aim to target new children to get involved in competitions.</p> <p>Clubs to target squad children in Football and Netball.</p> <p>Use of PE TA to train children for</p>	<p>No additional</p>	<p>More children are interested in competing in the events which has led to us signing up more teams to a variety of sports within different age groups. SEN children have also participated in events with great success leading to increased confidence.</p> <p>Intra Sport competition have a large sign from each year group as children compete in a sport that they may not have competed in before. This has developed teamwork, confidence and the ability to apply sporting skills across a range of sports.</p> <p>B teams and C teams have been developed, allowing a larger number of children to experience and partake in competitive sport.</p> <p>Enforced school closure Introduced PE Challenges as well as a Virtual Sports Day, which had good levels of participation and fostered the school environment even when the school was not physically together as well as continuing to encourage physically active choices from home. Children's participation was captured in photos and celebrated on the schools'</p>	<p>Be led by SSP and SLT in regards to how competitions will be. Look to Spring term, all competitions suspended in Autumn 2020.</p>

	<p>competitive events and track children attending.</p> <p>Use of Sports Days to allow all children to take part in competitive sport in the year.</p> <p>Links with outside clubs to enable MA sporting children a chance to progress.</p>		<p>social media and newsletters to all stakeholders.</p>	
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