

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><i>PRE 2017- 'The school' bussed all the children in key stage 2 out to local sports clubs and activity centres to experience sport in the local community. Sports have included: football, cricket, rounders, rugby, cross-country, gymnastics, swimming archery and various types of dance.</i></p> <p><i>2017-2018 The school employed a highly qualified Sports coach who takes responsibility for teaching the entire PE curriculum, leading after school sporting fixtures, lunch time activities and advising on the spending the sports premium money to effectively promote PE and sport in school. This key role has ensured the best possible outcomes for sport and physical activity at the school.</i></p> <p><i>As a consequence, Sports premium funding has been spent effectively and had a significant IMPACT on promoting and developing sport within the school.</i></p> <p><i>2018-2019 The Sports coach has continued in his role and has begun collecting and analysing data on children's participation in sporting fixtures, clubs and success informing planning and allowing targeted fixtures to increase the children's participation.</i></p>	<p>Ensure that ALL pupils continue to have access to a range of sporting opportunities both within the curriculum and through a provision of lunchtime activities, after school clubs and sports fixtures.</p> <p>Developing links with out of school providers through 'signposting' to local clubs e.g. football, athletics, swimming and cricket.</p> <p>Continue to raise the profile of PE within the school, leading to positive attitudes towards sport and physical activity, evidenced through increased levels of participation.</p> <p>Raised awareness of the benefits of sport and physical activity for healthy life styles.</p> <p>Ensure equity of sporting activity within school between KS1, EYFS and KS2 pupils.</p> <p>Make use of Sports enrichment money to help more children be able to swim 25m by the end of KS2.</p>
<p>Meeting national curriculum requirements for swimming and water safety</p>	<p>Please complete all of the below:</p>
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>	<p>2016/2017 - 30%. 2017/2018- 60% 2018/2019-85%</p>
<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>2016/2017-5% 2017/2018-20% 2018/2019-32%</p>

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?		2016/2017-5% 2017/2018-20% 2018/2019- 81%		
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?		2016/2017-£0 2017/2018- The sports coach was sent on a swimming course at a cost of £325 2018/2019- The sports coach was used to cover a swimming lesson.		
Academic Year: 2018/19 Total fund allocated: £19,000 Date Updated: 15.02.2019	Percentage of total allocation: >100%			
Key indicator 1: The engagement of all 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: 40%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<i>Increased level of activity on the playground at lunch-</i>	<i>Continued development of the play leader scheme, involving an afterschool club to train 18 play leaders to improve their delivery of lunchtime activities.</i>	<i>£119 (play leader bibs) £2956.88 (9% of my time delivering club and playground time)</i>	<i>Increase in children play leading and children accessing their games. Less issues on the playground than 2016/2017.</i>	<i>Continuation of play leader club to ensure good uptake and improve delivery on the playground.</i>
<i>Increase levels of activity amongst the KS2 children.</i>	<i>Continued use of the weekly ‘run or skip2bfit’ for the 195 children in KS2. 195</i>	<i>£280 (skip 2bfit skipping ropes)</i>	<i>Use of a rotated 15 minute slot has insured that all children in KS2 get the opportunity to run or skip once a week.</i>	<i>Adding in a further change of activity in the future will keep the exercise fun for the children.</i>
<i>Increase active learning in the classroom.</i>	<i>Continued use of Kagan strategies to make classroom learning more active and the introduction of CLIC into maths (children recite times tables whilst doing actions).</i>	<i>Money spent on CLIC came from another source</i>	<i>Children receive extra 5 minutes of being out of their seats learning most days.</i>	<i>This is sustainable as long as CLIC and Kagan strategies are used as part of the curriculum.</i>

<p>Ensure there is enough spare kit that no child is missing out on curriculum PE.</p> <p>Increasing levels of activity in the afternoon with the use of 5 minute afternoon activity breaks (aimed for twice a week).</p> <p>More children being active during lunch times and break times.</p>	<p>Only a few socks and pumps were purchased this year as spare kit was purchased last year to ensure there was enough.</p> <p>Staff meeting time allocated to give teachers different ideas of how to get 5 minutes activity into an afternoon with teachers choosing an activity to use in their class.</p> <p><u>£4300 to be spent on large playground equipment. Notably some climbing equipment.</u></p>	<p>£24.50 (new pumps and socks)</p> <p>Free</p> <p>£4300</p>	<p>Approximately 30 children a week benefitting from this scheme.</p> <p>Sports coach has monitored how regularly the teachers have managed to have afternoon activity breaks and has sent termly reminders encouraging greater uptake and praising teachers who have implemented them.</p> <p>Once the equipment is purchased and installed- children will play on it every day, weather permitting.</p>	<p>All kit has been labelled with an F so that it can be tracked and used for the foreseeable future. Sports coach now has access to text communications with parents so can contact parents directly who do not have kit for their children.</p> <p>Sports coach to continue to monitor the amount of 5 minute afternoon activity breaks and relentlessly plug them in the hope of greater uptake. Sports coach to liaise with executive head when new timetable is arranged to try and gain increased support. One class teacher has said she uses go noodle nearly every day and the children love it</p> <p>Staff will need to encourage the children to use the equipment and it should be able to be used long into the future.</p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 16%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Increase children's self-esteem by awarding medals in KS2 for the top 3 children linked to a given sports topic.</p>	<p>Every child in KS2 competes in an intra-school sports competition each half term.</p>	<p>£350 (on medals and ribbons) £1478.44 (4% of the Sports coach's time is allocated to delivering these competitions and taking the children on resulting gold medal reward trips.</p>	<p>Survey shows children's increasingly positive attitudes to competition. Children proud to wear their medals after the day of the event. 294 medals in total awarded between 2017 to 2019</p>	<p>Using data taken on the children who are winning medals going forwards, the Sports coach intends to run separate competitions for the older children- one for children who have already won a medal and one for children who have not won a medal, in an effort to try insure all children can feel the success of being a champion before they leave the school. As it stands, there has been an increase from 47% (2017/18) of KS2 children</p>

<p><i>Encourage children to take a growth mind-set approach to their learning (focus on being the best they can be-beating their own score).</i></p> <p><i>Increase children's teamwork and conflict resolution to help children learn more effectively in class time.</i></p>	<p><i>One Skip2bfit and one Box2bfit day with all children being involved used to install growth mind-set to their learning run by an Skip2bfit company.</i></p> <p><i>Where appropriate, PE lesson time is devoted to teamwork, leadership and sporting behaviour linked to the aims of the lesson. This promotes better behaved children who spend more time focussed on learning opposed to dealing with conflicts</i></p>	<p>£1,240 (2 all day sessions from Dave from Skip2bfit).</p> <p>Free</p>	<p><i>Children able to articulate what it means to have a growth mind-set.</i></p> <p><i>Ofsted rated behaviour in the school as good in 2018.</i></p>	<p><i>having won at least one medal to 54% (2018/19).</i></p> <p><i>Using this company is expensive and sessions could now be delivered effectively by the sports coach. However the impact will be greater through the use of the company as Dave is inspirational in his delivery and they do not see him every day like the do with the school's sports coach.,</i></p> <p><i>This should be achieved by simply having the current Sports coach teach the PE curriculum</i></p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 4%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p><i>To maximise the Sports coach and other qualified staff in the delivery of PE and sport.</i></p>	<p><i>Last year, a lot of money was allocated to upskill the sports coach through a North Yorkshire Sports level 5/6 course in PE specialism and leadership (awaiting certificates) and an STA swimming qualification for teachers. CPD was also delivered through the hiring a golf instructor and a dance teacher to deliver parts of the curriculum.</i></p> <p><i>The entire PE curriculum is currently taught by the Sports coach as well as two afterschool clubs a week.</i></p>		<p><i>Post the level 5/6 PE specialist course the Sports coach has reviewed his yearly overview, started collecting and analysing afterschool and sports fixture data leading to greater participation and success of the students, increased the use of ICT in lessons to instant AFL and started to encourage staff to bring in 5 minute activity lessons.</i></p>	<p><i>This strategy is achievable as long as the school continues to commit resources to the employment a sports coach in this role.</i></p>

<p><i>To increase the Sports coaches ability to deliver dance lessons.</i></p> <p><i>Staff meeting time allocated to propose 5 minute activity breaks in the afternoon- designed to work towards the children 30 minutes a day.</i></p> <p><i>Increased use of ICT to improve assessment and evidencing of PE lessons, afterschool clubs and fixtures</i></p>	<p><i>Several afterschool clubs are taught by staff who are qualified netball, gymnastic or archery instructors. The current plan is to continue with this structure and for the other teachers to provide activity breaks in the afternoons twice a week to support physical development.</i></p> <p><i>Twilight productions were brought in to teach the year 5s dance.</i></p> <p><i>Powerpoint presentation delivered by Sports coach and ideas shared for possible active breaks in the afternoon.</i></p> <p><i>Ipad purchased for Sports coach.</i></p>	<p><i>£360 (6 twilight dance productions)</i></p> <p><i>£18.95 (<1% of my time at staff meeting)</i></p> <p><i>£400</i></p>	<p><i>Sports coach has used CPD to inform planning of golf lessons, dance lessons based on last year's CPD and</i></p> <p><i>The sports coach has now delivered dance in KS1 for the last two years.</i></p> <p><i>Monitored feedback from staff based on uptake and feelings on the focus of the children after the activity.</i></p> <p><i>Photographs displayed in corridors and on website. Children able to see the difference in their bodies as they progress through skills.</i></p>	<p><i>Having watched over two separate half terms of dance, run by outside agencies over the last two years, the sports coach would now feel comfortable to deliver a dance session for any age group. However whilst the money is still available, using outside agencies will continue to bring a greater level of expertise to this area of the curriculum</i></p> <p><i>Sports coach to continue to monitor the amount of 5 minute afternoon activity breaks and relentlessly plug them in the hope of greater uptake. The possible introduction of a rota for afternoon exercise breaks such as the trim trail and the footprints running track.</i></p> <p><i>Sports coach to embed the use of technology into the curriculum to have maximum benefit for all children. Use of photographs and video for in lesson progress has been used mostly in javelin throwing, running, dodgeball and golf.</i></p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<i>Children to experience a greater/ broader range of sports and activities in the curriculum.</i>	<i>Building on last year's spend on golf, archery, lacrosse, and table tennis equipment further money has been spent on more golf equipment, dodgeballs, table tennis and equipment to make a bespoke high jump challenge to ensure the children are experiencing a broad range of activities.</i>	<i>£95 (dodgeballs and bag) £460 (golf equipment) £26 (compasses) £38.40 (clipboards) £12.58 (String, bells and for high jump game)</i>	<i>Children have been taught lacrosse, golf (dance year 5), skip2bfit and box2bfit, dodgeball, basketball, tag rugby, invasion game tactics, orienteering and Athletics in their KS2 curriculum in 2018/19. Children have been taught movement skills, catching, throwing, dance, orienteering, tag games and athletics in their KS1 curriculum.</i>	<i>Less money will be needed in this area moving forwards as very little to no new equipment will be required other than renewing, replacing and replenishing of old equipment over the year. Moving forwards children will receive a curriculum containing some new sports (e.g. lacrosse this year) to broaden their experience and some done in the previous years to allow for progression of skills.</i>
<i>Increase opportunities for children to be involved in different sports through afterschool provision.</i>	<i>The sports coach has either run or organised a qualified instructor to deliver afterschool sports clubs across the year including: table tennis, play leader club, gymnastics squad (competition gymnasts), gymnastics club (beginner gymnasts), cricket club, archery club, a dance fitness club, Twilight (dance and singing club) and an interpretive dance club.</i>	<i>£2,217.66 (7% of the sports coach time is taken delivering on this. £153 (13 cricket sessions from chance to shine cricket) £458.26 (13 Dance lessons from Ellie Lawlor) £247 (13 sessions from Ashley-Table tennis coach)</i>	<i>Over 2017-2018 (based on data collected in the final two terms). 1821 hours of afterschool sporting provision was provided (based on if 15 children went to one archery session that would equate to 15 hours of provision) 39.8% of KS1/KS2 children attended at least one sports club. 30.43% of the leaving cohort of children had attended at least one sports club. 2018-2019</i>	<i>Sports coach to continue to monitor children's participation and look to use data to target clubs for children who are not getting involved, to ensure that maximum uptake of club places is happening and aim to have 100% of the leaving cohort having participated in a sporting club before they leave. The key to the continued success of these clubs lies in the continued employment of someone in the sports coach role who is paid to organise and deliver this level of sporting opportunity and the continued provision of the sports</i>

			<i>data has not yet been analysed but is expected to be an increase on last year's provision.</i>	<i>premium money to pay for the coaches to come into schools and deliver the sessions</i>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<i>Increased participation in competition with local schools across all sports intended to build children's confidence, act as incentive for good behaviour in school, improve teamwork and sporting behaviour, improve skills and tactics in sports entered, build resilience (being able to handle winning as well as losing) and help children become better learners (Skills for Life).</i>	<i>The Sports coach has entered the school in to more local organised sports competitions and has created links with local schools to provide opportunity beyond that of the local sports partnership to try and increase the numbers of children participating in sporting teams for the school.</i>	<i>£1032.40 (Taxis to fixtures) £2,956.88 (19% of the sports coaches time has been allocated to arranging and delivering on schools sports fixtures)</i>	Based upon 2017 2018 results <i>104 competitive sporting opportunities were offered to the children (based on 8 players in a football team mean 8 sporting opportunities.) 34.45% of KS1 and KS2 has represented the school at sport. 56.52% of the year 6 cohort had represented the school at sport.</i> 2018-19 results <i>318 Sporting opportunities were offered. 56.03% of KS1 and 2 have represented a sports team. 75.93% of the year 6 cohort have represented a sports team</i>	<i>The school needs to continue to employ someone in the sports coach role who is paid to ensure the current level of provision can continue and grow. This year has seen an increase in the number of children from years 3 and 4 playing in completeive sport. Next year there needs to be a move to include KS1 more equitably as well. Using analysis of sports representation data, children who have not represented the school can be targeted for sporting fixtures more to their liking. This year the Sports coach has organised archery, dodgeball and gymnastic fixtures to provide opportunities for children who had not previously represented the school at sport.</i>
<i>Continued programme of KS2 intra-school competition.</i>	<i>The Sports coach has two lesson slots a week of time allocated to provide one extra PE lesson week for a different year group each week to run these intra-school competitions.</i>	<i>£350 (on medals and ribbons)</i>	<i>Survey shows children's increasingly positive attitudes to competition. Children proud to wear their medals after the day of the event. 68.3% of the current KS2 have won a medal as of 17.07.2019.</i>	<i>Using data taken on the children who are winning medals going forwards, the sports coach intends to run separate competitions for the year 6s, who have already won a medal and those who have not in an effort to try insure that all children can feel the success of</i>

<p><i>Increase level of competition for the KS1 children.</i></p> <p><i>Allow Mr Rawlinson to transport children who are under 135cm in his car to sports fixtures</i></p>	<p><i>Arrange a competition against another school, whereby the whole KS1 competes against the whole KS1 of another school</i></p> <p><i>Buy 3 car booster seats.</i></p>	<p><i>Free if the other school comes to us.</i></p> <p><i>Approximately, £400 if we have to bus our children to the other school.</i></p> <p><i>£35.97</i></p>	<p><i>Photographic evidence to be collected in summer term 2019 if this can be arranged.</i></p> <p><i>3 children from year 4 taken to a tennis fixture they would not have been able to go to without and this trend to continue into the future.</i></p>	<p><i>being a champion before they leave the school.</i></p> <p><i>This year the trip was not successfully arranged but a suitable partner school has been found and this event is a possibility for the summer of 2020.</i></p> <p><i>Keep the seats in a warm environment when not being used so that they don't go mouldy.</i></p>
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