

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• School Games Mark – Gold award achieved.</li> <li>• Youth Sport Trust Quality Mark – Gold Award (self-assessed and validated by a visit from Chris Ellis from YST). Our successful use of the Quality Mark and our spending of the Sports Premium was highlighted by YST as an example of good practice and was featured nationally on their website.</li> <li>• Partnership with NOSSP and deployment of Primary PE Mentor has had a significant impact on the teaching and learning of PE, pupil sport participation/engagement and support for PE lead. Staff feel more confident to provide high quality teaching and learning – competency levels have increased due to CPD opportunities (in school, courses, INSETs). PE lead has attended Primary PE days/CPD opportunities and our Mentor has supported them in reviewing whole school provision. A new scheme of work is in place for all areas of PE to further support staff in their delivery of high quality PE.</li> <li>• New gymnastics and athletics equipment has been enhancing curriculum provision (and for personal challenge opportunities) and staff have had training opportunities in using the equipment effectively.</li> <li>• New playground markings are in place to also improve activity levels of children during breaktimes and are being utilized for active brain breaks, movement and sensory opportunities.</li> <li>• All pupils have the offer of taking part in high quality PE, physical activity and a broad range of school sport opportunities to increase participation levels. Non-participants have been identified and have been offered targeted clubs such as yoga etc.</li> <li>• A whole school approach to deliver initiatives to support 30 daily active minutes for all children (playleader training, active playtimes implemented and impact assessed, targeted lunchtime clubs).</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain YST Gold Quality Mark by maintaining current good practice and by improving and developing assessment and tracking of progress in PE, (YST survey is used to help identify areas for development).</li> <li>• To regularly monitor, evaluate and support staff with their teaching of high quality PE (lesson observations, planning, modeling good practice, CPD, INSET) to ensure all pupils make progress. Develop the use of 'My Personal Best' resource in planning for PE.</li> <li>• Use staff audit of needs questionnaires to ascertain area for CPD, including support staff.</li> <li>• To ensure assessment of PE is consistent.</li> <li>• Identify how PE, physical activity and school sport is positively contributing to whole school development areas – link with mental health and well-being (identify SDP priorities). Through the SDP, have a coordinated approach to the use of PE and school sport and how it can be used to engage pupils and raise achievement in other lessons. Develop Active learning strategies to be used throughout the curriculum. Teachers to attend CDP and plan for in Key Stages.</li> <li>• Develop strategies to ensure children engage in at least 60 minutes (30 minutes in school) of physical activity a day and include parental involvement. CPD opportunities for staff and feedback in Key Stage teams.</li> <li>• Maintain a Change 4 Life type club for targeted children (more vulnerable/less active) and train up a new member of staff to lead this to make it sustainable and broaden leadership with 'Change 4 Life' Champions (pupil leaders for the club). Training new member of staff leaders to start in Sept 2019.</li> <li>• Develop Personal Challenge initiative to further increase active minutes and further Active Playtimes initiatives and assess the impact.</li> </ul>

<ul style="list-style-type: none"> <li>We have taken children from Y1-6 to sporting competitions/festivals and run a KS1 festival between ourselves and glory farm to encourage participation for all (including focused festivals such as less active, SEND and Pupil Premium children).</li> <li>Pupil involvement in leadership - 30 Y5/6 children have received training and are playground leaders and 47 Y5/6 children are part of the School Sports Organising Crew, leading intrahouse competitions for younger children in the school. New house system in use for PE lessons and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Research using outside sport coaches to further increase extra-curricular opportunities.</li> <li>Timetable the Intra and Inter competitions to ensure a broad range of opportunities for all children.</li> </ul>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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 students today and for the future.

Academic Year: 2018/19	Total fund allocated: £	Date Updated:		
<b>Key indicator 1:</b> 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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to improve level of activity during break and lunch time for all pupils – KS1 & KS2  Whole school approach to raising activity levels – daily/weekly challenges (active lessons, steps challenge, race to space etc)  PE curriculum resources –  Replace/upgrade PE equipment for PE lessons	Replenish the equipment used at break and lunch times on playground.  Improve quality of games provided by playground leaders (termly meetings and guidance for leaders from PE Lead/Mentor).	£200	Having equipment on the playground with young leaders, will enable: <ul style="list-style-type: none"> <li>• More active children</li> <li>• Improved behavior</li> <li>• Improved social interactions</li> </ul>	The budget will allow for equipment/storage to be maintained and replenished.  Current playground leaders will work with NOSSP mentor to develop the next year's leaders.  Sustain daily break time activities for all pupils. Pupil voice. Monitor participation using whole school activity tracker (YST Active 30:30 resource to help support this).
	Pupil/staff survey to establish areas of need (CPD) and source relevant equipment / resources.	£2000	Equipment/resources audit. Staff audit of CPD needs. Order new equipment/resources.	Pupils/staff will have correct equipment needed for a range of PE lessons and activities. Pupils are challenged and engaged by a variety of PE tools.
	<ul style="list-style-type: none"> <li>• New equipment to develop whole school provision for gymnastics.</li> </ul>	£650		
	<ul style="list-style-type: none"> <li>• New equipment to supplement existing athletic activities equipment.</li> <li>• New storage for PE equipment</li> </ul>	£100 £180		

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 <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE/school sport linked with active learning and achievement and mental health and well-being – action point on SDP to promote importance.</p> <p>Celebrations in assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sports and be physically active.</p> <p>Sport Week to raise profile of sport / active learning.  - All lessons planned to have an outdoor / active basis.  - PBs activities are run for each child to compete against themselves.</p>	<p>Action written in to SDP</p> <p>Achievements celebrated in assembly (match results, notable achievements in lessons etc.) and promoted to parents/wider community through newsletter, website and the PE notice board.</p> <p>Plan Sport Week – leadership, PB, inclusion opportunities.</p> <p>PE notice board is kept up to date with all key information.</p>	<p>PE lead release time to maintain board/reports</p> <p>£100</p>	<p>All staff will be aware of the importance of health, well-being and academic achievement linked to being active.</p> <p>Promote PE and School Sport through website, newsletters, homework, notice board. Update regularly. Pupil/parent voice on importance of PE and School Sport.</p> <p>Staff plan for active learning opportunities. Pupils are all motivated and engaged in active learning.</p> <p>Links with role models (staff and famous athletes) and sporting values so pupils can be motivated and aspire to achieve</p> <p>Parents are aware and will therefore support sporting and PE opportunities for their child.</p>	<p>Acknowledged by governors as standing item in subsequent SPDs.</p> <p>Develop promotion of PE and School Sport. SSOC take on role of writing reports for notice board/newsletter. Website is maintained and updated by PE Lead.</p> <p>Staff continue to plan in opportunities to make lessons more active. Active Classroom Workshops CPD attended and fed back to staff through INSET</p> <p>Information on display to be continually updated.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£8415 50%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Partnership with NOSSP and employment of Mentor	Buy in to NOSSP / Cooper School offer which provide mentor/ CPD and access to SSCO and a range of sporting activities and to support and develop delivery of high quality PE for all staff. NOSSP mentor will work with all teaching staff across the school to develop teaching, learning, planning and assessment.	£9200	All staff receive in school CPD to help with planning and teaching for high quality PE lessons therefore ensuring successful learning. Teachers confidence and competence improved.  Lesson observations to ensure continuity across the school of high quality PE.  Staff can assess planning which shows appropriate progression of skills.  Clear continuity across the school within the curriculum.  Whole school assessment tool.	Staff audit of need for further CPD/support. PE Lead to arrange staff meetings/opportunities to share/observe good practice. Lesson observations by PE Lead/Mentor.  Support within their year groups allows teachers to develop skills which can be applied in further PE and sport lessons.  Continue to measure impact.
PE lead to attend PE training and cluster/family meeting, including Primary PE Days and other CPD offers to further develop own knowledge and government updates for PE.	Supply cover to release PE lead PE lead to work collaboratively with partnership colleagues	3 days supply	Up to date training and guidance shared with staff in staff meetings/INSET. Pupils/staff are kept up to date with initiatives and events across the partnership.  TAs able to have positive impact upon PE lessons for full inclusion for all children.	Continue/sustain PE lead to deliver staff INSET TA training to be shared with colleagues Staff audit of need for further CPD/support. PE Lead to arrange staff meetings/opportunities to share/observe good practice. Lesson observations.

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:
<p>Continue to offer a wider range of activities both within and outside the curriculum to increase participation for all children.</p> <p>Use the data tracking system and focus on those who do not take up additional PE and Sport opportunities and broaden the offer.</p> <p>Sustain a 'Change 4 Life club' to achieve greater engagement in physical activity in less active, vulnerable and underrepresented pupils.</p>	<p>Continue to broaden the PE offer in school and additional extra-curricular clubs.</p> <p>Offer Change4Life Club spaces to identified / less active, more vulnerable pupils.</p> <p>CPD for member of staff to work alongside PE Mentor for sustainability.</p> <p>Increase activity levels of children at breaktime.</p>	<p>£300</p>	<p>Lesson observations.</p> <p>Track % of participation in clubs.</p> <p>Identify less active pupils through PE tracker.</p> <p>Pupil voice.</p> <p>Identify and offer a broader range of clubs to increase participation.</p> <p>Identify pupils that would benefit.</p> <p>Measure activity levels, engagement in sports clubs and impact on well-being.</p> <p>Pupils are using appropriately equipment to develop their skills.</p> <p>Pupils always have access to equipment so engagement in the lessons increases and more time is spent participating.</p> <p>Active 30:30 opportunities.</p>	<p>Monitor curriculum lessons and extra-curricular opportunities to ensure lessons are inclusive and progressive.</p> <p>Increase participation % in clubs.</p> <p>Sustain Change 4 Life club.</p> <p>Train another member of staff and use ex-club pupils as 'Change 4 Life Champions'/leaders.</p> <p>Staff training with equipment.</p> <p>Possible use for PB competitions.</p>

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:
<p>Maintain and develop additional opportunities to increase the number of level 1 competitions held within school.</p> <p>Increase participation in Level 2 competitions.</p> <p>Maintain boys and girls football teams in the Bicester League.</p>	<p>Class teachers to run a level 1 competition at the end of a unit of work in PE. SSOC young leaders to run additional competitions.</p> <p>Increase participation.</p> <p>Belonging to a team, representing the school.</p> <p>Maintain teams in the league.</p>	<p>£200</p>	<p>All pupils will have the opportunity to take part in sporting competitions.</p> <p>Pupils enjoy engaging in sports.</p> <p>Pupil participation increases.</p> <p>Pupils enjoy and experience new sporting competitions and festivals/enhance social skills such as teamwork, communication, perseverance, values etc.</p> <p>Pupils understand teamwork in a range of mixed games</p> <p>All pupils engage in sport regardless of ability.</p>	<p>Teacher will become confident at leading events and level 1s will be embedded in the calendar.</p> <p>Funding to be allocated at the beginning of the year for transport and calendared so all staff aware of timetabling.</p> <p>Level 2 tournaments to be attended by class teachers / HLTAs where possible.</p> <p>Sports day model will continue to be developed and adapted as required</p> <p>Maintain link with NOSSP and continue to participate in festivals and competitions throughout the year.</p>