

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Improvement in planning, monitoring and assessment of PE • Involvement and success in competitive sport • Improvement in the range of sports clubs provided • Improvement in the profile of PE and sport being raised across the school 	<ul style="list-style-type: none"> • Further development of assessment, in order to highlight slow moving pupils and provide appropriate intervention. • More focused monitoring to continue to assess the effectiveness of after school provision. • Further development of cross curricular links and learning without lessons • Development of an Active Schools

Meeting national curriculum requirements for swimming and water safety	90.3%
What percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	90.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	29%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19.3%
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?	No

Academic Year: 2017/18	Total fund allocated: £17,000 + £1380 School funding £18,380 Total	Date Updated: 27.03.18		
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: 96.93% - 90.18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Development of well-planned, delivered and resourced PE lessons to engage children and make the best use of lesson time. • Development of engaging and fun extra-curricular clubs to develop activity during and after the school day. • Development of activities and resources available at break and lunch time to increase activity rates. • Introduce the daily mile to ALL classes (15mins) to add to children’s 30 minutes of activity within the school day. • Development of active lessons within classes. • Develop incentives to involve parents and families in order to develop activity levels before school, such as walk to school week. 	<ul style="list-style-type: none"> • Use of sports coach, teachers and planning tool to plan lessons and engage all learners to the best of their potential. • Regularly review current provision to highlight areas of improvement/ development of new clubs. • Continue to mentor Year 6 Sports leaders with the aim for them to run activities at lunch time for younger children. • Work with Lunch Time supervisors to develop game planning and delivery at Lunch times. • PE subject leader to provide ideas for active lessons for EYFS, KS1 and KS2. • PE subject leader to plan and run a ‘walk to school week’ activity by the end of 17/18 school year. 	<ul style="list-style-type: none"> • £16,250 (Sport Coach yearly salary) • £500 (lesson resources) • £129 (Planning tool) • £200 (lunch time resources) 	<ul style="list-style-type: none"> • Classes have planned where active lessons and Daily Mile can be implemented through the day, through using active planner heat maps. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • ✓Pupils are more active in PE lessons - take part without stopping to rest. • ✓Attitudes to learning improved - better concentration in lessons. 	<ul style="list-style-type: none"> • Continue to work closely with parents to increase the number of pupils who walk to school • Daily mile firmly embedded in school day across all classes. • Develop tool to monitor coloration in SAT results for children who regularly engage in PE and school sport. • Continue to monitor activities and their effectiveness at lunch times.

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:
				95%-88.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Role models - local sporting personalities are regularly invited into school so pupils can identify with success and aspire to be a local sporting hero. • Trophy cabinet in the corridor to raise the profile of PE and Sport and display achievements for children, visitors and parents. • Consistently celebrate Physical Activity, PE and sport across the life of the school to ensure that the whole school is aware of the importance of Physical Activity, PE and Sport and to encourage all pupils to aspire to be involved. • Teachers, TA's teaching and running PE lessons, and clubs to highlight to the children that members of staff share a passion for PE and sport. • Fundraising sport competitions run during the year to promote whole school values. • Use PE lessons and active lessons to make cross curricular links, links to our school learning muscles and to FBV. 	<ul style="list-style-type: none"> • Consistently Include Physical Activity, PE and Sport in celebration assemblies every week (e.g. festival results, notable achievements in lessons) • Achievements put on the website and Twitter. • Develop active lessons in each class. • PE subject lead to plan with sports coach and class teachers to develop cross curricular and learning without lessons links. 	<ul style="list-style-type: none"> • £16,250 (Sport Coach yearly salary) 	<ul style="list-style-type: none"> • Strong links with Bradford football clubs who regularly visit school and run fundraising events annually. • Strong link with local boxer who has promoted anti-bullying within school and developed a kindness award to give to children during celebration assemblies. • School website and twitter is updated with Sport and PE success. • More fundraising events planned for the 17/18 school year. • Visit and extra- curricular clubs run by local professional rugby club being planned for Summer 2 of 17/18 school year. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • ✓ Pupils are very proud to be involved in assemblies/win trophies for the cabinet which is impacting on confidence and self-esteem. • ✓ Increased self-esteem/confidence are having an impact on learning across the curriculum. • Overall improvement of success at inter-school sport festivals. 	<ul style="list-style-type: none"> • Develop PE display boards to display information about being an active school. • Develop tool to monitor coloration in SAT results for children who regularly engage in PE and school sport. • Learning without lessons and cross curricular links to PE are established across school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				95.92%-89.37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> In order to improve progress and achievement of all pupils the focus is on up-skilling the staff by gaining regular CPD from the full-time sports coach. Planning and assessment tools easily available for staff through an online planning tool. Subject leader monitors teaching and learning of PE in order to assess its effectiveness. 	<ul style="list-style-type: none"> Teachers work alongside qualified coach in PE PE subject leader to provide updates throughout the year in staff meetings. PE subject leader to plan and undertake a series of lesson observations and/or coaching to look at teaching, learning and assessment in physical education. Professional development in subject leadership for PE subject leader. Subject leader to monitor PE curriculum coverage, develop progression documents, assessment and create subject leader reports in order to assess the effectiveness of teaching and learning. 	<ul style="list-style-type: none"> £16,250 (Sport Coach yearly salary) £129 (Planning tool) £50 (Subject leader PE program) 	<ul style="list-style-type: none"> Better subject knowledge for both TAs and teachers, who are now confident to take a more active role in lessons/lunchtimes etc. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. PE Subject leader networks with colleagues at other schools to encourage ongoing sharing of good practice across schools. 	<ul style="list-style-type: none"> This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum. PE subject Leader to support new staff in school with planning for delivery of physical education. PE subject Leader to identify any staff who need further support and to provide appropriate professional learning. Further professional learning opportunities for staff who request it. For example: Teachers to form into coaching pairs and carry out peer observations to support continual learning. Staff will work together and share good practice which will lead to better confidence all round PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				99.08%-87.78%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside school time in order to get more pupils involved. Continue to purchase, high quality interesting and enjoyable equipment to use in lesson times and during lunch times to develop participation. 	<ul style="list-style-type: none"> Arrange a pupil survey to ascertain what pupils would like. Monitor pupil participation and identify pupils who are not regularly taking part. Have a conversation with these pupils to ascertain the barriers to participation. Develop extracurricular programme to include a wider range of activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils and pupil survey. Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra-curricular clubs as possible Increase equipment available at playtimes and lunch times. 	<ul style="list-style-type: none"> £16,250 (Sport Coach yearly salary) £500 (lesson resources) £200 (lunch time resources) 	<ul style="list-style-type: none"> 4 or more different activities offered each week (lunch time and after school) for each class with an average participation rate of 56% per class. Sports clubs running each lunch time and 4 days after school. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓ Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons ✓ Very few instances of pupils not bring kit to school and as a result progress. ✓ 75% of pupils from Year 4 and 69% Year 6 say they enjoy the new Daily Mile and want to get involved in more activities. (Data from a recent survey, results on website). 	<ul style="list-style-type: none"> Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. Assess the progress of each class to establish if broader experiences is enabling children to make good progress.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				95%- 88.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils. Continue to work in partnership with other schools for mutual benefits of pupils and staff Sports coach, subject leader and local partners provide wider opportunities for pupils to engage in different activities and competitive sport. 	<ul style="list-style-type: none"> Arrange friendly competitions within school between classes and children within classes. Develop the competition programme to include a wider range of competitions and activities for all year groups that appeal and meet the needs of all pupils, formulated through consultation with pupils. Try to encourage all pupils to be involved with competitive sport of some kind. 	<ul style="list-style-type: none"> £16,250 (Sport Coach yearly salary) 	<ul style="list-style-type: none"> Children take part in inter school festivals once per half term against children from other schools in the cluster. Children take part in a whole school sports day once a year. Subject leader and sports coach regularly meet with cluster school partners to review competitions and plan new ones. Same percentage of boys and girls are involved with sport festivals. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> ✓Improved standards in invasion games in curriculum time ✓Better behaviour in PE lessons as children strive to make the festival teams. ✓More girls are keen to take part with a noticeable difference in attitudes to PE and sport. ✓All staff have commented on the better overall view of competition and a growing awareness of sportsmanship and gamesmanship. ✓Fantastic overall performance rate at inter school festivals across all classes. 	<ul style="list-style-type: none"> Develop idea of beating personal bests when completing the Daily Mile. Outcome of festivals and competitions are reviewed and any areas for development are put into the next LTP.