

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.	57.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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? Following the results of this year's Year 6 cohort and the percentage of pupils who are unable to swim 25m unaided some of the current Year 5's who are moving into Year 6 and some of the current Year 4's who will be in Year 5 will take part in additional swimming lessons to increase the percentage of pupils meeting this target.	No

<b>Academic Year:</b> 2018/19	<b>Total fund allocated:</b> £16,000	<b>Date Updated:</b> 22.07.19		
<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: 8.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide a range of equipment at both play and lunch times to engage more pupils in physical activity.	<ul style="list-style-type: none"> <li>Junior Leadership Team to carry out regular audits of playground equipment.</li> <li>Junior Leadership Team to carry out questionnaires regarding the types of activities children enjoy at play and lunch times.</li> <li>Order equipment as and when is deemed necessary.</li> </ul>		The allocation of class footballs to be taken out at break and lunch times this year has led to increased engagement of competitive and friendly games of football at break times and reduced conflicts particularly amongst boys. It has also led to a spike of interest in girls' football and a diversity in the groups taking part. Equipment bought as a result of	Sustainability: Equipment for future years. Next Steps: Ensure equipment is kept separately from PE cupboard. Look into permanent suggestions made by pupil voice including; playground markings, trim trail.

			audits and pupil voice ensure children have the resources they want to engage in a variety of skipping, throwing, catching and coordination activities regularly.	
Give children additional opportunities throughout the day to participate in exercise.	<ul style="list-style-type: none"> <li>• Make teachers aware of different opportunities they can give children in-between lessons e.g. go noodle, dough disco, active mile.</li> </ul>		<p>Classes who participate in Active Mile found it was a very effective way to wake up children's brains at the beginning of the day ready to engage them for learning and found that over time they could see the physical improvement of their performance as they began to get fitter.</p> <p>Teachers whose classes participated in go noodle found that the concentration levels in class and alertness was improved and that it was an additional way of children being able to follow movements in a routine.</p> <p>Teachers whose children participate in dough disco acknowledged the development in fine motor skills needed for other sports and the ability to follow instruction much improved.</p>	<p>Sustainability: Improved physical development for children.</p> <p>Teachers seeing a pattern of behaviour and knowing which activities will enhance development in other areas of PE if done regularly.</p> <p>Next Steps: Continue to explore other short activities to fit into lessons and encourage teachers to trial new ones or observe other classes.</p>

Bikeability	<ul style="list-style-type: none"> <li>Book and set a date for year 6 to take part in bikeability.</li> </ul>		Year 6 children of every ability took part in bikeability the week long programme is designed specifically to allow children with less experience in riding bikes to spend longer to become confident and develop/practise the skills needed in order to be able to ride a bike. In addition all children gain awareness of how to stay safe when riding a bike near roads.	Sustainability: Children's improved ability in being able to ride a bike and knowledge of bike road safety. Offers means of transport and physically active alternative option to catching buses. Next Steps: Book bikability for next cohort of year 6.
Provide afterschool clubs.	<ul style="list-style-type: none"> <li>Send letter to parents about the afterschool clubs available.</li> <li>Book appropriate afterschool clubs.</li> </ul>	Multisport - £1365	Children are engaged in more regular physical activity.	Children gain more physical fitness and an interest in doing regular exercise. Sustainability will be achieved through CPD and teachers having the knowledge and confidence to offer and deliver additional lessons afterschool. Next steps: Find out what afterschool clubs children want to be offered in both KS1 & 2 and create timetable for next year. Offer a percentage of the clubs to vulnerable groups e.g. PP and SEND.
<b>Key indicator 2:</b> 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>Children have experiences of world class competitive sporting events - Tour de Yorkshire.</p>	<ul style="list-style-type: none"> <li>• Find local area for whole school to observe the event (same as last year?)</li> <li>• Send letters out to parents regarding wearing Tour De Yorkshire colours and information about the day.</li> <li>• Remind all classes to create posters/banners/flags to cheer on the event.</li> <li>• Evolve risk assessment</li> </ul>		<p>The whole school benefits from going somewhere local in their community to witness a world wide supported event. They see the crowds and the cheering and the positive impact it has on the people around them. Because it is local they are able to see people's goals being achieved in their hometown which makes it seem possible for them to accomplish their own dreams. Children make banners before the event and begin to understand the magnitude of the event. Some classes also write recounts afterwards where they have expressed how impressed they are by the speed of the races, the excitement of the entourage and the noise of the crowd.</p>	<p>Tour De Yorkshire will be an event that is upheld among the Yorkshire community for years/decades to come. Next steps: Look at date for next year.</p>
<p>Children are able to showcase their talents and inspire others by presenting their sporting achievements (certificates and medals) in assembly including parkrun certificates for first timers and PB's as created by PE lead)</p>	<ul style="list-style-type: none"> <li>• Remind children that medals and certificates from sporting achievements can be brought into school.</li> <li>• Check junior parkrun websites to see who ran the course each week, who is a first timer and anyone who got PB's.</li> <li>• Print parkrun certificates ready for assembly.</li> </ul>		<p>Children enjoy the recognition they receive from being able to show the whole school their sporting achievements outside of school. 8 children signed up to the junior parkrun event and received first time certificates in assembly with some carrying on to try and achieve further PB's (more needs to be done to promote).</p>	<p>Once parkrun is established children should begin to see this as a regular social sporting event to take part in each weekend. Next steps: Help children who want to take part sign up and print barcodes. Set a date when staff take part as well and set additional incentive for that weekend.</p>

<p>Children to engage in a whole school circuit training event led by GB athletes and be involved in a Questions and Answers assembly by the same athletes about reaching for goals.</p>	<ul style="list-style-type: none"><li>Email and confirm dates to have athletes in school.</li></ul>		<p>Children really enjoyed the high intensity and excitement of the circuit and the music in the hall and being able to cheer on different year groups as they took part.</p> <p>Children gained a greater understanding of the impact that high intensity work outs can have on your body.</p> <p>The assembly showed how the GB athlete (swimmer-managing their circuit) had been through ups and downs before he achieved and won the medals he had worked/trained so hard for at the Common wealth Games.</p> <p>Again seeing athletes achieve their dreams in person gives children greater inspiration and a desire to go for their goals.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 91.5% + topped up by school
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff to gain greater understanding and confidence in the teaching of sport.	<ul style="list-style-type: none"> <li>Staff observe professional coaches building up a bank of lesson plans.</li> <li>Share best practice.</li> </ul>	A1 coaches £15,600	KS2 teachers have observed coaches delivering a curriculum tailored to meet the children's needs (largely developing coordination of which was identified as being an area of weakness). Teachers have expressed feeling more confident in delivering PE lessons based on what they have observed and the planning they have created.	Sustainability: Staff work with coaches to observe lessons and create planning which will help them deliver lessons in future years Next Steps: PE lead training. Look at areas of teaching PE staff still feel unconfident in and make arrangements for these to be overcome.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
Children to experience sports activities linked to their topic during specific themed days (KS1 Amazing Asia Day)	<ul style="list-style-type: none"> <li>Organise Indian dance/music workshop for topic themed day</li> </ul>		All pupils in years 1 and 2 took part in an Indian dance workshop experiencing the authenticity of an experienced Indian dancer, traditional music and the movements used in dance by a different culture. Year 2 pupils have also used this in class assemblies when presenting curriculum work to the whole school and their parents raising the profile of cultural dance.	<i>Linked to CPD</i> – KS1 staff have knowledge of the traditional music used and videos of the dance routine for 2 different songs to be able to teach to future cohorts. Next steps: Think about workshops can be used in KS2 to get more boys into dance e.g. breakdance/hip-hop workshops.
All children to be exposed to a wide and varied curriculum including vulnerable groups.	<ul style="list-style-type: none"> <li>Identify vulnerable groups</li> <li>Arrange for coaches to deliver sports for identified groups.</li> </ul>		Children in year 2 and 3 identified as needing to gain greater coordination from KS1 into KS2 had table tennis lessons by a coach. Children taking part were very engaged and interested due to	Table tennis <i>Linked to CPD</i> – Year 2 ad 3 teachers have knowledge of the progression of skills needed to teach table tennis to pupils at this level.

			<p>learning a new sport.</p> <p>Girls' in years 1 and 2 identified as needing to develop basic attacking and defending skills took part in Girls' Football (which also supported raising the profile of women in this sport).</p>	<p>Girls Football</p> <p>Some of the Year 2 girls have joined an out of school girls' football team attending galas regularly winning medals and mascotting for the women's team.</p> <p>Next Steps: Look into buying equipment for this sport now that we have lesson ideas.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Children participate in competitive sports.</p>	<ul style="list-style-type: none"> <li>• Make arrangements for children to take part in Sportober event.</li> <li>• Some KS2 children to attend the West Yorkshire Cross-country Tournament and transportation be arranged.</li> <li>• Y5/6 Football team compete in afterschool events.</li> <li>• Competitive Intraschool Sports Day – order winning stickers.</li> </ul>		<p>10 Year 5 children competed in Sportober and 30 Year 4, 5 and 6 children competed in West Yorkshires Cross-country Tournament children were able to compete in events against other schools and understand what competition feels like outside of known opponents in school. Children enjoyed the events and were engaged and felt a strong sense of achievement from being involved in something that represented their school.</p>	<p>Sustainability: Raise the profile of PE to other children in school when feeding back in assembly about their day.</p> <p>Next Steps: Take part in more competitive interschool competitions by getting in touch with local schools.</p>