

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"> Embedding a more inclusive and progressive PE curriculum across the school that is child centred and encourages greater opportunities for independent and collaborative learning. Establishing PE ambassadors that give the children greater ownership of their recreation time and increasing their sense of collective responsibility. 	<ul style="list-style-type: none"> To increase the percentage of pupils that meet the national requirements for water safety. To develop a better support network of teachers throughout the school to ensure teaching and learning standards remain at the highest possible level across the school.

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 metres when they left your primary school at the end of last academic year?	24%
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?	20%
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?	24%
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

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: 2017/18	Total fund allocated: £20,000	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: 7.5%
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"> Engage more children in a more physical active lifestyle within school 	<ul style="list-style-type: none"> Establish before school activity clubs aimed at increasing physical activity time of children. More directed physical activities during play and lunch times and resources to use during these times Maintain and develop current after school club provision to ensure that all children have the opportunity access to at least one club per term. Physical activity time within PE lesson is a minimum of 50 %. 	<p>£1,000</p> <p>£500</p>	<ul style="list-style-type: none"> Children that regularly attended the before school club enjoyed participation aspect and felt more prepared to learn. Children surveyed felt happier and enjoyed the challenge of attaining or surpassing previous personal best's during play and lunch times. Most children felt more confident at performing at one or more physical activities in their own time outside of school. Some felt motivated to engage in the physical activities to contribute to the overall goal of the Target Tokyo initiative 	<ul style="list-style-type: none"> To recruit more members of staff to facilitate the club thus sharing the duty and increasing staff well-being. Target specific children that are not participating in any clubs outside of school or those who lead more sedentary lifestyles. Monitor activities on offer to ensure participation and interest levels of the children does not decline. Continued investment in playground and lunchtime (staffing and resources). Monitor levels of resources in use to ensure less expenditure is used on the replacement of lost or missing resources

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:
				60%
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"> Organization of the PE curriculum to have an impact on wider learning experience at school. 	<ul style="list-style-type: none"> PE specialist and PE apprentice employed to develop PE and sport Planning has been put into place, which offers wide coverage of the PE curriculum and clear progression between year groups – Exploration at Early Years and Foundation Stage, Physical Literacy at Key Stage 1, Generic Principles at Key Stage 2. All lessons have alternate focus on personal, social or cognitive development as well as physical development. 	£12,950	<ul style="list-style-type: none"> Children receive high quality lessons across a broad range of topics within PE which have an additional focus on multi-ability learning that improve the ability to learn Most pupils making required or better than expected level of progress both during lessons and over time. During lessons all children set their own learning challenges and reflect upon the successes they have achieved with increasing numbers setting an appropriate level of challenge for themselves. Increased independent learning opportunities set at appropriate age levels to encourage more child led learning. 	<ul style="list-style-type: none"> To continue use of GST model of delivering PE as supported by the Youth Sport Trust. To use an improved method of tracking targeted groups of children to measure the effects of increased physical activity has on their attendance in school. To monitor attendance of extra-curricular activities to amend provision on offer accordingly. Offer tailored clubs to targeted groups of children that would benefit from increased participation in physical activity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Improve quality of children’s physical education across the whole school to ensure they are competent and confident. 	<ul style="list-style-type: none"> Whole staff-professional learning to include teachers and LSA’s in September professional development day. Teachers have access to specialist dance and gymnastics CPD over the course of the year PE subject leader to provide updates throughout the year in staff meetings. Professional development and subject leadership for PE subject leader PE subject leader to meet a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject 	<p>£2000</p> <p>£1000</p> <p>£600</p> <p>£400</p>	<ul style="list-style-type: none"> Whole staff attended professional development day which resulted in increased confidence in and improved teaching and learning. The focus of lessons are now child centered and as a result pupils are engaged and are keen to learn and improve. Most pupils making required or better than expected level of progress both during lessons and over time. More pupils are able to access learning through new differentiation strategies established during professional development days. Almost all pupils questioned said that PE lessons were challenging and exciting and that they enjoyed PE. 	<ul style="list-style-type: none"> PE subject leader to support new staff in school with planning for delivery of physical education. Arrange team teaching opportunities and supportive lessons observations in order to develop the quality of teaching, learning and assessment. 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. 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:
				2.5%
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 ensure a diverse range of activities are available to children before, during and after the school day. 	<ul style="list-style-type: none"> Set up PE Ambassador scheme to for children to lead directed play and lunch time activities linked to Target Tokyo 2020 for other children. Offer a wide range of physically active clubs before and after school 	£500	<ul style="list-style-type: none"> 15 Year 5 PE Ambassadors trained to lead directed play and lunch time activities, in conjunction with the PE apprentice. This has led to improved behavior during play and lunch times resulting in fewer reported incidents of negative behavior at these times. Almost all children enjoy the clubs they attend and want the opportunity to pursue these activities further. 	<ul style="list-style-type: none"> To use the current ambassadors as exemplars for future ambassadors. To monitor attendance of extra-curricular activities to amend provision on offer accordingly. Survey staff and children to establish which activities not on offer could become after school in the future.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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"> Ensure all children at Key Stage 1 and 2 have regular opportunities to experience organized competitive sport 	<ul style="list-style-type: none"> Participation in the Griffin Sports Festival (GSF) Regular participation in Waltham Forest School Sports Network (WFSSN) events Termly house competitions across Key Stage 1 and 2 and end of year sports day based on age appropriate activities accessible to all pupils with increased emphasis on children beating their personal best, based on results from the year before. 	<p>£1,500</p> <p>£400</p>	<ul style="list-style-type: none"> All children that participated in the GSF enjoyed the experience, some wanted to the opportunity to participate in the more niche sports with more regularity. All children participating in WFSSN events All children enjoyed participating in the house-based interform competitions and wanted more opportunities to participate in those activities. 	<ul style="list-style-type: none"> To monitor results of inter and intra form competitions and identify children with sport or skill specific talents and guide them to out of school development opportunities. To enter more WFSSN competitions and report on the progress of all teams in the school newsletter. Use PE ambassadors to maintain the running of regular house ecompetitions