

Academic Year: 2018/19	Total fund: £17, 770						
PE and Sports premium Key Outcome Indicator	School focus/ Planned impact on pupils	Actions to achieve	Planned funding	Actual funding	Evidence	Actual impact (following review) on pupils	Sustainability/Next Steps
The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	<p>Pupils engaged in at least 1 hour of taught physical activity each week.</p> <ul style="list-style-type: none"> <li>• Heights and Weight data (YR and Y6) reducing – Sandwell Hospital nurse team</li> <li>• Attendance figures improve</li> <li>• Wellbeing of pupils and attention within other lessons improves (lesson observation/learning walks).</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school timetable with 1 hour PE slots</li> <li>• Monitoring of attendance</li> <li>• Monitoring of Heights and Weight data</li> <li>• Healthy lunchtimes encouraged (packed lunches)</li> </ul>	£360 x 39 wks = £14,040	£14,040	<ul style="list-style-type: none"> <li>• Whole school rotas</li> <li>• Class planning</li> <li>• Attendance figures</li> <li>• Fizz free February introduced to KS2 as part of Sandwell initiative – pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• 35% of teaching time table has been specifically allocated to PE throughout week for whole school. This has increased fitness levels as well as academic achievement in PE curriculum</li> <li>• 95.2% attendance 2017/18 compared to 95.5% 18/19 demonstrating resilience of pupils building through PE curriculum.</li> <li>• % Heights &amp; Weights 17/18 and 18/19 pupils are less at risk now of weight related illness due to sustained activity in school</li> <li>• 14% of low-level behaviour disruptions in lessons 17/18 compared to 11% 18/19. Behaviour incidents are falling as pupil's awareness and acceptance of themselves and others deepens through sportsmanship component of weekly PE lessons.</li> <li>• Children could explain the detriment that fizzy drinks had on their health and wellbeing demonstrating that more children would be trying to reduce their intake of sugary drinks to increase their physical and mental wellbeing. The lunch box check that took place in March indicated that less fizzy drinks were being consumed on site.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue provision with sports coaches to ensure weekly, high quality PE sessions per class</li> <li>• Yoga Bugs introduced into B&amp;V/PSHE curriculum to extend time for PE over the minimum requirement and support wellbeing of pupils</li> <li>• Further training for Powerfully Positive Lunchtimes, J Moseley to ensure CPD from this year is strategically imbedded throughout the school.</li> <li>• Fizz free February introduced to whole school as part of Sandwell initiative.</li> </ul>

The profile of PE and sport is raised across the school as a tool for whole-school improvement	<p>Whole school planning for topics includes closely linked PE opportunities to strengthen facts and knowledge from a wide range of subjects.</p> <ul style="list-style-type: none"> <li>Pupils are able to talk about sport and physical activities as part of the daily curriculum.</li> <li>PE is evident through thematic links in Topic books enabling pupils to connect practical learning from PE sessions into other areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Planning time led by SLT to raise profile of PE within the curriculum</li> <li>Sharing good practice observations/team teaching</li> <li>T2T session to share successful links</li> </ul>	£26.52 (DC) x 15 hours (two full days plus 3 staff meetings) £397.80	£397.80	<ul style="list-style-type: none"> <li>Staff meeting minutes (Chris Quigley CPD days and staff meetings)</li> <li>Medium term planning</li> <li>Lightbulb sheets from peer observations</li> <li>T2T minutes</li> <li>Book trawl notes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils expressed how much they enjoyed applying their PE/ Science knowledge to their topic and explained how it deepened their understanding of the concept in which they were learning about (history/science). This has meant that PE and science had higher outcomes due to applying their learning in different situations. (Y6 PE = 72% ARE – DC Pro Data)</li> <li>PE planned into each topic with links to other parts of the curriculum (e.g. – history, science) meaning that PE had a more integrated role within the curriculum so that children had the opportunity to applying their learning in different situations. (Y6 PE = 72% ARE – DC Pro Data. Y6 History= 74% ARE DC Pro Data)</li> <li>Staff expressed increased confidence in how to plan for PE linking to their topic resulting in good and above teaching in PE across the school (Learning Walk Spring 1 2019).</li> </ul>	<ul style="list-style-type: none"> <li>PE continued to become an integral part of topic teaching linking in with Science and PSHE and wider topics.</li> <li>PE to reflect the multicultural community of our academy (particularly in dance).</li> </ul>
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Staff supported through weekly CPD (observation/ team teaching) through the use of experienced sport's coaches.</p> <ul style="list-style-type: none"> <li>Staff confidence raised meaning teaching is Good or above in PE.</li> <li>Greater level of pupils achieving age related outcomes for PE.</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaire to identify strengths and development points</li> <li>Sport's coach to teach across the whole academy</li> <li>Learning walks identify strengths and development points for staff</li> <li>Staff questionnaire identifies areas to be specifically supported</li> </ul>	Equipment £100	£92.15	<ul style="list-style-type: none"> <li>Staff questionnaire data showing strengths and development points</li> <li>Planning from Sport's Plus</li> <li>Learning walk notes of Sport's Plus in lessons and at dinner times</li> </ul>	<ul style="list-style-type: none"> <li>More staff felt that they could teach PE skills independently now after support from Sports Coach meaning that staff are ensuring that the correct technique is being taught to the children leading to quicker progress. (Y6 PE = 72% ARE – DC Pro Data.)</li> <li>Across the school 69% of children achieving age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that 75% of pupils are meeting end of key stage expectations in reception, year 2 and year 6.</li> </ul>

<p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>Variety of after-school clubs and inter-school competitions is celebrated through whole school worship (including certificates and trophies) and communicated with parents through Class Dojo. Close links between Science PSHE and PE ensure that PE is applied throughout the academy.</p> <ul style="list-style-type: none"> <li>Engagement levels of pupils raised due to wider curriculum opportunities.</li> <li>Pupils identified as previously being identified as having low engagement with PE supported to try new activities.</li> </ul>	<ul style="list-style-type: none"> <li>Sport's coaches lead whole school worship speak about extended provision</li> <li>Sport's coaches to offer alternative sports including roller hockey, archery</li> <li>Certificates/trophies ordered</li> <li>Topic links include dance from historical time periods</li> <li>KS2 pupils attending swimming</li> <li>Topic and B&amp;V book trawls</li> <li>After school timetable to include EYFS</li> </ul>	<p>£1200 x 2 half terms</p> <p>Staff required to accompany pupils swimming additional HLTA</p> <p>£14.63 x 15 wks</p> <p>£219.45</p>	<p>£2703.22</p> <p>£219.45</p>	<ul style="list-style-type: none"> <li>Data from pupil voice survey (Autumn 1 and Summer 2)</li> <li>Worship book</li> <li>Worship records</li> <li>Book trawl notes</li> <li>Swimming data</li> <li>Club data</li> </ul>	<ul style="list-style-type: none"> <li>22% of pupils from EYFS taking part in after school/before school clubs</li> <li>64% of whole school taking part in clubs</li> <li>20% of Y6 pupils achieved the KS2 standard of swimming meaning they are increasing health levels through cardiac activity as well as being safe in an area with canals and open water.</li> <li>100% of Y6 pupils completed the national water health and safety talk. Meaning that even non-swimmers are now confident in what to do in a water related emergency.</li> </ul>	<ul style="list-style-type: none"> <li>30% of pupils from EYFS taking part in after school/before school clubs</li> <li>70% of whole school taking part in clubs</li> <li>45% of Y6 pupils achieve the KS2 standard of swimming</li> </ul>
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Increased participation in competitive sport	<p>Adaptation of dinner time provision to include a carousel of competitive games for pupils. Annual Sport's Day to be a celebration of learning to compete and the sportsmanship required to support others and themselves in winning and losing.</p> <ul style="list-style-type: none"> <li>• High levels of engagement in dinner time sessions resulting in reduction of behaviour issues.</li> <li>• Sport's Day shared with parents, modelling the importance of celebrating all abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD for lunchtime manager 'Powerfully Positive Lunchtimes' J Mosley</li> <li>• Sport's coach to run dedicated area of competitive games including football, cricket, basketball.</li> <li>• PE sessions in Summer 2 will be catered to teach correct technique to improve race times. Races will be timed to give children something to improve on.</li> <li>• PSHE linked to PE in build up to Sport's Day (evidenced in books)</li> <li>• Parents invited to attend To have interphase/ inter school/ interCOP competitive sports.</li> <li>• To continue to encourage girls and boys to be part of the school football team.</li> <li>• To investigate a range of competitive sports (WLCT/Sandwell).Sport's Day.</li> </ul>	<p>Training - £197.38 for 3 members of staff</p> <p>Additional support from Sport's Plus £120</p>	<p>£197.38</p> <p>£120</p>	<ul style="list-style-type: none"> <li>• Implementation of Powerfully Positive Lunchtimes</li> <li>• Sport's coach to manage football team data (pupil register)</li> <li>• Sport's day data</li> <li>• Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>• 24% of children in competitive football teams which competed out of school (from year 5 and 6). 12 matches played against other schools in Wednesbury.</li> <li>• Despite being beaten at most matches, the academy celebrated the endurance and sportsmanship of these individuals. They have become a role model for other children. (Worship records for GETFAB)</li> <li>• More children taking part in competitive sports within school times (lunchtimes) demonstrating that children are more interested and engaged with trying to be competitive out of PE and managing their feelings and behaviour.</li> <li>• 17% of low-level behaviour disruptions at lunchtime 17/18 compared to 14% 18/19. Behaviour incidents are falling as pupil's awareness and acceptance of themselves and others deepens through sportsmanship component of weekly PE lessons.</li> <li>• 80% of parents attended sports day meaning that the academy community is reaching out and demonstrating the value of sportsmanship and bettering ourselves.</li> <li>• More children saw sports day as a positive experience which helped them to showcase their skills as opposed to a negative one meaning that their self-esteem was raised in a competitive situation.</li> <li>• Children could explain how they knew they'd progressed in their athletics events meaning that they were taking responsibility for their own progress and knew what to do to get better.</li> </ul>	<ul style="list-style-type: none"> <li>• To have interphase/ inter school/ interCOP competitive sports.</li> <li>• To continue to encourage girls and boys to be part of the school football team.</li> <li>• To investigate a range of competitive sports (WLCT/Sandwell).</li> </ul>
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