

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019: Areas for further improvement and baseline evidence of need: Maintained silver games mark status Broaden the PE experience for pupils by creating opportunities o Provide all children with a good standard of teacher-led curriculum teaching, something that we Continued to have strong links with local clubs have worked hard to improve since the introduction of the schemes of work currently used within the community o Utilise the assessment tools available within the scheme of work to make informed decisions Revamped and developed inter-school competitions - three well contested events by about challenging pupils through PE Adapt our curriculum to provide the children with opportunities to experience sports they may not lots of children carried out for last two years as have encountered before, or would not normally do away from school e.g. archery, orienteering well as traditional sports day Continued to attend cluster events regularly etc. Continue to provide a range of competitions Provided a range of extra-curricular clubs and o Continue to be part of the Holderness Sports Partnership, where we access inter-school opportunities competitions, CPD and networking opportunities Local park/tennis courts o Take advantage of other competitions that may appear on the calendar e.g. future Ebor academy wide events, Tigers Trust competition calendar etc. o Increase the percentage of children attending the more widely accessible events e.g. orienteering to earn a B-Team acknowledgement on our School Games Mark application Build a stronger image of sport across the school o Provide more inclusive opportunities through the sports offered to allow target groups of children to have a platform to flourish in school o Utilise events or target groups to lower the percentage of children who don't get involved with extracurricular sporting activities Model a good attitude to sports to the children by promoting the correct kit choices, providing

spares where necessary etc.







children



o Work together as a school to value the equipment in order to send a positive message to the

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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

Academic Year: 2019/20	Total fund allocated: £17,050	Dat	e Updated: June 2020]
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve break time and lunchtime behaviours by providing organised zones and equipment for children	Discussions with lunch staff over behaviour issues identified areas of improvement to structures Discussed as part of SLT future plan for zones on playgrounds as well as new equipment. With Covid-19 pandemic, this project was moved forward slightly because of budget being freed up.		Early pupil voice with key worker children has been positive, with children looking forward to the new approach. Project cut short due to the impact of Covid-19 but will hopefully start in September 2020.	Assembly with children to explain new process and value equipment etc. CPD with lunchtime staff about new expectations
Continue to develop culture with the school around the importance of being active	Continue to promote active learning in classrooms (see next point) As part of menu choices with school sports partnership obtain second set of step counters and playground signs promoting activities	of our Holderness SSP)	More classes taking part in mile challenges and children engaged in using step counters to track their steps.	Look at more efficient ways of tracking steps – could this be automated in some way? Create inter-class challenges around the steps?











In line with school development plan, continue to promote active learning in all lessons	Whole staff CPD on active learning Shared resources from training courses Worked with NQTs to develop their skill set around active learning		Learning walks/observations have highlighted active learning in range of curriculum areas	Maintain active learning as a key part of our learning styles Look at tracking crass activities e.g. Go Noodle/Just Dance to create positive culture
Key indicator 2: The profile of	f PESSPA being raised across the scho	ol as a tool for v	vhole school improvement	Percentage of total allocation:
Intent	Implementation		Impact	2.5%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve attitudes in school linked to the schoolhouses and values	Redesigned the house badges, themes and colour schemes Held ceremony for house captains/vice captains' presentations as well as house staff Implemented more efficient house points tracking system Held house themed mornings with house staff	N/A	A vastly improved attitude towards team points as it now holds weight towards their house Positive atmosphere amongst school with children now identifying as part of their house Behaviour impacts positively as a result of this	Increase the amount of whole house activities Develop how this is integrated into sports days/inter-school events
Ensure staff set a good example regarding kit/dress code in PE	Whole staff team – not just teaching staff – provided with a school branded hoodie to be worn in PE sessions/sports events	£421	Intention was for these to be handed out in conjunction with summer sports week (interhouse competitions, sports day etc.) but project cut short due to Covid-19	Ensure commitment is made to setting the good example through learning walks/monitoring in 2020/21
Held a fitness morning as part of Children in Need fundraising	Discussed with SLT about using sports during a wider opportunities whole school event	N/A	Around 15 children arrived early to school to take part in fitness event Several staff took part in event	Look into future events that could benefit from similar PE additions











Key indicator 3: Increa	ased confidence, knowledge and skil	lls of all staff in to	eaching PE and sport	Percentage of total allocation:
				47.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We brought in coaches to work with staff for half day CPD sessions with us having 40% NQTs	, , ,	£6600	Staff have been upskilled in lots of areas of the curriculum Standard of teaching has been seen to have improved on the back of this Pupil voice highlighted positive impact in a range of areas: "I have liked when the coaches have shown us how to throw properly." "I like the lifts and working to do dance in groups."	RQT to run a sports club on a lunchtime/after school to further embed development Continue to see good practice in learning walks/observations
Invested in Tigers Trust coaches to work with support staff linked to inclusive sports e.g. boccia and orienteering	Discussed as part of SLT how we have some children who do not engage with traditional coaches' activities e.g. football, rugby Spoke with Tigers Trust coaches about altering package previously delivered (football) to a more inclusive offer Spoke with support staff members about being the member of staff present to provide them with high quality CPD	£1500 (£750 reduced as a result of Covid-19)	Children were exposed to some sports they will not have accessed before Support staff upskilled in not just sport specific areas but PE lessons as whole Positive feedback on sessions through staff voice: "All children were thoroughly engaged with the inclusive sports and the children who usually shy	Will look to utilise the support staff in those sessions with









			away from sports excelled alongside their peers on an equal level" Record level of children attended the orienteering event in the	
			spring term (whole of year 5 and	
			year 6) with some children coming	
			in the top three in the event and progressing.	
As a school we have wanted to move	Academy specialists in all subjects		Staff developed confidence in	Limited opportunity to work
away from sticking to traditional	have worked on progression		planning for progression in PE	on this with staff due to Covid-
schemes and look developing the PE	documents for foundation subjects			19 so will look to continue to
curriculum further to show	to aid planning			develop this area in September
progression.	Rolled out to PE leads during termly meeting in autumn			2020.
	Delivered to staff during staff			
	meeting			
Key indicator 4: Bro	pader experience of a range of sports	and activities of	fered to all pupils	Percentage of total allocation:
				13.6%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has changed?:	
what they need to learn and to consolidate through practice:			Changeu:	
consolidate through practice: We wanted to expose children to a	Discussed as part of SLT intentions	£6600	72% of children asked rated the	Look to find opportunities to
consolidate through practice: We wanted to expose children to a wider range of sports and activities	around wider opportunities		72% of children asked rated the	Look to find opportunities to provide further opportunities
consolidate through practice: We wanted to expose children to a wider range of sports and activities this year alongside the traditional	around wider opportunities Looked into potential archery link	(Already counted this	72% of children asked rated the	1
consolidate through practice: We wanted to expose children to a wider range of sports and activities	around wider opportunities Looked into potential archery link with Burton Constable	(Already counted this spend in KI 2)	72% of children asked rated the wider opportunities PE lessons as good or better	provide further opportunities in the areas covered this year
consolidate through practice: We wanted to expose children to a wider range of sports and activities this year alongside the traditional	around wider opportunities Looked into potential archery link with Burton Constable Worked with First Steps coaches to	(Already counted this spend in KI 2)	72% of children asked rated the wider opportunities PE lessons as good or better Fencing was a popular choice with	provide further opportunities in the areas covered this year Look at bringing in coaches to
consolidate through practice: We wanted to expose children to a wider range of sports and activities this year alongside the traditional	around wider opportunities Looked into potential archery link with Burton Constable Worked with First Steps coaches to map out curriculum for the year	(Already counted this spend in KI 2)	72% of children asked rated the wider opportunities PE lessons as good or better Fencing was a popular choice with the children given that this is	provide further opportunities in the areas covered this year Look at bringing in coaches to provide the last term's
consolidate through practice: We wanted to expose children to a wider range of sports and activities this year alongside the traditional	around wider opportunities Looked into potential archery link with Burton Constable Worked with First Steps coaches to map out curriculum for the year Worked with school council in	(Already counted this spend in KI 2)	72% of children asked rated the wider opportunities PE lessons as good or better Fencing was a popular choice with the children given that this is something quite different to	provide further opportunities in the areas covered this year Look at bringing in coaches to provide the last term's
consolidate through practice: We wanted to expose children to a wider range of sports and activities this year alongside the traditional	around wider opportunities Looked into potential archery link with Burton Constable Worked with First Steps coaches to map out curriculum for the year	(Already counted this spend in KI 2)	72% of children asked rated the wider opportunities PE lessons as good or better Fencing was a popular choice with the children given that this is	provide further opportunities in the areas covered this year Look at bringing in coaches to provide the last term's activities that were missed due

				Work with wellbeing staff in school to implement yoga within the curriculum
rely on coaches only to deliver new activities to children to we purchased class set of archery equipment and lesson resources	Discussed importance of children seeing class teachers deliver PE activities Staff discussions on the equipment CPD at subject leader meeting fed back to staff	£732	accessed the archery equipment	











It was important that staff did not Discussed importance of children £841 Develop the "Table Tennis Children in years 2-6 have rely on coaches only to deliver new seeing class teachers deliver PE accessed table tennis teaching League" that started in the activities to children to we purchased lactivities with class teacher following lafter-school club class set of table tennis equipment Pupil voice on whether table provided plans. tennis club would be popular Look at bringing table tennis Proven to be an extremely popular into our sports week interlafter school club with 20 children house competitions attending regularly. We wanted to expose children to Discussed as part of SLT how we £1500 Children were exposed to some Will look to purchase boccia more inclusive sports so that all sports they will not have accessed equipment for curriculum use have some children who do not children in school could progress and engage with traditional coaches' before Will look to utilise the support (£750 reduced achieve in PE Positive feedback on sessions activities e.g. football, rugby as a result of staff in those sessions with Spoke with Tigers Trust coaches Covid-19) through staff voice: further school development in about altering package previously lthis area delivered (football) to a more "All children were thoroughly engaged with the inclusive sports Build upon the enthusiasm inclusive offer Spoke with support staff members and the children who usually shy towards orienteering by about being the member of staff away from sports excelled looking at implementing alongside their peers on an equal something on school grounds present to provide them with high

Supported by:

Created by

quality CPD	level"
	Record level of children attended
	the orienteering event in the
	spring term (whole of year 5 and
	year 6) with some children coming
	in the top three in the event and
	progressing.









Key	indicator 5: Increased participation i	n competitive spo	ort	Percentage of total allocation:
	_			0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Take the whole of year 5 and year 6 to cluster orienteering event at Burton Constable, improving on low numbers in past two years	curriculum through Tigers Trust provision Year 5 and Year 6 received orienteering sessions Promoted the event in school and on social media platforms Took most of both year groups to the event	(£750 reduced due to Covid-19) (Already counted this spend in KI 4)	Increased participation in the event was great to see. Some children won the level 1 event and moved into the next round	Continue to deliver orienteering sessions in school but with more year groups. Aim to get whole class involvement from one of the year groups and majority from other. Develop orienteering within the school grounds.
Achieved Silver Games Mark as a result of lots of things, including participation in competitive sport through the Holderness Partnership	status of Games Mark Attended range of events with the cluster including athletics, tag	of our Holderness SSP (Already counted this spend in KI 1)	Lots of pupils engaged in competitive sports Silver Games Mark achieved once more	Aim for Gold Games mark which requires slight increase on participation as well as a B and C team in one event.











Signed off by		
Head Teacher:		
Date:		
Subject Leader:		
Date:		
Governor:		
Date:		







