

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Forest area has been developed to enable all classes to use it during different types of weather. In Key Stage Two and Foundation Stage, this is happening on a weekly basis due to training some staff have received. In Key Stage One, a qualified leader comes in to work with one class at a time.	<p>Offer a broader range of activities - Discussions with children and parents</p> <p>Raise profile of PE - Lots of PE is completed by children in Key Stage 2, but is not seen as important to some staff in KS1 and Foundation stage. This is also seen by the engagement of children when they enter year 3.</p> <p>Increased confidence of staff - Staff have stated (survey) that they feel they would like some support in different areas of the curriculum to assist in the teaching of PE</p> <p>Ensure 30 minutes of PE taught a day by all staff: Evidence for 30 minutes a day is poor (as seen when looking at planning files). This needs to be improved (It may just be the evidencing)</p>

Meeting national curriculum requirements for swimming and water safety – Completed after additional sessions	Please complete all of the below*:	
	Start	End
What percentage of your current Year 4 cohort swim competently, confidently and proficiently over a distance of at least 10 metres?	38%	86%
What percentage of current Year 4 cohort swim competently, confidently and proficiently over a distance of at 25 metres?	38%	45%
What percentage of your current Year 4 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26%	36.4%
What percentage of your current Year 4 cohort perform safe self-rescue in different water-based situations?	6%	
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?	Yes/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: £17736		Date Updated: 26/03/18	
<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:
					22.4%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Yr 4 children –  Whole school – Introduce a range of different physical interventions to ensure 30 minutes additional physical activity	More than 90% of children to be able to swim a width (10 meters) without swimming aids.  Subject leader to source different interventions, such as SuperMovers. Subject leader, followed by all staff, to complete heat map of daily activity on <a href="http://www.activeschoolplanner.org">www.activeschoolplanner.org</a> And compare with additional heat map later in the school year	£3588  £400 Supply to cover JC	13 children needed arm bands - end only 5 were still in arm bands. 4 of these children also achieved the width without arm bands. 12 children started not being able to swim the width (10 meters) but by the end of the sessions were able and moved on to focus on stroke technique. 5 children also moved on to achieving a length (25 meters) 8 children started as width swimmers but achieved the length at the end. 6 children achieved the KS2 swimming award by the end.  Comparison of two heat maps created by JC on Yr ¾ class shows improvement and the class now achieves and exceeds the 30 minutes daily. Children in the class are more aware of the importance of physical activity and will ask for an intervention if they feel they have been still for too long. Improvement to attitudes to learning and a positive increase in attainment.	Number of children not achieved the 10 meters to be mentioned to next school, so that they can focus on them. Look at alternatives to current swimming sessions that ensure children have longer swimming sessions as this has proven to have an impact.  Source a wider range of interventions to match and support the curriculum. Introduce a fitness course (similar to the Golden Mile) course for inclement weather – To be related to Personal Best. All staff are becoming more confident with including a variety of different physical activities and recording it.	

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:
				3.66%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Sports display board introduced in the school hall – celebrating and raising the profile of PE and sport for all children and visitors to see.</li> <li>Photographs and children’s comments to be shared on social media (Staffordshire moorlands Facebook) to raise profile with a wider audience</li> <li>The children’s dinner time experience is currently stressful and not as healthy as it should be. The school wants to address this and ensure it is healthy and enjoyable</li> </ul>	<p>Display board to be regularly changed and up dated to show importance</p> <p>TW (Principle) to organize and correspond with School Health UK to carry out an audit on how the school can improve</p>	<p>£0</p> <p>£0</p> <p>£650</p>	<p>Children see the different types of sports that take place in school and out – PE and sport has become more of a conversation point for parents and children</p> <p>The lunch time has already been altered with a new company taking over the catering, promising fresher food with lower salt traces and general healthier food. It is much more enjoyable for the children and they now have more time to spend outside, taking part in physical activity.</p>	<p>Once in place, this will continue to happen as the children take an active role in taking the photographs. Next steps to become more digitally ambitious and share and celebrate the achievement on the school App and Website</p> <p>Now that the new company is in place, it needs monitoring and the children need to be questioned on the success. However, it is clear to all staff at the school that there has already been an immediate improvement to the experience. Further comment needed once new catering company has completed a full half term.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11.6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All Staff – In order to improve progress and attainment of all pupils, the up levelling of staff is required.</p>	<p>JC to discuss with all staff where they feel they need further training or support.            JC to source the correct courses for the areas highlighted</p> <ol style="list-style-type: none"> <li>1. MG – To complete Forest School Training across the school year</li> <li>2. EC – Dance Level 3</li> <li>3. SH – Gymnastics Level 3</li> <li>4. HLTA – Balanceability</li> </ol>	<p>£600            £400 supply +            £165 (supply not needed)            £600 budgeted</p>	<p>MG – Has become more engaged in the use of the outdoor environment, all children in the year group use the Forest area once a week, improving fine and gross motor skills as well as engaging in surplus of an hour of physical activity a week (in addition to regular PE sessions)            EC/SH/HLTA – Training to take place in Summer term.</p>	<p>MG to continue to take an active role in the running of Forest schools, introducing an after school club for KS1 once she is fully qualified.</p> <p>KS1 member of staff to be training to ensure there is one member of staff in each key stage qualified to engage Forest School activities.</p> <p>HLTA will run morning sessions for a small group of children identified that will benefit.</p>
<p>Scheme of work that is more dynamic and offers a wider range of activities to engage the pupils to be purchased and used across the school</p>	<p>JC to source, implement and monitor use of Scheme (Powerof PE)</p>	<p>£295</p>	<p>The children are more engaged in the sessions, especially the units covering orienteering/parkour etc that are new. Lesson evaluations, combined with the assessment tool suggest that 90%+ are achieving expected or above.</p>	<p>All teaching staff (exception KB yr3 (focus next year)) will be more confident when delivering all subject areas. Staff to continue to use the scheme to support the teaching and assessment of PE, as well as adapting them to become more personal to the children and school.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				54.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>Continue to offer a wide range of after school clubs to further engage and develop pupils</p> <p>To engage children with SEND in physical activity and encourage them to achieve the same as peers. Physical/emotional and social benefits for the pupils.</p>	<p>Rugby/Hockey/Dance/Dodgeball/Football/Tennis/Cricket/Multi-skills all offered</p> <p>Arrange a pupil survey to ascertain any further clubs they would like</p> <p>Balanceability bikes/helmets/track –</p> <p>To give more support with SEND children, increasing confidence and physical ability – Children to be able to ride a bike independently.</p>	<p>£0</p> <p>£495</p>	<p>All clubs run at full capacity (30) with a waiting list. Children mixed Key Stages and genders/SEND attend. The children</p> <p>Not yet taken place – Summer Term</p>	<p>External coach continues to run two after school clubs at a charge – Sports leader to continue to offer one after school session a week free of charge – related to upcoming competitions</p> <p>Summer Terms</p>
<p>Engage and excite children throughout the year with a range of new activities that pupils could then use outside of school.</p> <ul style="list-style-type: none"> <li>• Skateboarding</li> <li>• Archery - Summer</li> <li>• Stanley Head – Outdoor learning</li> <li>• Boogie Beats</li> <li>• Yoga (School focus to improve pupil and staff mental wellbeing)</li> </ul> <p>Forest Schools Leader</p>	<p>JC to research and organize a variety of different sport activities that will have an immediate impact on the children</p> <p>Purchase clothing to allow children to access the Forest area in all weather.</p>	<p>£500</p> <p>£705</p> <p>£760</p> <p>£450</p> <p>£815</p> <p>£1980</p> <p>£3365</p>	<p>Skateboarding – An unbelievable success – Feedback from parents showed that lots of children wanted skateboards to use at home. Enjoyment shown by all children, including SEND</p> <p>Yoga – The monitoring of individual children (identified as being overweight and showing little interest in PE) showed that over the 6 week course that they became more engaged in the yoga and became a lot more flexible and able to achieve and complete more stretches than at the start of the course.</p> <p>Forestry has shown huge benefits</p>	<p>When speaking to children several months on, they still use skateboards at home – they have convinced the PTFA to pay for the company to return during Sports Week. The wider range of activities has increased the children's awareness of what sport is on offer, encouraged participation and greatly increased the enjoyment of sport for a lot of children. This is epitomised by a quote from a child in yr2 who said "I have found something I am good at."</p> <p>All teaching staff at the school participated in the yoga with the children and are</p>

Maintenance of sports equipment	RE to organize with Sports safe UK to ensure all equipment is safe to use.	£602	physically, mentally, emotionally and socially. It has also, through small focus groups with SEND + identifies as having weight issues, shown results in the classroom academically.	implementing some of the actions throughout the day as part of the 30 minutes physical activity.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 0.81%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
To participate in competitive tournament on offer in cluster schools, and within the Staffordshire Moorlands, with the aim of progressing to level 3 tournaments in a minimum of two different sports  Engage more girls in intra/inter school games.	Meet with staff from cluster schools, and Z.Harp Staffordshire Moorlands School Games organizer, to collate dates for tournaments over the year.  JC to seek out individual girls and invite them to the after school club and corresponding tournaments	£120 half day supply + £25 cluster session	Ongoing – Summer Term tournaments incl. Tennis/Hockey/Rugby/Football/Cricket/Rounder's(KS1&2)  Increase in the number of girls attending clubs, 5 out of 30 rugby last year increased to 9 out of 30 this year.  The children at the school always look forward to the competitive games and linked with the after school clubs there is a clear relationship with improvement and progress of the key skills and understanding.  There are also positive links with the children's self-esteem and social benefits within the	With the exception of half a day supply, which would continue as the school understands the importance of competitive games, there is no cost. Next steps to broaden the range of competitive sports across the cluster schools to engage more children, especially those that would not normally compete.

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