

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).

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"> - Staff competence and confidence to teach lessons after completing quality CPD with specialist PE teacher. - Social media has kept parents and carers well informed of sporting activities and clubs. - Children have been offered a wider variety of sporting activities for extra curricular activities including the promotion of well being. - Engaging more staff in extracurricular provision 	<ul style="list-style-type: none"> - To broaden the understanding of all staff of a wider variety of sports that is different to the norm. - To promote and sustain pupil wellbeing throughout the school. - Children understand how to analyse their own performance and provide feedback to other pupils. - Providing the children with an opportunity to take part in more competitive sport.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	48%
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?	Yes

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: 2018/19	Total fund allocated: £17,600	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: 58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Plan and deliver lessons that are both physically active and enjoyable which engage and inspire pupils to participate in PE and physical activity.	For PE specialist and gymnastics teacher to lead, team teach and observe PE lessons across the school throughout the year.	Gymnastics coach £1,740 Specialist PE coach £1,918 Cricket coach £500	This has allowed the teachers to become more confident but to also ask questions to the PE lead and specialist regarding misconceptions. Pupil voice/pupil conferencing Pupil questionnaires Staff questionnaires Lesson observations Club/Activity Registers	After several years of this support, staff are fully confident in teaching the PE curriculum. A wider variety of sports will be put in to the curriculum overview for the next academic year.

<p>For each class to complete additional daily physical activity. Lunch time games carried out by welfare staff to promote</p>	<p>Daily mile Wake and shake Rounders, cricket, football</p>	<p>£0</p>	<p>The daily mile has been used mainly in upper KS2 and has had a positive e impact on behaviour. Wake and shake has been used in KS1 and has improved the children's alertness and readiness for learning.</p>	<p>To promote the daily mile across the school to improve children's readiness to learn and promote physical activity across the school. Ensure lunch time and break times games are being used effectively.</p>
<p>Blackburn Rovers in the community</p>	<p>Blackburn will come to show the children of year 5 that PE can link and be cross curricular in Science.</p>	<p>No charge</p>	<p>Children are very engaged with the scheme of work and have shown a good understanding in and out of the classroom.</p>	
<p>Playground markings are being added to the outdoor space as well as outdoor games for all children.</p>	<p>Staff to promote the games and actively participate in the games at break and lunch times.</p>	<p>£6000</p>	<p>Completion in the summer term.</p>	<p>This will allow the children to have a wider variety of games and activities to ensure that they are active at different times of the school day.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE class stars and certificates are being identified and rewarded during celebration assembly, this promotes the importance of excellence and effort in children's learning.	Reward certificates and stickers are given out during assembly time. Information about PE achievement is shared via the newsletter, Facebook and the school website	Printings costs/ certificates/ stickers £100	School website /Newsletter Inviting parents to assembly	Children feel valued in their PE lessons and this is demonstrated by a positive change in their attitude and effort.
Celebrate children's achievement through the PE notice board and provide interactive questions regarding PE	The PE notice board promotes discussion and questions about the importance of PE.	N/A	PE notice board	Children can answer reflective questions such as the importance of teamwork or the need for inclusion. The notice board and website show examples of our children succeeding this develops children's self-esteem and self-worth.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Appointment of a gymnastic specialist teacher ½ a day a week to deliver high quality PE</p> <p>Appointment of a specialist PE teacher ½ a day a week</p>	<p>Specialist Teachers model and team teach lessons with staff to develop staff confidence and competence in PE.</p> <p>All staff teaching PE are aware of the importance of Physical Literacy and the need to develop Fundamental Movement Skills from an early age.</p>	Previously listed	<p>Pupil voice/pupil conferencing</p> <p>Pupil/Staff questionnaires</p> <p>Lesson observations</p> <p>New Lancashire Scheme of Work which provides clear guidance on how to plan and deliver FMS through the National Curriculum.</p>	<p>Staff to team teach and lead more independent sessions for their own class and gain feedback and guidance from the specialist.</p> <p>Children’s level of Physical Literacy has improved and they are proficient in Fundamental Movement Skills-through teacher assessment.</p>
Swimming booster class has been started for the summer term.	Children in year 2 have been allocated to go swimming to increase their awareness, understanding and competence in the water.	£2140	<p>Increased confidence</p> <p>More children swimming further distances from an earlier age.</p> <p>Children have a greater understanding of water safety and can understand the dangers of swimming.</p>	<p>The children attend weekly and have significantly developed their skills.</p> <p>More assessments of the children to check the distances they can swim.</p>
CPD cricket coaching.	Staff will be made aware of the skills, progressions and requirements of different year groups.	Previously listed.	Staff have a better understanding of the skills required in cricket but also how these striking and fielding skills can be linked to other sports.	Ensure that the cricket is being taught properly and observed by the PE lead. Provide more opportunities for intra house competitions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Curriculum map created that delivers a broad and balanced PE curriculum	Lancashire Scheme of Work is now being used across the Key Stages.	N/A Funding provided in 2016 action plan as this was when the scheme was bought.	Curriculum Map provides a broad and balanced PE programme.	Children are provided with opportunities in a range of sports and activities across the key stages.
Different clubs available to children through specialist sports coaches and teachers. The children also have the opportunity to select what clubs they would like to attend	Providing a range of sporting activities after school to all pupils.	Previously listed.	Clubs are on offer to all key stages throughout the school on a weekly basis.	Through pupil conferencing, try to make more clubs available specific to what the children want to learn and attend.
10 Balance ability bikes and equipment have been purchased for KS1. Staff training on delivering the course. A shed purchased to store the bikes.	Balance bikes are to increase balance, co-ordination and agility of KS1 children. A shed has been purchased and installed to ensure the bikes are looked after and protected to prolong their use.	£2,200 £500	Balance bikes have been used in KS1 as a taster with the training to be provided in September 2019 for KS1 staff. Children in KS1 will be able to increase their balance and co – ordination through regular use of the bikes.	To ensure that the bikes are being used effectively for the children to develop a wide variety of skills.
A wellbeing and physical activity day will be awarded to all pupils within the school	Children will be given the opportunity to talk about well being and take part in different activities.	£400	Children have been able to play different sports and take part in different activities around school to promote well being.	This will take place annually providing a different selection of activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to provide opportunities for the children to represent the school in a range of sporting activities.	Athletics competitions have been identified from the competition calendar that have allowed children to represent the school.	£100 BPSA	Children were able to take part and successfully compete against other schools in a competitive sporting environment.	Children are provided access to a range of sporting competition such as the athletics competitions.
Provide opportunities for the children to take part in competitive sport in intra competitions in school	Children will take part in house matches against children in their year group to test the skills they have learnt.	£0	Children are becoming more aware of the skills they need to achieve in different sports and these are being utilized in school competitions.	This can be put out across the school so that all year groups and key stages can take part against one another.