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| **Academic Year:** 2019-2020 | **Total fund allocated:** £16980 | **Date Updated: December 2019** | |  |
| **Key indicator 1:** The engagement of all 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 | | | | Sustainability and suggested next steps: |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Approximate  Funding allocated: | Evidence and impact: |
| Focus: For all pupils to be physically active for 30 minutes a day outside of time tabled PE sessions.    The space to play safely that is easily accessible.  To forge links with outside clubs to promote after school activity. | Complete a heat map with HSSP, to ensure that there are opportunities 30 minutes of active learning and play daily in school  Compiling a list of interactive cross curricular resources to get the children moving.  Matt Rodriges (HLTA and Sports Coach) to train pupils and lunchtime staff in play leading putting this into practice during lunchtimes and play times.  Field Rental  Sports Advocates to arrange links to external providers and clubs ie: | (HSSP curriculum support and competition KI 5)  FOC  (inc in KI 4)  £1200 (7%)  FOC | This section will be reviewed at the end of the academic year.    Staff and children have been using the resources below as part of the initiative for pupils to be active for 30 minutes a day outside of sport specific activites.  *Skip to be fit, dough disco, Jack Hartman, Rock tables, Maths of the Day, wake up shake up*  Pupil voice: KS1 and lower KS2 pupils have been enthusiastic participants in the activities led by play leaders on a Tuesday and Thursday lunchtimes. A reception pupil ***‘we like it when they get all good equipment out to play with’***  Y2 pupil ***‘it makes lunchtimes fun and we can play games against each other’***  Sports crew (advocates) have taken an active part in the forging links between Harrogate fencing club and Huby tennis club as well as a link with Ilkley tennis club. On visiting Ilkley tennis club a Y6 pupil said ***‘ the coaching session was great I would like to do more of this and to watch more tennis’*** | Target: travel to school actions on Heat map (Youth sport trust) Mrs Gardiner to introduce ‘walk to school week;  Target: mile a day club for Spring 2019, led by our Sports Advocates  Target: Train new Y5 play leaders to continue with YR/1/2/3/4 in 2019-20  Target: Request a taster session with Harrogate cricket club.  Target: to re-visit the Ilkley Trophy 2020  Target: Jo McIntosh to come in to support pupils with competition preparation and introduction to new sports (Actioned Autumn 2019) |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Sustainability and suggested next steps: |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: |
| To focus on raising the profile of PE across North Rigton School. Through teacher assessment, peer assessment and self-challenge.  To promote challenge in PE. To encourage children to blossom and flourish. | To raise the profile of PE recording and photographing children doing PE for self-assessment.  Regular sports reports.  Support from HSSP.  Sports Crew and play leaders to be active in the raising of the sports profile. Planning, organizing, promoting and recording PE in school and planning end of unit intra competition.  Monitoring 30/30 in school.  To employ a PE specialist to provide outline plans, challenge ideas within ½ termly units. | HSSP  £1400 (8.2%) | Sports crew (advocates) and staff have photographed and recorded a number of the PE units this year. Pupil voice has highlighted that children feel challenged in PE and sport at the school. Children feel safe whilst partaking in PE and sport at school and in competitions.  The children were very enthusiastic about the areas of sport and PE they have worked on this year, recording that they have *always or sometimes* enjoyed the different units, not one child recorded that they *never liked* a unit that they have worked on  The play leaders have been particularly active over this year, raising the profile of being active. Initially they were led by Mr ‘R’ but became more independent in the spring and summer terms running regular lunchtime clubs. The play leaders reviewed and changed their ‘audience’ in the spring time to work with Reception KS1 and lower KS2 as the activities were not challenging enough for upper KS2.  Well done to the Y5 play leaders!!  See KI 3 | For all chn to be able to blossom and flourish in PE across all year groups.  To sign up for HSSP G+T sessions.  Embed the challenge aspect of PE so all chn can measure the impact of the sessions and teachers can record progress. Introduce the challenge at the outset and review through out the unit. (JM?)  Elect new Sports crew from Y6 to lead sporting competitions and record and promote in 2019-20  Choose new play leaders from Y5 to be trained by Mr ‘R’  Look at lunchtime activities and clubs for upper KS2 led by an adult.  Actioned September 2019 (Matt Rodrigues) |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Sustainability and suggested  next steps: |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: |
| To focus on the schools long term plans and link relevant CPD to all units of work. | Ongoing CPD 1x half term, in traditional PE activity to fulfill the 2 year rolling programme  Further CPD in new sports and activities to be delivered by Premier Sports | (inc in KI 5)  (inc in KI 4) | The response from staff has been very positive with regard to half termly CPD sessions, staff have now completed a 2 year rolling program with regard to more traditional PE units. Staff have found that each unit has been easier to plan for and the sessions are improved when they are given initial plans and CPD at the beginning of the unit.  Weekly CPD in less traditional/more unusual sports has received very positive feedback from all members of staff including HLTA. The next step will be to resource these areas. | This may need to be repeated in a 2020-2021 as new staff arrive and teaching requires refreshing or as part of the new curriculum to be introduced in 2019-20  Resource new sports.  To continue this with Mr ‘R’ as he joins the regular staff as part of the Fellowship in 2019-20. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To focus on: Increasing the pupil’s experience of different less traditional sports in order to find a sport or activity that suits them. | Inclusion.    To provide opportunities to take part in Snorkeling in KS2.  To have transport to access to better facilities in order that the pupils might have an improved experience in sports.  To have new equipment to support new sports and play time 30/30 To bring in an external provider  Mr Rodrigues to introduce new activities into the school PE curriculum and provide the CPD required.  To run an after school sports club for KS2 children. | £1000 (5.9%)  £500 (2.9%)  £5772 (34%) | Attending Paralympic competition:  3 children were able to access and attend Paralympic competitions over this school year. Competitions included hurling and boccia. These were led by HSSP.  To challenge more able swimmers some children took part in sessions of  Eg: transport to the Ilkley Tennis Trophy June 2019.  Transport to sporting competition to enable more children to go ie: Harrogate golf club golf tournament march 2019.  See KI 2  Children have commented that  ***‘Tchoukball was one of the best games they have ever played at school.’***  A key stage 1 child wrote ***‘ I do not like PE but I was really good at archery and liked doing it.’***  Sessions were taught and CPD provided for: Archery, tchoukball, ultimate frizbee, American football and quidditch. | Ensure that we sign up for Paralympic activities 2019-20  To assess the swimmers pre-spring term to provide numbers for these challenge sessions.  To continue this with Mr ‘R’ as he joins the regular staff as part of the Fellowship in 2019-20.  To look at resourcing these new activities ourselves. |
| **Key indicator 5:** Increased participation in competitive sport | | | |  |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Focus on all pupils taking part in or attending competition both intra and inter. | Specialist competition coaching to improve skills and raise self esteem when in competitive situations.  For a coach to organize and run an intra house competition at the end of each unit each  Organization and administration costs for competitions and PE | **£4449 (26.2%, inc CPD and intra house competition.)**  **£3000 (17.7%)** | Inter Competition audit  99% of key stage 2 children and 100% of KS1 children have taken part in a competition or change for life session, externally.  100% of EYFS, KS1 and KS2 have participated in intra-school competitions run throughout the year.  The children have shown more confidence and resilience whilst taking part in competition this year due to the extra coaching and they have been successful in the majority of competitions entered; getting through to the finals in in hockey, football and gymnastics. | To continue with competition coaching on a Tues pm with Mrs McIntosh.  Administration for competition Mr R.  General administration Mrs Gardiner and Ms Boyd |

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| 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? | **100 %** |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | **76%** |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | **54%** |
| 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 to learn skills for water polo and snorkeling. |
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**Met with and reviewed document and PE at North Rigton 2/12/19**