

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: |
|---------------------------------------------|-----------------------------------------------------------------------------------------------|
| Girls Active squad training. | Girls Active to continue to support girls' participation in PE and sport. |
| Swimming percentages. | Further CPD in Dance and resource to help aid with teaching. |
| Emotional Well-Being from Yoga. | Greater quantity of equipment due to split sight and double form entry. |
| Successful Non-Technology Week. | Scheme of work to help build with new Westgarth curriculum to build skills based PE teaching. |
| Chances for children to be active each day. | |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 95.5% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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/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: 2018/19 | Total fund allocated: £18,360 | Date Updated: 16/07/2019 | | |
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| 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: 6.5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 1a. To increase engagement of children in physical education. | 1a. Daily Mile- Children to run for around 10 minutes each day around the flagged track on the field. | 1.a £0 | 1a. Increased level of children getting their 30 minutes + of active minutes. | To build on more ways that staff can involve active lessons and chances to give children more chance to be active. |
| 1b. To upskill children in Upper Key Stage 2 to make themselves more active and also younger children. | 1b. Training of 'new' playground monitors to support playground games. | 1.b £200 | 1b. Increased uptake on Westgarth friends and engagement with younger children during playtimes. | To continue to include all children in PE and Sports throughout the school year. |
| 1c. To increase the understanding of teachers and children in ways to be active through the week not looking at technology. | 1c. No Technology Week- Climbing Wall. | 1.c £500 | 1c. One week where children got 1 hour + of active minutes joining in with new activities. | |
| 1d. To increase the 'active' minutes used in play times and PE lessons. | 1d. Purchase of equipment to support active lessons and PE lessons. | 1.d £500 | 1d. Further engagement in lessons with staff being able to offer more chances to be active in lessons. | |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| | | | | 6.5% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 2a. Year 6 children to be upskilled and to work with younger girls to inspire and grow on personal skills. | 2a. Girls' Active to work with Year 2, 3 and 4 one afternoon a week. | 2a. £1000 | 2a. Year 2, 3 and 4 girls all increased their active minutes for a full term each once a week and report that they were inspired to be part of the team when they get to Year 6. | To continue to train girls that are in Year 6 to work with other girls in Westgarth. |
| 2b. To increase awareness of what physical education and sport that is happening at Westgarth. | 2b. Children and staff are trained to tweet, blog and report on sporting activities in school. | 2b. £0 | 2b. Increased the content that is being shared through social media, the website and the Westgarth Weekly. | |
| 2c. To promote the sporting success and participation in school. | 2c. Celebration assembly every week, to ensure the whole school is aware of the importance of PE and sport. | 2c. £200 | 2c. It has continued to grow the enthusiasm of what the children at Westgarth are achieving. | |
| 2d. To build up leadership and the profile of the importance of PE in school. | 2d. Sports Leader training. | 2d. £0 | 2d. All Year 6 children to do the Sports Leader training. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 39.8% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>3a. To increase the staff's understanding of its use and delivery.</p> <p>3b. To upskill the staff on how to deliver different aspects of PE.</p> <p>3c. To upskill staff on delivering PE in different year groups with team teaching.</p> <p>3d. To give importance, resources and teaching resources to upskill on leadership.</p> <p>3e. To upskill the early years teachers to a scheme of work that will be used in that part of the school.</p> <p>3f. To upskill certain members of staff.</p> | <p>3a. Super movers- Staff to be trained on how to use it.</p> <p>3b. CPD- Release time for staff to train, team-teach, observe and be observed.</p> <p>3c. Continuous professional development program for teaching staff delivered by a specialist PE teacher (Mr Buckby) delivered to each year group within school.</p> <p>3d. TLR/Leadership responsibilities.</p> <p>3e. Sport Xplorers training memberships.</p> <p>3f. CPD on training for staff.</p> | <p>3a. £0</p> <p>3.b £500</p> <p>3.c £3,200</p> <p>3.d £2,667</p> <p>3.e £250</p> <p>3.f £683</p> | <p>3a. Some staff are using Supermovers to help with general teaching.</p> <p>3b. Staff feel more confident on certain aspects of the PE curriculum.</p> <p>3c. Staff feel more confident on certain aspects of the PE curriculum.</p> <p>3d. Greater importance has been put on PE at Westgarth.</p> <p>3e. Course attended and plans to take it forward to the next academic year.</p> <p>3f. Numerous aspects of PE upskilled in key areas of the school.</p> | <p>To upskill teachers on dance, delivering a skills based curriculum and how teachers can make the children more active throughout the school day.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 31.7% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 4a. To help offer a chance to children to experience a range of PE and sports. | 4a. Continue to offer wider range of activities: -Yoga -Dance Magic -Destination Judo -Team Soccer 442 -School Sports Partnership -Yoga Bugs | 4a. £5,810 | 4a. Children's social interaction and calmness has increased and incidents at play and dinner times. | To continue to build on the broad range of sports and activities. Bring in a boxercise company and buy resources for long-term sustainability. |
| 4b. To increase the experience of children joining in with different sports. | 4b. Staff to run activities/lessons -Football -Rugby -Cycling/Bike Ability -Golf -Running | 4b. £0 | 4b. Increased number of after school clubs and participation. | |
| 4c. To train the staff to offer the range of sports for the children. | 4c. Training Golf, OAA and cricket. | 4c. £0 | 4c. Staff have done more PE based clubs due to upskilling. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 15.5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 5a. To increase the participation and inclusion of all children in the school. | 5a. School Games Day | 5a. £50 | 5a. Successful day where all children attended and joined in. | To continue to buy into the Sports Partnership to ensure that children compete and to give intra school a continued focus. |
| 5b. To increase the participation and inclusion of all children in the school. | 5b. Inter school festivals and fixtures | 5b. £2800 | 5b. Increased number of children joining in participation against other schools. | |