

Total number of FT pupils on role-		473	
Summary of Grant spending 2019-20			
Money received for 2019-20			
Objective			
To target hard to reach children			
To increase participation in PE and after school sports clubs.			
To provide pupils with physical outdoor/indoor learning experiences			
Statements in red link to PE national curriculum objectives			
Planned spending record 2019/20			
Initiative	Activity	Predicted Cost	Outcomes
Provide pupils with physical indoor/outdoor learning experiences	<p>FT coaches on Tuesday, Wednesday and Thursday after-school clubs</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (for example, through team games). Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	£2400	<ol style="list-style-type: none"> To develop within PE To increase participation in after school clubs. To offer children a range of activities
Increase participation in sport with hard to read children	<p>FT coaches on Tuesday, Wednesday and Thursday lunch time clubs</p> <p>Conduct pupil interviews to discover barriers to children not attending after-school clubs.</p> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and table tennis], and apply basic principles suitable for attacking and defending (KS2) Participate in team games, developing simple tactics for attacking and defending (KS1 & 2) Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (KS1 & 2) <p>Lunchtime Yoga Class Tuesday, Wednesday and Thursday.</p>	£5967	<ol style="list-style-type: none"> To develop and improve gross motor skills in a playful, fun way. Develop children's social skills and early physical development. Increase participation and understanding of team games

Weekly swimming lessons for Year 4.	<p>Children will have a half hour structured swimming lesson per week with trained staff. Pupils will be in small groups of 15 with high staff : pupil ratio. The staff will assess and put children into ability groups. These sessions will be supervised and sometimes aided by members of teaching staff.</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	£500	<ol style="list-style-type: none"> To teach or develop children's levels of swimming. To educate children in the dangers of water and teach them how to keep safe. Develop children's confidence within and around water. To improve teachers' expertise and confidence in teaching swimming.
Weekly dance lessons	<p>Professional coach to deliver weekly lessons throughout the school to develop dance.</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance (for example, through team games). Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	£2340	<ol style="list-style-type: none"> To teach children the skills of dance To offer a range of activities
<p>Foundation children to develop balance on bicycles (TBC)</p> <p>Foundation children to develop motor skills through multiskills (TBC)</p>	<p>Pupils to have improved their balance on bike in foundation stage outdoor area.</p> <p>Qualified instructor to deliver sessions throughout the week.</p> <ul style="list-style-type: none"> Children to have equipment for improvement of motor skills such as climbing, balancing, jumping by using static equipment (Use of balance bikes to promote coordination and balance) Children to have access to a range of play equipment to improve hand eye co-ordination such as throwing and catching, hitting a target, skipping, riding bikes and scooters 	<p>(TBC)</p> <p>£800</p>	<ol style="list-style-type: none"> Improve children's biking confidence Participate in a range of activities
Year 6 swimming	<p>Children to learn basic life-saving skills.</p> <ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations. 	£1,500	<ol style="list-style-type: none"> To teach or develop children's levels of swimming. To educate children in the dangers of water and teach them how to keep safe. Develop children's confidence within and around water.

Year 3 Swimming	<p>One week course teaching children to basic swimming skills.</p> <ul style="list-style-type: none"> • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	£1,665	<ol style="list-style-type: none"> 1. To teach or develop children's levels of swimming. 2. To educate children in the dangers of water and teach them how to keep safe. 3. Develop children's confidence within and around water. <p>To improve teachers' expertise and confidence in teaching swimming.</p>
Equipment	Equipment needed to be replenished to ensure that teaching of PE Partner Spiral Curriculum is effective and covers all of the national curriculum	£1,000	
<p>Total money spent for the year. £16, 172</p>			

BECOME OUTSTANDING

This self-review tool will help you assess your school's provision and outcomes in PE and school sport. It will also help you identify your school's priorities.

It's easy to use — answer the questions by selecting your level of provision as **emerging**, **established** or **embedded**.

To find out how Youth Sport Trust Membership can help you address those priorities contact our team (01509 226600) and they will put you in touch with our local representative.

Our Membership also offers professional development opportunities for your staff, including training, events and conferences, school visits from our trained experts and athlete mentors and access to resources.

Whatever your level of provision — **emerging**, **established** or **embedded** — you'll benefit from being part of a national network where you can learn from, and share practice with, the best schools in the country.

Youth Sport Trust Membership also offers access to a nationally accredited Quality Mark which expands on these questions and celebrates your school's success.



Sign up to our Membership to enhance your school's provision.

www.youthsporttrust.org/full-primary

Questions	Emerging	Established	Embedded
1 Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.
2 Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.
3 Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
4 Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.
5 How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
6 Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.
7 Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.
8 Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.
9 Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.