

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.

201819 – Sports Premium Funding received: **£20,933**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Increase in children achieving 25m by the end of Year 6 Gold Sports Games Mark Award 2017-2018. Introduction of new plan to increase 30 minutes of daily physical activity. Embedded Daily Mile in the school day. Strong CPD in school supporting teacher’s needs and catering to what teachers feel they need developing. Good PE lessons are taught across the school. 76% of the school (KS1&KS2) were engaged in a sports club in the school year 2017-2018</p>	<p>Swimming attainment by the end of Year 6, increasing the children who leave school achieving 25m. Looking into encouraging the 30 minutes of activity outside of the school. Continuing to develop the 30 minutes of activity in school. Developing assessment tools to allow for precise PE assessment.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	55%
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: £28,830		Date updated: July 2019	
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:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To ensure that all children have regular active breaks in their day to improve attainment, concentration and well-being.	<p>Continue to ensure that active 30.30 plan is carried out across the school.</p> <p>Continuation of the Daily Mile.</p> <p>Push towards more active lessons regularly in the week. (minimum of one active lesson in each area i.e. maths, topic)</p> <p>Engage a high number of children in clubs every week.</p> <p>Active lunchtimes at school, supported by Midday supervisors and Sports Supremos.</p> <p>Communicate with parents about the 30 minutes physical activity outside school and develop a plan to increase engagement in activity outside of school.</p> <p>Send out letter to all children about having ‘an active....’ for each holiday</p>	£60 training of Supremos.	<p>Active 30.30 plan is carried out across all classrooms and children enjoy taking part. Children are keen to get active and to have these brain breaks during the day.</p> <p>Daily Mile has continued – children are keen to continue running and enjoying moving outside.</p> <p>Daily Mile is now counted and recorded in a way that is more visual and puts more accountability to the children. Daily Mile is happening more and children are having a higher time being active. This has led to a small increase in fitness and children being excited and keen to go out for the Daily Mile.</p> <p>High number of children are engaged in clubs each week with 17 clubs being run internally a week and 5 external clubs.</p> <p>5 external clubs continue and there are 18 clubs run internally per week.</p> <p>Has enabled children to develop a range of skills and has allowed children who have not been active in a club to start applying for more clubs in the summer term leading to a high level of active children in school.</p> <p>In KS2 this year there are 16/331 children who have not been in a club and the percentage of children that have been in a club in KS2 is 95%.</p> <p>In KS1 this year 39/173 have not been in a club and the percentage of children that</p>	<p>Look at communication with parents and moving the active 30.30 plan into homes to have an increased impact.</p> <p>Increase Supremo involvement at lunchtime to organize intra sport activities as well as personal best activities. – Supremos have organized personal best and intra sport activities leading to more competitions in the playground and further development of fundamental PE skills of children.</p> <p>Continue to engage a high number of children each week in clubs and continue the areas that contribute to regular active breaks.</p> <p>Continue to develop ways to increase activity outside of the classroom.</p>	

	<p>providing them with ideas for free things to do over the holidays.</p> <p>Consider incorporating active tasks into the home learning.</p>		<p>have is 77.45%. Across the school 55/504 children have not been in a club making the overall percentage of children who have been in a club this year 89%.</p> <p>40 Supremos have been trained and are used to promote active lunchtimes. There are 2 stations in KS1 and another in KS2. Children are more active at playtime and have a wider range of activities to get engaged in. Additional playtime equipment further helps this.</p> <p>Supremos continue to be an active part of lunchtimes. This has ensured that children are moving more and are active in their breaks. This has also developed key leadership in the children who have learnt new skills through leading activities.</p> <p>PE has been incorporated into home learning with one task in the home learning being active across the school. Encouraging children to be more active at home. This will hopefully lead to an increase in fitness and interest in exercise.</p>	
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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: %

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that children are aware of clubs and events taking place, motivating them to take part and develop their level of physical activity and interest in sport.</p>	<p>Sports Supremos to lead activities in KS1 and KS2 playgrounds.</p> <p>High number of clubs every week to advertise the range of sports available to children and engage as many children as possible.</p> <p>Intra Sport competitions in year groups to engage children in competitions regularly.</p> <p>Taster sessions in school to</p>	<p>£23,000 Includes PE TA/Coordinator /release</p>	<p>40 Supremos have been trained and are used to promote active lunchtimes. There are 2 stations in KS1 and another in KS2. Children are more active at playtime and have a wider range of activities to get engaged in. Additional playtime equipment further helps this.</p> <p>Supremos continue to be an active part of lunchtimes. Timetable changes to ensure all jobs are covered. This has ensured that children are moving more and are active in their breaks. This has also developed key leadership in the children who have learnt new skills through leading activities. Children are motivated to engage in clubs and become better at their sport.</p>	<p>Develop taster sessions for clubs and different sports to get a wider range of children interested in new sports.</p> <p>Personal challenge area in the playground twice a week for children to focus on beating their own scores. Children have access to the personal challenge zone and are developing their resilience and skills to beat their own scores.</p> <p>Continue to use Supremos in the playground in KS1 and KS2. Aim to target a high number of</p>

	<p>showcase new sports.</p> <p>Regular posting through the school newsletter, Twitter and website as well as children's match reports.</p> <p>Updated displays in school showcasing PE.</p> <p>Celebrating PE successes in assemblies.</p>	<p>High number of children are engaged in clubs each week with 17 clubs being run internally a week and 5 external clubs. These clubs have been changed for the Spring term to provide a wider range – this has led to more children who have not been in a club this year returning their form. 5 external clubs continue and there are 18 clubs run internally per week in the Summer Term. These have been selected based on a return of a survey from classes. Children who have not tried a club before are encouraged to join a club and children who join clubs are tracked. This has meant that most children in school have accessed a club, encouraging them to try something new and physical. We hope that this will later continue to impact on their choices to be more physically active. In KS2 this year there are 16/331 children who have not been in a club and the percentage of children that have been in a club in KS2 is 95%. In KS1 this year 39/173 have not been in a club and the percentage of children that have is 77.45%. Across the school 55/504 children have not been in a club making the overall percentage of children who have been in a club this year 89%.</p> <p>Intra Sport competitions happening termly to develop competitive skills amongst children and develop their teamwork skills. Intra sport competitions continue. This has allowed children to continue to develop their teamwork skills and to learn about competition, losing and winning in a safe environment.</p> <p>PE is shared through the monthly newsletter, Twitter and the school website as well as being celebrated in assemblies. Parents are regularly informed about PE and children enjoy celebrating their success with the school. This continues to raise the profile of PE in the school and make it something that is</p>	<p>children for clubs again in 2019/2020.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that staff feel confident in all areas of the curriculum so that they can successfully teach and inspire children to take part in physical activity and develop their skills.</p> <p>To ensure that staff have a high level of knowledge which allows them to accurately assess children and plan lessons leading to the greatest progress and learning possible for the children.</p>	<p>Conduct a survey of staff at the beginning of the year to see where they feel their strengths and areas of development are.</p> <p>Target areas of development through staff meetings and team teaching opportunities.</p> <p>Provide new staff with a short meeting introducing PE and covering all areas in PE to ensure confidence.</p> <p>Drop In observations to support teaching of PE and identify areas of development.</p> <p>Use of PE TA to support staff in lessons with skills based knowledge and demonstration.</p> <p>Fine-tuned assessment criteria that is more specific to each year group including greater depth statements.</p> <p>Ensure appropriate equipment is available for staff in PE lessons.</p>	<p>No additional</p>	<p>Survey of staff was conducted and led to the highlighting of a specific area for PE CPD in the school. This led to a PE staff meeting, focusing on safety in gymnastics. From the feedback forms gathered it is clear that this session improved teacher's confidence and made them feel more able at teaching gymnastics.</p> <p>REAL PE staff meeting happening in May to introduce a new platform and to also ensure that staff are confident using REAL PE.</p> <p>REAL PE training has made staff more confident in what they are doing. Staff are also supported with planning from SSP to further build on and develop their subject knowledge.</p> <p>A new detailed plan for PE across the school has been produced ensuring that teachers are aware of what they need to teach and cover and can produce a medium term plan</p> <p>PE data reflects teacher's abilities to teach PE to a good standard and PE lesson observations show good and outstanding PE lessons are happening across the school.</p> <p>Year 1 – EXS+ 86% GDS – 5%</p> <p>Year 2 – EXS+ 95% (up by 3.1%) GDS 13% (up by 2.5%)</p> <p>Year 3 – EXS+ 99% (up by 9%) GDS 7.20% (down by 3.8%)</p> <p>Year 4 – EXS+ 96% (up by 1.6%) GDS 18% (same)</p> <p>Year 5 – EXS+ 94% (Same) GDS 7% (down by 1.3%)</p>	<p>Fine-tuned assessment criteria that is more specific to each year group including greater depth statements. Fine-tuned assessment criteria has been developed to ensure more progression across the school leading to more accurate assessment. This will also ensure that the lessons are even more focused than they currently are.</p> <p>Roll out the new assessment criteria in 2019/2020 so that it feeds into teaching for the whole year. Create specific GD statements to grow and develop the number of GD students in PE.</p>

			<p>Year 6 – EXS+ 97% (down by 1.8%) GDS 18% (up by 18%)</p> <p>Decrease of data may be due to mobility, if any children have not made good progress their teachers will target them in September.</p> <p>PE information was shared in first INSET day of term to remind people and introduce new staff to PE at Hackbridge. Staff that have had questions following this have had private discussions with the PE Subject Lead and further clarification has been offered so that all staff feel secure with PE.</p> <p>Observations have been carried out in each year group and general feedback has been shared. Those asking for further feedback have been given it. There is a high quality of PE lessons at Hackbridge and skills are taught very well.</p> <p>Equipment check has been made at the beginning of the year and consequently more equipment has been ordered to ensure that there is sufficient PE equipment across the school. This has ensured that staff are able to more easily find items needed for lessons.</p> <p>Cupboards and equipment are being organized to ensure that all equipment stored is used regularly and easy to access. New equipment has been ordered to ensure that a wider range of sports can run at Hackbridge.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

			<p>These clubs are popular and some have a waiting list.</p> <p>Year 4 have swum for 10 weeks and the booster group of Year 5 children have been chosen for the Spring term. There is an intention for a group of Year 6 children to further have a booster in the Summer.</p> <p>Swimming data has improved following the Year 5 booster session.</p> <p>45 children are attending the school's sports day at the KIA Oval and will have an opportunity to experience a new sport.</p> <p>60 Year 5/6s are going to Selhurst Park in the Summer to experience the stadium.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure that children have the opportunity to develop competitive skills in a safe environment where they are able to develop resilience and team work skills.</p> <p>To inspire children to take part in new sports and explore any interest in taking sport further to a higher level.</p>	<p>Intra Sport competitions in KS2 every term.</p> <p>Take part in at least 6 Inter Sport competitions with other schools.</p> <p>Develop B teams in at least 3 Sports.</p> <p>Develop a C team in at least 1 Sport.</p> <p>Track children who participate in competitive sport and aim to target new children to get involved in competitions.</p> <p>Clubs to target squad children in</p>	No additional	<p>School has already taken part in: Netball, Football, Futsal, Cross Country, Tag Rugby and a Cheerleading competition. The children who have taken part in competitions are tracked so that the school can ensure that a wide range of children have the chance to compete in a competition.</p> <p>School has taken part in Basketball competition, Hi5 Netball competition.</p> <p>There are B teams currently in Football, Cross Country and Netball.</p> <p>There is a Cross Country C team.</p> <p>There is a Netball C team.</p> <p>PE TA trains children for competitions through clubs that are set to enable children to enter those competitions.</p> <p>Children are picked for the Netball and Football squad and have regular training every week.</p> <p>Outside clubs send a range of leaflets through</p>	<p>Use of Sports Days to allow all children to take part in competitive sport in the year.</p> <p>Links with outside clubs to enable MA sporting children a chance to progress.</p>

	<p>Football and Netball.</p> <p>Use of PE TA to train children for competitive events and track children attending.</p> <p>Use of Sports Days to allow all children to take part in competitive sport in the year.</p> <p>Links with outside clubs to enable MA sporting children a chance to progress.</p>		<p>the school to target and engage children. MA Footballers have been linked to a football organization that is running try outs. This will give them a good platform to develop their skills and build on their understanding of the game.</p> <p>3 successful sports days enabled all children to take part in a competitive sport in a safe environment where they were supported.</p> <p>External Football trials have been used to offer our MA Footballers wider opportunities for growth and development in their sport.</p>	
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