

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: £	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:	
			%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Suggested next steps:
<ul style="list-style-type: none"> Encouraging play during playtimes will increase the physical activity of the children at Selby CP. Use of the Summit leisure centre involves children in using the resources available to them in their community, this encourages parents to utilize the same resource outside of school hours for the children. This encourages parents and children to follow an active, healthy lifestyle and promotes exercise as fun, engaging activities that are outside from the 'typical' exercise routines. After school clubs extend the potential for exercise beyond the school day. Engaging in fun exercise beyond the classroom promotes active lifestyle. Increasing swimming to a termly booking will give children regular experience in the water and will improve their confidence and skill levels. 	<ul style="list-style-type: none"> Buy new play equipment Summit booking After school clubs – organize for KS1 and KS2 Girls football club Book swimming termly for year groups 3 – 6 	£500 (see below for costing) (costing separate from Pupil Premium) ?	<ul style="list-style-type: none"> Talking to children shows they are excited and challenged by the climbing and aerial trek activities they have taken part in. More play equipment has been added outside and more to be organized for the following year. Swimming has been a great focus spanning over a whole term for each class. This has had an increased benefit to more children feeling confident in the water. A girls football club has been started 'Wildcats' a free service from the leisure centre. Impact to be reviewed again by October half term as this only began at Easter. Girls are enjoying taking part and it is led by a female staff member reinforcing the positive image of females in sport/football. After school sports clubs have had an increased attendance by the end of the year. KS1 is well attended over the year. KS2 has been less well attended. 	<ul style="list-style-type: none"> Set up termly or half termly challenges for the school with a fitness focus. E.g. This half term we will focus on running. Next half term, skipping...etc. Or 'races' month...'hunts' month (e.g. treasure hunt/searching for clues around the field), 'dance' month – music videos etc as stimulus and move to music, 'hula hoop' month, 'skipping week' etc. Activities could include: follow the leader, tag etc. Build up an exercise routine – day one, learn first two moves (5 jumping jacks, 4 spotty dogs) keep adding to it each day and have a routine by the end of the week. Practice the routine the following week. Invest in more play equipment to encourage movement at playtimes. Look at ways to promote KS2 children signing up to sports clubs offered, particularly in year 5 and 6.

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:	Suggested next steps:
<ul style="list-style-type: none"> • Use of coaches in PE lessons is having a massively positive effect on the children's attitude to sports and exercise. Children are engaged and excited to be in PE lessons. • Increasing the tier 2 vocabulary used by the children will help them develop in their understanding, explanation and skill in all areas of PE. 	<ul style="list-style-type: none"> • A whole school PE event – e.g. skipping (research - costing/staffing to be calculated) • Create key vocabulary lists for use across all year groups. • Cold and hot tasks – staff meeting/documents to be sent out to all staff about how to carry out cold and hot task for benefit of target setting/assessment. 	To be moved into September	<ul style="list-style-type: none"> • Staff meeting to focus on encouraging children to set and understand their next steps in learning within PE particularly for the 'sports' based lessons. • Vocabulary lists have been create and are beginning to be implemented at the planning stage. • Staff given guidance on using this vocabulary list especially at the start of a PE unit. • Staff meeting to demonstrate which resources are useful from the planning documents available in school. 	<ul style="list-style-type: none"> • Next year invest in a whole school fitness event. • Review how staff are recording progress in PE and setting appropriate challenge for pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Suggested next steps:
<ul style="list-style-type: none"> Increased confidence in teaching staff will ensure children are engaged, challenged and teachers are committed to raising standards in PE Support targeted at KS2 will strengthen children's knowledge of specific sports where teachers feel less confident to deliver. Children will be prepared for secondary school PE with greater knowledge of sports and increased skills. Children will be encouraged and feel confident to continue sports beyond primary school. Positive experiences in PE will promote fit and healthy lifestyles for life. 	<ul style="list-style-type: none"> Coach from leisure centre will support each member of staff at times across the year Coach from Selby High school to support particularly in KS2 	<p>£160 x 38 weeks = £6080</p> <p>£3500</p>	<ul style="list-style-type: none"> Questionnaire for staff Autumn and Summer term to review impact From the questionnaire – staff feel more confident based on what they have seen and developed with the coach. They can see ideas for how to use warm ups to develop skills. Coaching is of a high quality with positive relationships being observed with children. Children have made greater progress with the coach supporting and developing lessons with teachers. 	<ul style="list-style-type: none"> Some staff feel coaching in dance and gymnastics would be beneficial. Look into specific coaches in this area for next year. Coaching in teaching football – some staff feel this is an area for development. Staff to feel confident to set next step targets for children verbally in lessons and put evidence into topic books where appropriate. Coach from Selby High to continue to develop teaching standards by training staff during lessons.
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:	Suggested next steps:
<ul style="list-style-type: none"> Children will experience a range of sports and physical activity which will challenge them in a different way to routine PE lessons in school. Children will gain confidence and determination from facing new challenges in a new environment. Children will build on their achievements from the previous year at the summit. Giving children the opportunity to participate in competitive sports with their peers will promote good sportsmanship, celebrate their abilities in sport and allow for successes to be celebrated. 	<ul style="list-style-type: none"> Y3-4 Climb, Led-Play, Trek Y5 Climb, Skate, Trek Dance/Sports workshop with Dawn Transport Participate in a range of the competitions as ran by the cluster group. Judo taster session - FREE Monitor the effectiveness of 	<p>£150 x 38 = £5700</p> <p>£30 x 38 = £1140</p> <p>£300</p> <p>Extra costs (not included in the cluster) £50 Cluster £377</p>	<ul style="list-style-type: none"> The activities at the summit have been successful with feedback from children and staff being positive. As we have now had two years of using these facilities for the children, they have got lots from it and have built on their skills. We are now looking for next year to offer a change in the range of activities we offer. The judo session was well received by the pupils, promoting an activity that is available to them locally. Dance workshops have been successful in increasing the fitness levels of our pupils and have 	<ul style="list-style-type: none"> Continue to offer the summit climbing activity but reduce it to year 2 children. Look into alternative activities that could offer the 'broad' range of sports. As there was a change in staffing at the leisure centre, we will move to look for support for delivering the dance curriculum from another high quality provider. Staff should feel more confident to deliver dance to children having been involved in the observations and guidance

<ul style="list-style-type: none"> Competitive sport continues to 	challenge cards at the summit and feedback – by end of Spring term.		encouraged children to get involved in dancing at home too.	from the qualified dance teacher.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Suggested next steps:
<ul style="list-style-type: none"> Provide opportunities for children to attend a range of competitions and events outside of school so that children experience competitive sports and the sense of achievement of participating in competitions. Giving the children opportunities to excel in sport. 	<ul style="list-style-type: none"> Participate in a range of the competitions as ran by the cluster group. Ensure all staff routinely plan for intra-school competitions and promote/celebrate success as whole school. Competitive sport within lessons to be integrated into the planning and highlighted on pacing sheet – monitor through lesson observations/walk through 	See costing above	<ul style="list-style-type: none"> Competition is in some lessons but not all and this needs to be a focus next year. Planning sometimes reflects where competitions will take place. On the whole children enjoy the competitive elements of the lesson and by using a range of individual and team competition, all children feel a sense of achievement. Where competition in lessons has been used regularly, it has been observed that those children are more resilient to the emotions they feel when they don't win and they have gained a greater understanding of good sportsmanship and fair play. This is an area to continue to develop and a focus for next year. 	<ul style="list-style-type: none"> Continue to plan competitions within school other than sports day – within classes, year groups and key stages. Ask for planning to show when competitions will take place. Feedback to coaching staff that they need to help teachers build in competitive elements within each session. In upper key stage 2, children to set up competitive games once a term and invite another class to come and join in their activity.

Costings summary

Total premium amount available: £18,630

Swimming information for the year 6 leavers 2019

Meeting national curriculum requirements for swimming and water safety For the year 6 group leavers: 2018-19	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.	37.5 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	37.5 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34.4 %
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?	No