

Breakdown of spending for 2016-17 Amount received: £8450.00

Item	Cost	Impact and sustainability
Sport apprentice – Year 1	£5436.00	<p>Last year, the Sport Premium funding was used almost exclusively on employing a PE apprentice and enabling access to the Kettering School Sports partnership. Both of which had notable impact on pupils' outcomes, including:</p> <ul style="list-style-type: none"> • Achieving the Bronze School Games award for excellence • Increased access to competitive games (more events and a higher proportion of pupils benefitting) • Increased inclusion (pupils entered 'Sportsability' competitions designed for SEN pupils) • Increased successes – especially in Boccia and dodgeball where teams reached the county finals
Kettering School Sports Partnership Service Level Agreement	£3500.00	
Skip2BFit Workshop	£1053.68	An excellent, healthy start to the year with a new daily initiative. Pupils seen wanting to improve their scores and the weekly leader boards meant that parents could also rise to the challenge (during after school wraparound care sessions, parents were competing against each other to see who could skip the most in 2 minutes). All pupils were bought their own high quality skipping rope with its own counter. Daily skipping meant that pupils co-ordination has improved, noted at this year's Sports Day when pupils had to complete the skipping race. The activity also gives the pupils a suitable brain break. Having their own rope encouraged the pupils to be more responsible and determined to improve.
Coach Hire (RB Travel)	£100.00	The large proportion of KS2 could attend the KSSP indoor athletics competition in November. As a result, pupils worked harder to practise beforehand, set themselves targets to improve, coached each other, dealt with failure and successes and had a thoroughly enjoyable and motivating experience. Without the coach hire, not all pupils would have been able to attend and an increased number of staff members would have been needed.
Minibus Hire (Roy's)	£30.00	The keen girls' football team were able to take part in a girls only Year 5/6 soccer tournament. The pupils thoroughly enjoyed the experience and adopted an excellent, positive attitude. They performed well, only narrowly missing out on the final. Without the coach hire, we would not have been able to transport the team of 10 girls along. It also made the occasional special and ensured the pupils bought into the idea of working as a team.
PE Resources – Shin pads and gum shields	£38.50	We were able to enter a Year 3/4 hockey tournament as pupils were suitably protected. Pupils enjoyed the event and commented positively on how they had improved their own performances as a result of being in a competitive situation. Without the equipment, we would not have been able to have offered this experience to the squad of eight pupils.
Total spent	£10,158.18	

Breakdown of spending for 2017-18*

Amount received: £9882.00

Amount expected (by May 2018): £16940.00

Item	Cost	Impact and sustainability
Sport apprentice – Year 1	£5748.00	<p>Due to the successes and impact of our newly appointed Sports Apprentice last year, spending this year will continue to focus on two items:</p> <ol style="list-style-type: none"> 1. Gold level access to the Kettering School Sports Partnership 2. Employment of a bespoke PE staff member (second year of apprenticeship) <p>The Kettering School Sports Partnership will support us to deliver our intended outcomes in the following ways:</p> <ul style="list-style-type: none"> • Competition and festival access • Specialist coaching & staff training • Access to support resources for lessons • Assessment systems to track confidence and competence
Kettering School Sports Partnership Service Level Agreement	£3500.00	<p>Retaining our PE apprentice will support us to deliver our intended outcomes in the following ways:</p> <ul style="list-style-type: none"> • Specialist support during delivered PE lessons • Planning and delivering additional sessions with groups of pupils • Initiating and running after school clubs and lunchtime provision (including managing young leaders, football etc.) • Enabling lessons to be suitably resourced and differentiated • Giving pupils opportunities to practise before competitions and allowing pupils access to more events • Supporting administrative duties
Swimming instructor cost	2x £64	<p>Last year and this year's predicted cost of £64.00 – This ensures that pupils are led by an experienced, qualified swimming instructor who is able to support other staff members to deliver activities to small groups. We have not trained a bespoke member of school staff. Last year, swimming sessions focused on non-swimmers with around 45 pupils attending each week. Time in the pool was around 25-30 mins per week. It was felt that this would be better use of the instructors time in the long run and would given less competent swimmers more opportunities to develop their competence (potentially swimming in Year 3, 4, 5 and 6 as opposed to only Years 5 and 6).</p>
Bikeability training	£132.00	<p>This year, the scheme is chargeable. This is good use of the Sport Premium funding as it will enable more pupils to be road safe and will promote more active lifestyles.</p>
Youth Sport Trust Conference 2018	£315.00	<p>Subject leader will attend the YST Conference to engage in workshops to best utilise the increased funding through Sport Premium.</p>

*This year's funding has recently been doubled and so the actions identified on this action plan will be built upon and added to where required.

Key Targets:

1. To increase competition/festival access
2. To ensure at least 90% of pupils take part in at least 30 minutes of physical activity per day
3. To achieve the Silver School Games award
4. To continue to raise the profile of PE and School Sport
5. To effectively assess pupil's attainment and progress in PE

Key personnel:

SL - Subject Leader - Luke Dix

SA - Sports Apprentice - Hannah Gibbons

HT - Head Teacher - Julia Havlickova

CT - Class Teachers (all)

GO - PE Governor

CO - Coach(es)

PA - Parents

OS - Office staff - Helen Osborne & Jenny Brennan

Please note - this may change in light of the updated Sport Premium funding. Criteria are to be shared nationally in October 2017. January 2018 – awaiting confirmation of doubling of funding. We have had initial discussion regarding priorities with use moving towards a 'healthier school' agenda. February 2018 – confirmed and money adjusted.

[A copy will be distributed to the head teacher and the sports apprentice.]

1. To increase opportunities to attend competitions and festivals					Monitoring and Evaluation			
Actions	Who	Date	Completed / Initiated	Resources	How	Who	Date	Success Criteria
Benchmark this year's access. Calculate percentages for each year group; look at gender, inclusion etc. Store in competitions folder.	SA	First week back	Yes/No	Last year's A3 sheet .	Look at the competitions file and check this has been set up.	SL	End of first week	<input type="checkbox"/> Data from last year <input type="checkbox"/> Key percentages calculated
For each competition entered, keep a log of who has attended on a simple form. Store these in the competitions folder.	SA	All year	Yes/No	Create a log Store in competitions file	See below	SL	End of first week & The end of each half term	<input type="checkbox"/> Document has been created and printed off multiple times. <input type="checkbox"/> It sits in the competitions folder (open access)
Continue to monitor the whole school on the A3 sheet in staff room. This year, add to the key so the following is obvious: <input type="checkbox"/> Competition, Festival or Sportsability (inclusion/SEN) <input type="checkbox"/> Physically active/not physically active	SA	Sept.	Yes/No	A3 monitoring sheet	Look at the A3 sheet and the competition entry logs . Ensure they cross reference with each other.	SL	The end of each half term	<input type="checkbox"/> All pupils names are included <input type="checkbox"/> Each event has a key entry <input type="checkbox"/> Pupils participation can be summarised
Pupils to complete a self-evaluation sheet after entering every competition (pupil voice). Add to competitions file .	SA	All year	Yes/No	Create an evaluation sheet for pupils to use	Ensure evaluation sheet will work effectively and contains helpful survey questions.	SL	The end of each half term	<input type="checkbox"/> Check in the competition file - do they cross reference?
Communicate with competition/event organisers promptly and ensure the school office (including the diary) is up to date with what is pending. Letters to go out one week before the event.	SA	All year	N/A	Continue to use sheet created last year.	Look at upcoming events; discuss which to attend. Reflect on this year's and decide if they will be entered again or not. Choose new.	SL & SA	End of second week	<input type="checkbox"/> SL has been copied into all emails <input type="checkbox"/> Competitions confirmed have been added to diary <input type="checkbox"/> All events are listed on a large calendar
Ensure pupils/teams are prepared for competitions through timely extra provision.	SA	When required	N/A	Lists of competitors	Monitoring of events and competitors. SA to come to SL with adaptations to timetable, taking the initiative.	SL	When required	<input type="checkbox"/> Pupils are well-prepared to take part in competitions, know rules
Summary 3 reports per year for the PE governor(s). This should include written commentary on the progress made towards the action plan targets.	SA & SL	The week before curriculum meetings	1. Yes/No 2. Yes/No 3. Yes/No	Reporting format (to be created by SL).	Read report and make comments/ask questions. This should also go to governors (could be mailed out to all / mentioned in minutes)	GO / HT	Before curriculum meetings	<input type="checkbox"/> Report has been sent/received and contains key information to ensure the governors are aware of developments

2. To ensure at least 90% of pupils take part in at least 30 minutes of physical activity per day					Monitoring and Evaluation			
Actions	Who	Date	Completed / Initiated	Resources	How	Who	Date	Success Criteria
Each class to take part in daily skipping with Fridays being the measure day. Teachers to record scores on a weekly basis, adding them to their A3 laminated sheets.	CT	From 1st week	Yes/No	Create a skipping monitoring sheet to support this	Ask for timetables so it is clear when the pupils are skipping. Observe/take note of poorer skippers. Give these pupils extra provision if small group.	SA	Weekly	<input type="checkbox"/> Pupils are skipping every day for at least two minutes using their own rope <input type="checkbox"/> Scores are recorded in hall
Benchmark current picture in September. For each child in school, create a way to assess their current level of activity over each school day. Include: <ul style="list-style-type: none"> <input type="checkbox"/> PE lessons <input type="checkbox"/> Skipping <input type="checkbox"/> Break time <input type="checkbox"/> Lunchtime <input type="checkbox"/> After school (physically active) clubs <input type="checkbox"/> Wrap around care 	SA	During Sept.	Yes/No	Create a spreadsheet or table to document this.	Analyse findings and produce percentages that will help target set in the near future. Ensure the evidence is robust. Individual children will be targeted for clubs etc. after half term.	SL	End of Sept.	<input type="checkbox"/> It is clear who is in need of intervention and who is not. <input type="checkbox"/> Analysis has been made by year group, gender, PP, etc.
Set targets to increase physical activity for pupils: <ul style="list-style-type: none"> <input type="checkbox"/> Those in some need <input type="checkbox"/> Those in <i>considerable</i> need Create a written report containing this as well as recommendations going forward.	SA & SL	October (before half term)	Yes/No	Separate action plan	Read report and action plan. Discuss barriers and opportunities.	HT	End of 1st half term.	<input type="checkbox"/> Data has been collected and it is robust <input type="checkbox"/> Report has been written and recommendations have been made <input type="checkbox"/> Pupils have been targeted

3. To achieve the School Games 'Silver Mark' award for provision of PE and School Sport* (KS2 only)					Monitoring and Evaluation			
Actions	Who	Date	Completed / Initiated	Resources	How	Who	Date	Success Criteria
Add any relevant information to the School Games website, including blogging.	SA	All year	N/A	Access to the website	Visit website / view school area, check up to date.	SL	End of each half term	<input type="checkbox"/> Information has been added <input type="checkbox"/> Pupils have blogged
Host our own KS2 School Games day in the summer and add the date to the School Games website (a day where each class completes at least one L1 intra-school competition).	SL	Summer Term	Yes/No	Access to the school diary - <i>plan it for sport week?</i>	Check that we have a date in the diary for our school games day.	HT	December	<input type="checkbox"/> We have planned a School Games day and it is written in the diary.
Increase participation at extra-curricular clubs to at least 35% 1. Analyse last year's data using the A3 sheet (what was out percentage last year?) - create a spreadsheet or table (Y3, Y4, Y5, Y6) 2. Which clubs are physical? Which were popular with KS2? Which were not? 3. Monitor uptake for the first round of clubs - is it at 35%+? (Around 23 children) If not, consider club provision for the year. 4. Survey pupils/parents - remove barriers. 5. Adapt programme to ensure clubs fit interests	SA	September	Yes/No Yes/No Yes/No Yes/No Yes/No	A3 sheet for 2016/17 Club registers Overviews	By the end of the 1st half term, it should be clear which clubs are popular and which are not. Surveys should be created for pupils and parents regardless.	SL	End of each half term	<input type="checkbox"/> Percentages are calculated on a half termly basis <input type="checkbox"/> A3 sheet is up to date <input type="checkbox"/> Pupil surveys have been created <input type="checkbox"/> Parent surveys have been created
Include at least 4 intra-school sports competitions following the School Games formats within the school year. Discuss this with JE (as LD teaching in Class 3). Ensure clarity with the term and meet in September to discuss dates when these competitions will take place. Aim for 3 per year.	SL	September (share possible dates - SA to attend)	Yes/No 1 2 3 4	Form to fill in regarding the intra-school events to keep as a record (needs to be created)	Through involvement in PE lessons, check documentation is kept and filed for the events undertaken (intra-school competitions)	SA	December	<input type="checkbox"/> Events chosen are recognisable School Games events and the competitions have been run using SG guidance <input type="checkbox"/> For each intra-school event, teams, scores, results etc. are retained on a copy of the format created
Ensure that at least 3 extra-curricular clubs act as signposts to other clubs: <input type="checkbox"/> Speak to all club leaders about routes <input type="checkbox"/> Note any pupils who have made the link as a result of our school club <input type="checkbox"/> Consider opportunities when booking external providers	SA	September	Yes/No	Clubs file	SA to present evidence to SL about pupils making pathways along with a plan for how pathways can be created for at least three clubs.	SL	October	<input type="checkbox"/> Current established clubs have been assessed for potential existing links to external clubs <input type="checkbox"/>

* A number of these have been taken directly from the criteria for 2017

4. To continue to raise the profile of PE and School Sport through excellent communication with all stakeholders					Monitoring and Evaluation			
Actions	Who	Date	Completed / Initiated	Resources	How	Who	Date	Success Criteria
<p><u>Communication around school</u> Ensure hall display board contains key information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How we are spending our Sports Premium/impact <input type="checkbox"/> Competition calendar <input type="checkbox"/> Sports reports <input type="checkbox"/> Recent initiatives <input type="checkbox"/> Extra-curricular clubs on offer <p>Skip2bfit weekly records should be updated and displayed in the hall alongside the PE board.</p> <p>Physical/healthy lifestyle encouragement should be seen around school via posters and information encouraging activity/role models.</p>	SA	At the start of every term (6 per year)	6 per year Yes/No Yes/No Yes/No Yes/No Yes/No	Backing paper, access to the Internet and word processor, details of upcoming events (from diary) Posters	Visit the hall and evaluate how effective the display board is. Feedback to SA to ensure quality is high. Conduct a learning walk around school and comment on how inspiring the display content is to adopting a healthy and active lifestyle.	SL SA	Three weeks into each half term October	<ul style="list-style-type: none"> <input type="checkbox"/> The key points in column one can be evaluated <input type="checkbox"/> Information is eye-catching, inspiring, multimedia and items are mounted well with consideration given for suitable font and typeface <input type="checkbox"/> Pupils and parents alike use the board <input type="checkbox"/> Posters are up and looking attractive <input type="checkbox"/> Pupils are seen reading, talking about the content
<p><u>Communication in Classrooms</u> All classes to have some references to healthy eating and adopting a healthy lifestyle. Pupils should understand the importance of making healthy life choices and there should be occasions where pupils undertake physical activity throughout the day aside from breaks and skipping. At least piece of homework should be for PE each term (three per year - e.g. 'Top Ya' format).</p>	CT	September January April	Yes/No Yes/No Yes/No	Posters for classrooms Surveys	Speak to pupils about healthy eating and adopting a healthy lifestyle. Conduct a survey to find out what is going on in classrooms.	SL	At the end of each full term: December March July	<ul style="list-style-type: none"> <input type="checkbox"/> Classrooms are inspiring and promote physical activity <input type="checkbox"/> Pupils can talk confidently and positively about their health and fitness and how they are adopting a healthy lifestyle, attending clubs etc.
<p><u>Communication with parents and the locality</u> Via Parentmail and website (via Twitter), share:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School games must be promoted at least once per half term <input type="checkbox"/> Match reports (need to be written)** <input type="checkbox"/> Competition results** <input type="checkbox"/> Extra-curricular clubs / raise PE profile 	SA/SL	Start of each half term (looking forward)	Yes/No Yes/No Yes/No Yes/No Yes/No	Access to ICT, competitions file , photos during events	Email should be received at the start of each term so check for this. If not received by the end of the week, prompt for it	OS	Second week into each term / ongoing	<ul style="list-style-type: none"> <input type="checkbox"/> Forecast information is clear and inspiring, showing the school in a good light <input type="checkbox"/> Tweets are prompt and follow the school's policy <input type="checkbox"/> Parents respond

** These will count towards the previous key objective (#4 - School Games Silver Mark)

5. To effectively assess pupil's attainment and progress in PE					Monitoring and Evaluation			
Actions	Who	Date	Completed / Initiated	Resources	How	Who	Date	Success Criteria
Share online format and statements with classroom teachers	SL	November	Yes/No	Access to the online portal	Quick feedback at the end of the session (see suc. crit.)	CT	November	<input type="checkbox"/> All staff can log in to the site <input type="checkbox"/> All staff can populate entries for their pupils
Support teachers to make effective judgments. They must be aware of how this feeds into the overall progress being made by the school in PE and School Sport. Teachers should use Tapestry to support evidence pupils are meeting/exceeding year group expectations.	SA	December	Yes/No	Access to the online portal Time given to populate the information three times per year.	Look online at judgments and spot check a number of pupils. Cross reference this with end of year reports for sample of pupils.	SL	December March July	<input type="checkbox"/> Judgments are accurate and validated through scrutiny by subject leader <input type="checkbox"/> All pupils have assessment information <input type="checkbox"/> Data can be generated and analysed <input type="checkbox"/> End of year reports are concise, helpful and effectively share accurate information about PE, School Sport and how the pupil is adopting a health, active lifestyle
Teachers make assessments three times per year. Comments on end of year reports to parents are more focused on: <ul style="list-style-type: none"> <input type="checkbox"/> Progress and attainment in physical development <input type="checkbox"/> How active and healthy the child's lifestyle is/is developing 	CT	December March July	Yes/No Yes/No Yes/No			SL		