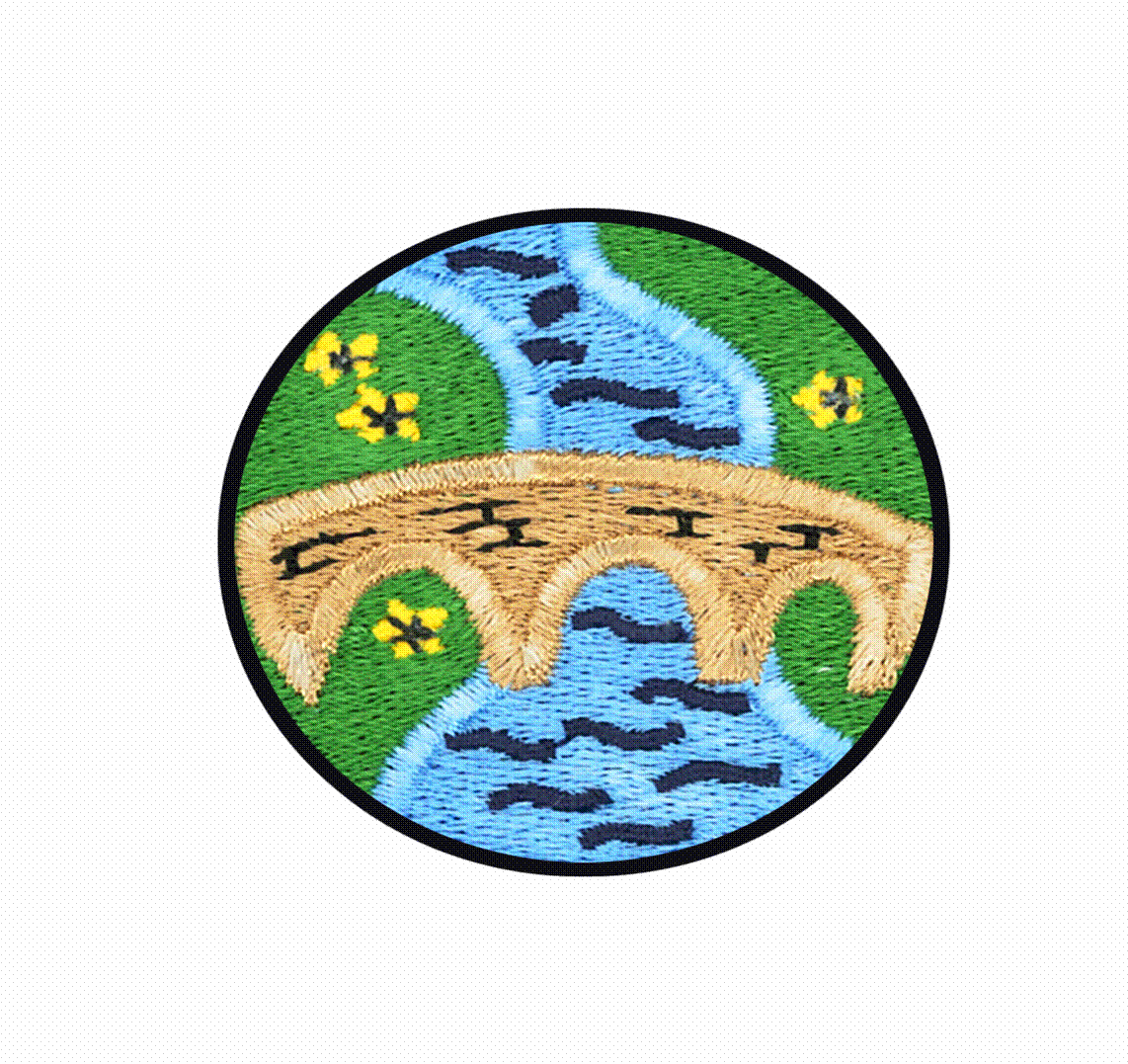
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**Stanbridge Lower School**

**Evidencing the use of the PE and Sport Premium funding:**

**Action Plan and Impact Review 2017/18**

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| The DfE Vision for the Primary PE and Sport Premium  **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport. |

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We are committed to use our allocation of PE and Sport Premium to make a sustainable impact in the following areas:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

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| **Academic Year:** | 2017/18 |
| **Total Funding Allocation:** | £16,840 |
| **Anticipated Funding Spend:** | £9,245 |
| **Actual Funding Spent:** | £10,938.58 |
| **Funding Carried Over:** | £5,901.42 |

**PE and Sport Premium Action Plan**

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| **Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles** | | | |
| Objective | Key Actions | Allocated funding | Anticipated outcomes |
| * Provide enrichment opportunities to inspire active lifestyles. | LLSSP to run Energise club after school for three 5 week blocks. | £3,300 (SSP) | After school club encouraging healthy lifestyles. Target individuals for spaces if appropriate. |
| * Encourage healthy active play during break and lunchtime play. | Purchase new playground markings. | £1,400 | Children will be more physically active at playtime, exploring and using the markings to create active and imaginative games. A wider range of games and activities will be accessed by children during playtimes. |
| Purchase new equipment with Active Kids vouchers. | £0 | Children will be more physically active at playtime, exploring and using the equipment to create active and imaginative games. A wider range of games and activities will be accessed by children during playtimes. |
| **Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | | | |
| Objective | Key Actions | Allocated funding | Anticipated outcomes |
| * Develop older pupils as sports role models. | Training of Year 4 Sports Leaders. | See Indicator 1, bullet point 1 (SSP) | Year 4 leaders can contribute effectively to daily play and school events such as sports day.  Year 4 will confidently lead a Level 1 competition for Key Stage 1. |
| Training of 4 Bronze Sports Ambassadors. | See Indicator 1, bullet point 1 (SSP) | Bronze Ambassadors can contribute effectively to daily play and school events such as sports day.  Bronze Ambassadors will lead weekly self-challenges for children, supporting them to improve on their own performance. |
| * Develop visibility of sports in school. | Subscribe to LTA Tennis Foundation. | £15 | Staff will be able to access resources from LTA Tennis Foundation.  Children will be more aware of tennis as a sport and how they can be involved with it.  School will have the chance to purchase tickets for children to attend Wimbledon Tennis Championships. |
| **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport** | | | |
| Objective | Key Actions | Allocated funding | Anticipated outcomes |
| * Up skill teaching staff, supporting the delivery of PE, providing strategies for effective learning and assessment. | Supported curriculum time with specialist PE teacher, CPD for use of ICT and resources in teaching and assessing PE and sport. | See Indicator 1, bullet point 1 (SSP) | Teaching staff supported with new approaches and strategies to use in teaching and assessment of PE and sports.  Provide expertise for modelling effective delivery of dance and striking/fielding games. |
| PE planning reviewed and new resources purchased. | £200 | Ensure a range of activities and sports are planned for and taught during PE lessons, where effective progression is established. |
| * Up skill ASC staff, enabling a wide range of sports activities to be offered at ASC. | Hire coaches to teach different skills at ASC.  Support AC staff with skills and planning of activities taught by coaches.  ASC staff to team-teach where appropriate. | £500 | A wider range of activities will be offered by ASC, increasing participation by pupils.  Staff will be more confident to deliver different sports and activities independently of the coach, once assessed as competent by PE Subject Leader. |
| * Up skill PE Subject Leader, enabling her to have a better understanding of teaching and resourcing PE, assessing, creating a coherent curriculum and developing action plans for future developments. | PE Subject Leader to attend Level 5 PE Specialism course. | £900 | PE Subject Leader will be more confident in her own abilities to teach PE, as well as give relevant and helpful developmental advice to colleagues.  PE Subject Leader will create a more coherent curriculum, allowing for a more rapid development and application of skill across different activities.  PE Subject leader will be secure in different methods of assessing and monitoring both pupil and staff outcomes against the National Curriculum for PE. |
| * Monitor, evaluate and develop PE across the school. | Pay for supply cover for PE Subject Leader. | £500 | PE Subject leader to use time to monitor, evaluate and develop PE provision across the school. |
| **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | |
| Objective | Key Actions | Allocated funding | Anticipated outcomes |
| * Provide specialist facilities to allow pupils to access new PE experiences. | Arrange day visit to Wimbledon for Year 4 pupils. Subsidise the experience. | £530 | Generate interest and excitement for tennis and competitive sport. |
| Bikability training session for Year 4 pupils. | See Indicator 1, bullet point 1 (SSP) | Increase the confidence of Year 4 as cyclists. |
| * Provide a range of activities and sports for children to access in PE lessons. | Replacement of old and broken PE equipment.  Purchase maypole. | £900 | Increase confidence in the use of new and functioning equipment.  Participation in country dancing lessons, leading to attendance at village fete. |
| **Indicator 5: Increased participation in competitive sport** | | | |
| Objective | Key Actions | Allocated funding | Anticipated outcomes |
| * Provide opportunities for as many pupils as possible, at all ages, to participate in competitive sport. * Pupils can identify benefits of working as a team to achieve a common goal. | Subscribe to School Sports Partnership. | See Indicator 1, bullet point 1 (SSP) | Wider range of pupils participate in Level 1 and 2 local competitions in a range of sports activities. |
| Cover the cost of running school minibus for transport to competitive events. | £1,000 |

**PE and Sport Premium Impact Review**

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| **Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles** | | | | |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability/next steps |
| LLSSP to run Energise club after school for three 5 week blocks. | After school club encouraging healthy lifestyles. Target individuals for spaces if appropriate. | £3150 | LLSSP have run 2/3 blocks at March 2018. Participation has been good, with between 7-13 children attending in the Autumn and Spring terms. Children enjoy the activities on offer, and some children who attended in the Autumn attended again in the Spring. | Continue using this offer from the LLSSP. Encourage children to apply their skills to playtimes and other activities outside of school. |
| Purchase new playground markings. | Children are more physically active at playtime, exploring and using the markings to create active and imaginative games. A wider range of games and activities are accessed by children during playtimes. | £1,410 | Children enjoy using the new markings, in particular the racetrack and hopscotch. Children use the markings in different ways, and with equipment to create different activities. Children are more active at playtimes than previously. | Markings are in good condition, and will be for a few years. Remark and update as necessary. |
| Purchase new equipment with Active Kids vouchers. | Children are more physically active at playtime, exploring and using the equipment to create active and imaginative games. A wider range of games and activities are accessed by children during playtimes. | £0 | New equipment generates excitement with the children to use it. They children are more active, and are playing together, creating their own activities and games such as bowling, catching, and using tennis rackets. | Active Kids is no longer running, look into a new scheme for purchasing playground equipment. |
| **Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | | | | |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability/next steps |
| Training of Year 4 Sports Leaders. | Year 4 leaders contribute effectively to daily play and school events such as sports day.  Year 4 confidently lead a Level 1 competition for Key Stage 1. | See Indicator 1, bullet point 1 (SSP) | Year 4 Sports Leaders planned and lead an inter-school tournament for Key Stage 1. Some of the leaders are continuing to support younger children with games at playtimes. | Encourage more use of the skills learnt and continuation of the planning and running of games for younger children. |
| Training of 4 Bronze Sports Ambassadors. | Bronze Ambassadors contribute effectively to daily play and school events such as sports day.  Bronze Ambassadors lead self-challenges for children 3x weekly, supporting them to improve on their own performance. | See Indicator 1, bullet point 1 (SSP) | Bronze Ambassadors have attended training, and are keen to run clubs and support other children in being active. They have taken responsibility for running personal challenge activities, 3 playtimes a week. | Continue next year to develop good leadership skills and become good sports role models. |
| Subscribe to LTA Tennis Foundation. | Staff are able to access resources from LTA Tennis Foundation.  Children are more aware of tennis as a sport and how they can be involved with it.  School have the chance to purchase tickets for children to attend Wimbledon Tennis Championships. | £15 | School was entered into a lottery and have been allocated 10 tickets to the Wimbledon Championships. | Continue to subscribe. |
| Purchase storage for playtime equipment.  Purchase storage for Reception’s physical development equipment. | Children are able to access equipment easier and faster at playtimes.  Reception children have access to and storage for a range of equipment and toys to develop physical skills. | £1,163 | Children can access equipment faster and easier, allowing them to maximise time spent using the equipment and being active. Good storage means less risk of damage to equipment, increasing its longevity and reducing risk of injury.  Reception children have more access to larger equipment pieces, such as trikes, enabling them to have a range of activities to promote their physical development. | Continue to use the storage for Playtime equipment. Invest in more storage for PE equipment, to make accessing a range of equipment easier during lessons. |
| **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport** | | | | |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability/next steps |
| Supported curriculum time with specialist PE teacher, CPD for use of ICT and resources in teaching and assessing PE and sport. | Teaching staff supported with new approaches and strategies to use in teaching and assessment of PE and sports.  Provided expertise for modelling effective delivery of dance and striking/fielding games. | See Indicator 1, bullet point 1 (SSP) | Staff are more confident in delivering lessons, and ways of assessing pupils, and ways of encouraging teamwork. Observations have been carried out by Subject Leader to show this. | Striking/fielding sessions still to be delivered. Subscribe next year. |
| PE planning reviewed and new resources purchased. | Ensured a range of activities and sports are planned for and taught during PE lessons, where effective progression is established. | £118 | Pupils are accessing different sports, such as yoga and Pilates. This is helping them to build strength and focus, as well as be active. | Review planning use next year, and ensure it is meeting needs of new NC and promoting development of skills. Order country dancing/maypole scheme of work. |
| Hire coaches to teach different skills at ASC.  Support AC staff with skills and planning of activities taught by coaches.  ASC staff to team-teach where appropriate. | A wider range of activities can be offered by ASC, increasing participation by pupils.  Staff are more confident to deliver different sports and activities independently of the coach, once assessed as competent by PE Subject Leader. | £355 | Coaches were hired for archery and street dance. Staff engaged with the sessions, developing their skills in these areas. Pupil participation in activity clubs increased dramatically, with the sessions being full most weeks. | Staff now have skills and ideas for archery and street dance, and will be able to deliver sessions in these in future. Tennis is due to be delivered in the summer term.  PE Subject Leader to do competency assessment on ASC Leader. |
| PE Subject Leader to attend Level 5 PE Specialism course. | PE Subject Leader is more confident in her own abilities to teach PE, as well as giving relevant and helpful developmental advice to colleagues.  PE Subject Leader has created a more coherent curriculum, allowing for a more rapid development and application of skill across different activities.  PE Subject leader is secure in different methods of assessing and monitoring both pupil and staff outcomes against the National Curriculum for PE. | £975 | PE Subject Leader has attended 4/6 sessions at March 2018. She has developed her knowledge of the PE curriculum, and is able develop a curriculum plan that show progression and coherency of skills. Practical aspects of the sessions have provided helpful resources and ideas that are distributed around the school and staff members. Confidence in own abilities has increased, and assessment methods currently used are suitable. At the end of the course, the PE Subject Leader will hold a Level 5 Certificate in Primary School Physical Education Specialism. | Skills learnt will have a continued impact on the teaching and learning of PE, as well as the development of staff and their confidence and abilities. Purchase iPads and See-Saw app to develop use of ICT and assessment. |
| Pay for supply cover for PE Subject Leader. | PE Subject leader to use time to monitor, evaluate and develop PE provision across the school. | £400 | PE Subject Leader has observed and evaluated PE teaching across the school. Questionnaires have been designed to establish how active pupils are. Resources and equipment have been updated, and training has been allocated according to staff needs. | Continue to allow PE Subject Leader time out of the classroom to continue developing PE and sport provision. |
| **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability/next steps |
| Arrange day visit to Wimbledon for Year 4 pupils. Subsidise the experience. | Generate interest and excitement for tennis and competitive sport. | £441.67 | Pupils and staff look forward to the trip, with pupils taking a greater interest in the sport, and the competitive element. Pupils’ confidence and understanding of tennis has grown. Pupils benefit from seeing elite sportsmen and women competing, and are being exposed to good role models for sport. | Continue to apply for lottery tickets to enable more children to experience high quality competitive sport. |
| Bikability training session for Year 4 pupils. | Increase the confidence of Year 4 as cyclists. | See Indicator 1, bullet point 1 (SSP) | Year 4 children have increased their confidence when cycling, and non-riders had the chance to ride a bike. This will encourage more children to be active, and cycle to school in the warmer months. | Repeat next year. |
| Replacement of old and broken PE equipment.  Purchase maypole. | Increased confidence in the use of new and functioning equipment.  Participation in country dancing lessons, leading to attendance at village fete. | £894.95 | New tennis nets/maypole/netball hoops have been purchased, allowing pupils a more coherent and thorough experience of these sports. Allows pupils to develop skills ready to take part in inter- and intra-school competitions. | Purchase country dancing/maypole scheme of work to allow children to get the most accurate skills application from their lessons. Children will attend the village fete next year. |
| Whole school participated in a ‘Day of Dance’. | Pupils who have minimal experience of dance got the opportunity to attend in school time.  A range of dance styles was offered, with different groups experiencing different styles. | £399.01 | Children enjoyed the different dance styles, and were keen to talk about what they had learnt during the day. It inspired a love of dance in pupils who had not experienced much dance before, and allowed pupils who had experienced it to share their knowledge and passion. | Book again for future years. Find a way to measure the impact of experience days. |
| **Indicator 5: Increased participation in competitive sport** | | | | |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability/next steps |
| Subscribe to School Sports Partnership. | Wider range of pupils participated in Level 1 and 2 local competitions in a range of sports activities. | See Indicator 1, bullet point 1 (SSP) | More pupils have been able to attend competitive sports events, developing their competitive spirit, teamwork, sense of fair play and perseverance. | Aim to offer every pupil the opportunity to take part in at least 1 competitive even where possible. |
| Cover the cost of running school minibus for transport to competitive events. | Wider range of pupils participated in Level 1 and 2 local competitions in a range of sports activities. | £1,000 | More pupils have been able to attend competitive sports events, developing their competitive spirit, teamwork, sense of fair play and perseverance. | Aim to offer every pupil the opportunity to take part in at least 1 competitive even where possible. |
| Purchased gazebo for shelter at competitions. | Children have a place to shelter from weather and to leave belonging during competition attendance. | £49.95 | Children have a place to shelter from weather and to leave belonging during competition attendance, and so are more comfortable during long sports event, increasing their enjoyment and desire to attend again. | Continue to use for competitions in future. |
| Supply Cover for Competitive sports events | Children have correct adult supervision at events | £567 | More pupils able to attend due to enough adults present to supervise safely. | Aim to offer every pupil the opportunity to take part in at least 1 competitive even where possible. |