

Sports Premium – Evidencing the Impact

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.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Maths of the Day CPD led by outside agency to provide staff with knowledge and resources. ALL STAFF TO MONITOR DAILY, WEEKLY AND TERMLY ACTIVITY LEVELS. 60 minutes. Including Maths of the Day to contribute to increasing staff confidence and children’s activity levels, with cross curricular links. • Professional coaches to team teach with class room teachers. Hire qualified teachers to team teach and improve practice. Increase amount and range of co-curricular activities on offer through staff training course to reach a nationally recognized certificate and upskill through CPD. • Improve Gifted and talented provision by increasing competitive sports through inter, intra and outside of school competitions. • Implementation of new skill related PE curriculum with ARE tracker to assess progress and children’s ability. | <ul style="list-style-type: none"> • Increase the percentage of year 6 children who can swim 25m using top up lessons. • Improve Gifted and talented provision by increasing competitive sports through inter, intra and outside of school competitions. 100% of children to attend at least 3 Level 1 competitions. • Promote healthy lifestyle and “a healthy me” for the whole school community by increasing provision for child led break and lunch time activities. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| 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? | 73% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 73% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 73% |
| 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- Top up lessons in term 6 for those who couldn’t yet achieve the curriculum requirements. |

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: £18460 | Date Updated: July 2019 | |
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| 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: |
| | | | | 26 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>After school Sports leadership training launched for year 4 children to provide the skills to lead break time and lunch time clubs, ran by Local SGO.</p> <p>Increase participation in physical activity through increasing provision of play time equipment and outdoor games that can be led by children. 80% of KS2 children targeted in a weekly basis.</p> <p>Curriculum lessons have been launched to introduce healthy eating and healthy lifestyles.</p> <p>Scheme of work introduced to each year group focusing on 'healthy me' to create lifelong learning on how to live a healthy life.</p> | <p>Use Local SGO membership. Local SGO to Complete sports leadership training and organise year 4 lunchtime and break time clubs.</p> <p>Work with pupil voice to create list of sustainable play equipment to be ordered.</p> <p>Distribute PE curriculum and resources to all members of staff including using CPD to track ARE skills.</p> <p>Schedule workshops for school clubs to raise the profile of healthy living, including boxing.</p> | 4790 | <p>Sports crew leading daily break time clubs in a variety of activities across all year groups, increasing participation of all year groups.</p> <p>100% of classes provided with the opportunity to participate in weekly organized sport. Timetable used to share time amongst year groups. Variety of new play equipment intended to peak engagement and increase physical activity opportunities during break and lunch times.</p> <p>Tokyo 2020 and Sports Wednesday have provided explicit links to cross curricular subjects in introducing healthy life styles and how the body works as well as raising the profile of PE throughout the school.</p> <p>Launch of first family and child healthy living workshop had</p> | Continue with provision into next year with those already trained by implementing pupil to pupil coaching opportunities in addition to the annual Sports Crew group training. |



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| <p>Maths of the Day CPD has contribute to daily 60mins target in providing staff with knowledge and resources to build confidence. Resources provided to members of staff to increase physical activities to become an 'active school'.</p> | <p>Use school Academy to order Maths of the Day CPD and evaluate impact on children. Undertake CPD to gain vital knowledge, buy in to sustainable resources and track physical activity levels to excel in the provision offered at Saxon Way to lead healthy and active lifestyles. Promote change4life/Health Ambassador team and champion member of staff.</p> | | <p>provided families with knowledge and motivation to make healthy choices. 100% of teaching staff trained in MOTD 100% of teaching staff using MOTD throughout a term. 75% of staff 'very confident' in the planning of MOTD lessons. 25% of teachers stating that children are 'extremely engaged' with another 50% reporting children are 'very interested' in MOTD lessons. Over 100% increase in amount of children trained to lead physical activities. Healthy ambassador initiative to train 12 children from year 5. Playtime Party Leader training to build provision of additional club aimed at children not yet attending sports activities- 14 children from years 4 and 5.</p> | <p>Measure impact of MOTD in engagement and attainment in maths by asking for staff feedback to implement any necessary changes to provision. Use registers to track individual participation of break and lunch time clubs to check for vulnerable groups to target groups.</p> |
| <p>Increase provision for child led activities during break and lunch times to meet national 30/30 initiative of physical activity.</p> | <p>Child Leadership of sports and activities to promote healthy lifestyles through a variety of break and lunch times clubs. Sports crew led by local SSGO. Healthy ambassador initiative to train 12 children from year 5. Playtime Party Leader training to build provision of additional club aimed at children not yet attending sports activities- 14 children from years 4 and 5.</p> | | | |



| 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: |
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| | | | | 11 |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Provide uniforms for PE teams and PE staff to be used in competition at Level 2 Games.</p> <p>Increase the amount of PE kits available to all children to ensure 100% participation.</p> <p>Increase amount and range of co-curricular activities on offer through staff CPD.</p> <p>Provide school with PE equipment needed to compete in Level 2 competition and for new activities that have not been offered before.</p> <p>Increase the percentage of year 6 children who can swim 25m using top up lessons.</p> <p>100% of children to include personal challenge data.</p> <p>Highlight sport beyond school in pathways in sports and activities in adulthood. Using members of the</p> | <p>Order uniforms for sports team and sports staff. Link to high expectations and school branding.</p> <p>Order bank of PE kits for those children who are without to ensure high levels of participation.</p> <p>Install co-curricular notice board to advertise outside clubs and highlight high achievement in Level 2 Competition led by Local SGO.</p> <p>Order equipment in relation to Level 2 competition sports and the needs of unique co-curricular activities.</p> <p>Identify year 6 children who need top up swimming lessons through assessment from swimming instructors.</p> <p>School Marathon organized for 100% participation to increase their</p> | <p>2000</p> | <p>Competition kit for Level 2 competitions and Inter Academy residential Sports Festival, building on high expectations.</p> <p>Additional kits provided to ensure maximum participation in PE.</p> <p>10 additional 'top up' swimming lessons for members of Year 6 who did not meet national requirements of 25m, increasing percentages.</p> <p>Challenge 26, in school Marathon has given the opportunity for 100% of children to be active, linked to an organized sporting activity, and the use of medals as a reward to inspire future participation.</p> | <p>Ensure provision caters for 100% participation of PE lessons by creating PE dress code.</p> <p>Track children who participate in more than one MYG or Level 2 activity, to target vulnerable groups with additional clubs.</p> |

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| <p>teaching staff as role models.</p> <p>Inspire children to take up hobbies, join sports teams and increase their physical activity for life long changes.</p> <p>Build relationships with the parents in providing information to promote the profile of PE and the impact that it has on the school. Keeping parents up to date with sporting events.</p> | <p>opportunity for personal challenge-continuing from daily mile practice.</p> <p>Staff member PE board to be placed in hall, showing profiles of staffs' participation in sport outside of school.</p> <p>Build links with parents and community through the use of termly newsletters and regular social media updates.</p> | | <p>Inspiration and adult role models in sport has improved the profile of PE as a tool for whole school development.</p> <p>Sporting events have been publicized on school website news feed, termly newsletter and twitter account leading to greater engagement from students towards Sports Competitions and promotion of excellence.</p> | <p>Use the success of the in school marathon to create an annual event to increase the profile of physical activity.</p> <p>Introduce child led media productions such as sports games write ups and a 'digital team' to take photographs and publicise events, for pupil voice.</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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| | | | | 22 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Continue to provide whole school CPD (including active 30:30 and children's fitness.) on the implement of a new PE curriculum and the teaching of physical literacy.</p> <p>Members of staff to attend a range of appropriate CPD events. Training is fed back to other members of staff at regular meetings for CPD.</p> <p>Professional coaches to team teach with class room teachers over a 6 week period. Hire qualified teachers to team teach and improve practice.</p> <p>Continue to provide resources lending to PE curriculum and assessment tracker staff training to increase confidence. Particularly in gymnastics scheme of work.</p> <p>Maths of the Day to contribute to increasing staff confidence and</p> | <p>Book CPD courses for staff from CPD calendar.</p> <p>PE Leads to complete course and use staff meetings as CPD to feedback to colleagues and evaluate school provision. Staff to complete CPD feedback forms to share at staff meetings. Provide teachers with PE curriculum, assessment tool and relevant resources.</p> <p>Local SGO and external coaches to lead team teach scheme of work (SOW).</p> <p>Increase provision for PE lessons. In particular gymnastics by providing suitable and necessary equipment and running staff CPD.</p> <p>Use Academy discount to buy in to</p> | 4000 | <p>Staff trained in Athletics CPD feeding back to other members of staff to implement best practice. Gymnastic CPD has led to increased usage of apparatus and provision for meeting ARE.</p> <p>3 x teachers completed 6 week training across key stages. Quotes-</p> <p>Equipment and SOW improved provision which has led to increased provision for meeting and exceeding targets for KS1.</p> <p>SOW introduced and CPD to increase confidence and competence in allowing for children to meet AREs. Teachers following ARE SOW that has continuity through year groups to build on skills year on year.</p> | <p>All staff members to be trained on a 1:1 basis by CPD to develop teaching provision and continue to improve outcomes for children.</p> <p>Promote gymnastics after school club for increased participation opportunities.</p> |

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| <p>children’s activity levels, with cross curricular links.</p> | <p>Maths of The Day programme. Ensure all staff are trained through CPD and monitor impact on class.</p> | | | |
| <p>Create trained Forest School Champions to lead increase in daily physical exercise</p> | <p>Book members of staff onto Forest School training and improve forest school provision.</p> | | <p>n/a</p> | <p>Postponed until 2019-2020 Book members of staff onto Forest School training and improve forest school provision.</p> |
| <p>Differentiated approach to lessons and accelerate progress of children to meet/exceed AREs.</p> | <p>Updated Tracking system- more secure understanding of individual’s ability- to be tracked across time.</p> | | <p>Increased opportunities to track individual’s progress with differentiated approaches to learning.</p> | |
| <p>Improve teaching provision for Athletics to tailor lessons to meet age related needs of each year group.</p> | <p>Teachers and PE leads to attend sports specific CPD in athletics.</p> | | <p>Increased confidence and competence in the teaching of athletics as fed back to all members of staff to use tailor lessons to meet the age related needs of the class.</p> | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 11% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Provided children with access to a variety of sports including curling, sitting volleyball, duathlon, archery and orienteering.</p> <p>Provide the school with orienteering, OAA and athletics equipment to be able to use for PE lessons and after school clubs to provide opportunities for all children to meet age related expectations.</p> <p>Offer dance club and football club as part of co-curricular provision. Vulnerable children targeted using a range of activities such as outdoor games and orienteering.</p> <p>Improve provision for whole school gymnastics in line with requirements for National curriculum skills development to develop all children's balance and stability.</p> <p>Balanceability bikes to be taught to FS2 by Local SGO. Bikes also available to Yr1 as a tool to ensure all children meet their age related targets.</p> <p>Improve provision and extend the offer of sports provided, that have not</p> | <p>Attend annual Griffin sports festival.</p> <p>Work with focus group of children which sports they would like to see at Saxon Way.</p> <p>PE Team to build provision for after school sports club- to change termly.</p> <p>PE Team to organize intra school sports festivals, termly linked to Level 1 competitions,</p> <p>PE Team to launch age related gymnastics curriculum to promote excellence in gymnastics.</p> <p>Purchase schools own set of balanceability bikes from Local SGO, to be used by FS – Yr2</p> <p>Order a range of new equipment</p> | 2000 | <p>12 members of Year 6 participating in a variety of activities currently not offered through school curriculum, which has broadened experiences.</p> <p>A range of new activities now on offer for use at break , lunch and as part of the PE curriculum- as requested through pupils voice- leading to greater engagement and uptake in participation.</p> <p>66% increase in offer of clubs for multi skills open to all abilities. Increased skill development in preparation for MYG events.</p> <p>100% of children able to participate in termly Level 1 competition. By building skills through the curriculum, children then provided with the opportunity to compete in a given sport at Level 1.</p> <p>Increased stability in ABCs of building blocks through stability bikes.</p> | <p>Continue with the use of pupil voice to identify new sporting activities for the upcoming year to continue to broaden the experience of PE.</p> <p>Continue to increase the offer of afterschool clubs by providing opportunities for high level coaching of skills, which will further develop skills of children.</p> <p>Staff to lead strider bike sessions using CPD and SOW and training provided for sustainability.</p> |

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| <p>previously been offered as part of the curriculum. Broader experience of physical activities on offer as rewards.</p> | <p>such as Kurling, Boccia and Orienteering. Provide opportunities for physical activity through non traditional sports.</p> | | <p>Awareness of disability sports- goal ball, kurling, boccia. Impact of new sports in life skills and training for future Level 2 competitions- orienteering. Trips to flip out and ice skating has promoted the school values through sport.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 30% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Use the school partnership with Local SGO to provide quality coaching and access to inter school competitions. At both level 1 and 2 across both Key Stages.</p> <p>Provide transport for inter school competition against other schools in the Academy Hub for example KS2 Festival and The Annual Griffin Sports Festival.</p> <p>Join the Medway schools dance competition, which include after school clubs. Providing school Kit and equipment for afterschool club Training, Dance Club uniforms and after school G&T Club.</p> <p>Hold termly intra school house competitions and Inter school festivals between Medway Hub of schools to ensure maximum participation of children in competitive activities.</p> | <p>Launch football and dance clubs for competition in local leagues. Use CPD and team teaching opportunities to up skill all members of staff.</p> <p>Use Local SGO Competition package to provide training resources/team teaching and transport for Level 2 competitions. Local SGO to run in school Gifted and talented club aimed at years 4,5,6.</p> <p>Launch football and dance clubs for competition. Provide training kit and equipment needed to compete.</p> <p>Use Network of school sport lead to organise, host and run regular level 1 and level 2 competitions in a variety of sports.</p> <p>Use local SSGO to organize whole</p> | 5,600 | <p>Dance Fusion has increased the provision for competitive school sports in the 2nd annual contest, including school showcase to highlight the provision for competition.</p> <p>100% increase in hub inter school competitions with partner school, to allow for greater participation at Level 2. Children introduced to new sports such as archery, Kurling, bowling and tri golf in a competitive environment to broaden horizons and improve skills.</p> <p>Resources and equipment linked to MYG sports has led to precision teaching in competition clubs.</p> <p>Gifted and talented sports club targeting those children with specific abilities to assist in their progression. Children from years 4,5,6 given competitive coaching in a range of skills allowing to tailor lessons to exceed age related expectations.</p> | <p>Provide Level 2 competition schedule across year to target as many children as possible and increase percentages of children participating.</p> <p>Continue with inter hub competitions on a termly basis. Target all year groups to provide continual opportunities throughout a child's school life and to build on skills.</p> |

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| <p>100% of children able to participate in Level 1 competition and personal challenge.</p> | <p>school Annual Sport Day, encompassing a range of sports linking to the athletics curriculum.</p> | | <p>Termly Level 2 competitions held between hub of schools, leading up to annual MYG event, and featuring over 60 school across Kent. Aimed at vulnerable groups, 80% of those who attended had not previously been a part of a Level 2 competition, throughout KS1 and KS2.</p> | |
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