

High Wycombe C of E

Evidencing the impact of Primary PE and Sports funding

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Ofsted report 2017: Good</p> <p>The school meets requirements on the publication of specified information on its website.</p> <p>YST Quality Mark Gold Award October 2019</p> <p>School Games Award – Gold 2019</p> <p>YST Member school since 2012</p> <p>LEAP (County Sports Partnership School) since 2014</p> <p>Impact report 2018-19 (see school webpage – Sports Premium Section)</p>	<p>Work towards YST Quality Mark Gold for 2019 – aim for accreditation Autumn 2020 to sustain Gold.</p> <p>Work towards School Games Award –sustaining Gold 2020</p> <ul style="list-style-type: none"> • My PB for Primary Schools • Embed the use of new Create Development online resource for all classes • REAL Gym • Active playtimes • Active classrooms • Train new cohort of playground leaders <p>Enhancing the quality of games teaching</p> <p>Developing active playtimes – extra 15 mins (including daily mile)</p> <p>Baseline of need: Data school games participation Pupil Survey Parents survey Teacher survey Meeting conditions of funding 2019-2020</p>

Meeting national curriculum requirements for swimming and water safety	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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	Catch up swimming sessions were purchased to help those year 6 pupils who could not swim 25m

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: 2019/20	Total fund allocated: £17,730	Date Updated: 3 rd July 2020		
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:
<p>Mile A Day</p> <p>Y1-6 all pupils are participating in the Mile a Day Your Way Scheme. Pupils have the opportunity to compete class v class. Class achievement recorded on LEAP map of England city to city target and in school hall – used as part of class competitions.</p> <p>Impact on pupils:</p> <p>Being physically active throughout the day has been proven to increase concentration, behaviour and help fight obesity in children.</p> <p>It is an inclusive challenge for each class to try to get from Land's End to John O'Groats – uses fun and educational charts displayed in each classroom. It allows all children to positively engage in physical activity</p> <p>Children receive awards (certificates) as a class achievement – All children are part of it and have a sense of</p>	<p>PE Leads to support staff and children to ensure this is implemented.</p> <p>Recording by individual teachers / sports leads – token system in house based boxes.</p> <p>3 routes mapped out – one for each playground so all children can be involved. Timetable in place for children to participate so that it adds to the 30 active minutes.</p> <p>Maps up in each classroom to engage and enthuse pupils.</p> <p>All weather resources purchased to support initiative</p> <p>Sports Leads to create an overview</p>	<p>Part of LEAP package (total package cost £2900)</p> <p>Resources for mile a day in place – weather proof team boxes to collect tokens which match house teams</p> <p>Results boards outside to celebrate achievement</p> <p>Playground markings</p> <p>(all bought with last year</p>	<p>Autumn term:</p> <p>KS 2 markings are in place, resources and boards ready. Trials took place in the autumn term by certain KS 2 classes.</p> <p>Impact: children were keen to take part with their class, some children even wanted to do it during playtimes.</p> <p>Spring term:</p> <p>KS2 children were all asked to take part in Mile a Day once a week.</p> <p>Impact: Some teachers found a benefit of doing this with their class in the morning before lessons. It was felt by one teacher that the children were more focussed after taking part in the mile. The profile of the mile has increased on the KS2 playground and some children can be seen to participate during playtime.</p>	<p>- Daily mile firmly embedded in school day practice.</p> <p>- Daily mile part of the half termly competitions</p>

<p>achievement</p> <p>Increasing Daily Activity</p> <p>Daily Activity taking place in classrooms – using active breaks resources</p> <p>Impact:</p> <p>Children to have increased daily activity to 15 mins minimum per day (1 hour a day on PE days)</p> <p>Activity Heat Maps</p> <p>Y1-6 all pupils include in activity heat maps for their class. Can monitor whether hitting CMO guidelines for activity.</p> <p>Impact:</p> <p>Data can provide information for targeted intervention of less active groups of pupils. Targeted groups to be involved in choice of activities/equipment.</p> <p>Playtimes</p> <p>Improve activities on offer at lunchtime through Y5/6 Playground Leaders</p> <p>Impact</p> <p>Playground leaders- Training received by nominated Y5/6 leaders. Y5/6 increased responsibility for physical activity at lunchtime in the playgrounds. Increased physical</p>	<p>of when daily activity takes place and what they are using (mile-a-day, fitter future, Go Noodle)</p> <p>Train staff on use of resources – Mile-a-Day, Go Noodle and the requirements</p> <p>Implement the use of Active Schools Planner which was launched 18.10.17 as a self-review tool www.activeschoolplanner.org</p> <p>– register for YST active school planner</p> <p>Set up and monitor Activity Heat Map for each class</p> <p>– to complete Inclusive Health Check Tool for School Games Mark 2019-20</p> <p>To deliver playground leaders training (LEAP Package).</p> <p>Training MDS in engaging pupils in active playtimes</p> <p>Training at school for Y5/6 pupils</p> <p>Pupils lead activities at playtime.</p>	<p>budget)</p> <p>Equipment for playtimes £245</p> <p>Part of LEAP package (total package cost £2900)</p>	<p>Autumn term - Through learning walks & lesson observations it is evident that children are getting active learning, movement breaks throughout the school day.</p> <p>Impact: Response from the children when they are involved in active learning, evidence on their concentration and participation in lessons.</p> <p>Spring term – as above. RA attended a session on how to use the heat maps during Bucks PE conference in February. The impact of this will be reviewed in the summer term.</p> <p>Autumn term – Children are encouraged to take part in active lunchtimes. The Y6 children have taken over responsibility for setting up games and MDS are asked to encourage children to take part.</p> <p>Spring term – as above. Awaiting training for MDS and Y5 /6 playground leaders from LEAP.</p>	<p>- Increase to 30 mins per day</p> <p>- Develop intervention and support for children who are reluctant to engage in physical activity</p> <p>- Physical activity to increase further to 30mins per day minimum</p> <p>New MDS & Playground leaders trained to lead at lunchtimes in Autumn</p>
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<p>activity options for pupils at lunchtimes (especially least active).</p> <p>Dance Coach Professional dance coach to raise the profile of dance and productions at HWCE</p> <p>Impact All children make progress in dance by high quality teaching. High quality dance lessons are taught. The children engage with dance</p> <p>Static playground equipment Increase physical activity during playtimes. Encourage independence.</p> <p>Playground speaker and apple music subscription</p>	<p>Dance coach booked in for Christmas dance and production dance</p> <p>Timetable on calendar and given to teachers – teachers to support</p> <p>Source and order equipment and agree areas for equipment.</p> <p>Order – GTX speaker x2 Apple music subscription</p>	<p>Coach £735 Part of LEAP package (total package cost £2900)</p> <p>£10,703 to be carried over to next years spend</p> <p>£138</p>	<p>Impact – less arguments at playtime. It is evident that children are able to run their own games that they enjoy to play, particularly 4 square.</p> <p>Spring term: Speakers on order – impact to be measured in summer term.</p> <p>Subscription not bought due to covid</p>	<p>term</p> <p>Next Step – upskilling teachers to deliver through observing high quality teaching.</p> <p>Order equipment.</p> <p>Order equipment.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>				<p>Sustainability and suggested next steps:</p>
<p>Actions to achieve:</p>		<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Percentage of total allocation: %</p>

<p>School Improvement Plan PE & sport premium referenced on school improvement plan and is fully supported by the leadership team</p> <p>Impact: Staff and children have a shared vision for PE and sport in primary school which helps drive improvement</p> <p>'Healthy Heroes Week' A week dedicated to sport and healthy lifestyles. Focus is solely on this and all children & staff are actively involved. This includes a celebration assembly which children are rewarded and praised.</p> <p>Impact: Children will have had experience of a wide range of sports which increases enthusiasm. They will have a greater understanding of being healthy in all senses.</p> <p>Sports Leaders Assemblies - Celebration assembly every half term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Impact: Children aspire to engage in more</p>	<p>SLT/Gov member assigned to PE and works with the PE Lead</p> <p>Regular meetings to ensure action areas are being moved forward</p> <p>Book in coaches and sort timetable</p> <p>Source lessons</p> <p>Provide resources for lessons on living a healthy lifestyle and mental health</p> <p>Celebrating extra-curricular success – display boards.</p> <p>Sharing with children that they can bring in certificates from outside clubs to celebrate in school</p>	<p>External Coaches and Resources £250</p>	<p>School improvement plan</p> <p>Termly SIP reports</p> <p>Annual SIP report</p> <p><u>Summer term</u> Due to Covid-19 this did not take place in the way it was planned. Y1,6 & Keyworkers were given a morning of skipping with 'Dan the skipping man'. This was to encourage social distance physical activity at lunchtimes.</p> <p><u>Impact</u> More children skipping and therefore active in the playground.</p> <p>Autumn – News letters have been written to celebrate sporting success and achievements of members of our community both in and out of school. These achievements are also celebrated in our half termly sports assemblies where the Y6 sports leaders are an integral</p>	<p>- On the school improvement plan annually</p> <p>- upskilling teachers and staff to deliver alternative activities</p> <p>- Develop ways of funding coaches and activities in this week, links with sports clubs.</p> <p>- purchasing equipment to maintain activities</p> <p>- Continue to embedded in school collective worship programme</p> <p>- Survey parents for sporting achievements they could share</p>
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<p>physical activity and be part of the achievements. Children work as a team to receive awards</p> <p>School Games Mark Achieve YST /School Games Mark (Gold) in 2019-20 Recognition for pupils and staff at HWCE.</p> <p>Impact: Recognition of achievement and commitment to PE and Sport</p> <p>PE Link Governor Role of PE link governor developed so that they can support the development of PE and help drive improvement</p> <p>Impact: Governors are fully committed and involved in development process.</p> <p>Staff PE kit. All staff to have a PE kit (hoodies and polo shirts) to set an example to the children and raise the profile of PE across school.</p> <p>Impact: Creating realistic role models for children. Raising the profile of PE across school. Sustainable for future staff.</p>	<p>Enroll for YST active school planner Health tool Complete School Game Mark in May 2020 when window for applications opens. Workshop at Buckinghamshire PE Conference.</p> <p>Support from Ali Arber from LEAP to submit application.</p> <p>Attend training if required. Review, check and challenge PE & Sport funding spending and template. Invite in to lessons/ in school-extracurricular.</p> <p>Source costings and sizing.</p>	<p>Approx. £no spend due to covid (teaching staff)</p>	<p>part of the celebrations. In addition, class house competitions are shared and results announced.</p> <p>Spring term – as above Impact- all of the above increases the profile of sport and helps children understand the value we place on children’s participation in sport and competition. The children are keen to share their achievements and are supportive of one another.</p> <p>Spring - PE link governor & PE lead met to share progress of action plan; this included other sporting achievements.</p> <p>Impact -Governor aware of school achievements and action plan</p> <p>Summer term -_Staff PE kit not purchased</p>	<p>- SIP action plan linked to improving or maintaining highest standard</p> <p>Look into staff PE kit with new suppliers in Autumn term</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>Staff CPD</p> <p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The following staff will undertake LEAP, YST and Create Development accredited courses and disseminate to other staff:</p> <p>Training TBC by LEAP</p> <p><i>Coaches supporting delivery of PE alongside class teacher.</i></p> <p>Alongside the training all classes teachers have a five week block of training to support the development of their teaching</p> <p>Impact: Increased confidence and knowledge for staff. Higher quality PE lessons for the children at HWCE. Embedded high quality plans that can be delivered by staff</p>	<p>LEAP (County Sports Partnership) membership package includes CPL for teachers.</p> <p>- Identify the local centres who are running these courses.</p> <p>Ensure all identified staff are enrolled. Establish dates when cover is required and appoint cover staff.</p> <p>Ensure that time is provided for school based working and upskilling of all staff</p> <p>Update SOW where relevant</p> <p>Organise lesson observation/Learning Walking to support implementation</p> <p>Attend training</p> <p>Extra resources provided</p> <p>Wycombe Wanderers to support</p>	<p>Cover costs of staff attending £660</p> <p>Part of LEAP package (total package cost £2900)</p>	<p>Autumn term – staff expressed what areas of CPD they would like support with this academic year. These have been booked in with LEAP for the Spring and the summer term. WWFC have been delivering football coaching to Y1 & 6.</p> <p>Impact – this has provided the teacher with ideas of how to deliver high quality football within their games lessons.</p> <p>Spring term – Y5 & 6 teachers have had 5 week block of training on tag-rugby. Class teachers of these year groups now have lesson plans for this sport to enable them to teach it next year.</p> <p>Impact – increased subject knowledge and confidence of the class teachers delivering tag-rugby.</p> <p>Lesson observations SoW Photographs Pupils and Teacher survey</p>	<p>Embedding Real PE into curriculum, ensure use of digital platform and increasing teacher confidence. To include training for new members of staff.</p> <p>Feedback from staff and children on Real PE.</p>

	<p>Book in coaching</p> <p>Share with staff</p> <p>Collect in plans</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
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<p>Alternative PE Embed a programme of ‘alternative’ PE activities for children at beginning of every half term. To increase experience and ignite enthusiasm for any type of sporting activity.</p> <p>Provide an alternative PE club to allow some children to have further experience of these ‘alternative’ sports.</p> <p>Impact: Children have experiences a broad range of activities. Increased participation in sporting activities</p>	<p>Embed a programme for the schools which has progression</p> <p>Workshop at Bucks PE Conference to look at activities February 2020</p> <p>Purchase resource and plans</p> <p>Upskill new staff in teaching these RA to offer Alternative PE club in Spring / Summer term.</p>	<p>£No spend due to covid</p>	<p>Autumn – alternative PE programme was shared with staff. All lesson plans are accessible to teachers on g-drive for them to follow. Photo’s are shown for these sports on class pages.</p> <p>Spring – as above. KS2 children had the opportunity to join a ‘alternative’ Sports club.</p> <p>Impact – this club was popular and full for the whole term. This was evident as attendance to the club was high throughout the term.</p>	<p>- Embed programme of alternative PE activities in practice</p>
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<p>Festivals Children to engage in alternative activities as a class with other schools. Impact: Children’s experience and ability in alternative sports. Upskilling teachers in delivery of other activities</p> <p>Clubs Clubs with professional coaches to support competition Impact: Children participating in sports clubs from wider range of backgrounds</p> <p>Sporting Opportunities Supporting children attending sports/physical activity trips Impact: Children participating in wide range of sporting activities</p>	<p>TBC. Book festivals Sort transportation Write letters to parents</p> <p>Football – KS1 Football – KS2 Cricket – KS2</p> <p>Meet with parents and discuss support</p>	<p>£116 £150</p> <p>£585 £585 £No spend due to covid</p>	<p>Autumn term – Y1 & Y2 football, Y5/6 dodgeball</p> <p>Spring term – Y1 & Y2 multiskills, Y5/ 6 squash</p> <p>Festivals evidence – supporting maintaining YST Gold. Evidence & Impact: Photos Comments – Pupils & teachers</p> <p>Autumn Term – WWFC have been running a club this term. Which has proved very successful – with both clubs being full. Spring term – as above. Impact: Sports opportunities: Photos Pupil response</p>	<p>Next Steps – see if we can work with a sporting charity on supporting our children</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: %</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Half Termly Schools Competitions Inter house competition as well as games units – whole school and class. Impact: All children participating in regular competitions and developing healthy sense of competition</p>	<p>Inform staff that last games unit should be competition</p> <p>Collate results</p> <p>Share in collective worship and add to website</p>	<p>Transport</p>	<p>Autumn: Half termly competitions take place. Results of Inter house competitions are shared in our sports assemblies. In addition, children have taken part in AJD football tournaments; Mr Burgin has entered Y5/6 football team into the local leagues and knockout competitions.</p>	<p>Recording participation on Active Schools Planner which www.activeschoolplanner.org</p> <p>Using information from active schools planner for targeted intervention to encourage all to take part.</p>

<p>Further Competitive Activities To introduce additional competitive using alternative activities from PE lesson in order to engage more pupils e.g. curling. - Engage more Target group e.g. girls in inter/intra school teams particularly those who are disaffected.</p> <p>Impact: Increased engagement in competition from disaffected pupils.</p> <p>Regular Sports Competitions Engage in all opportunities offered for school games</p> <p>Impact: Children are participating in regular competitions with other schools and developing sportsmanship as well as teamwork skills</p>	<p>Purchase age appropriate alternative equipment</p> <p>Survey pupils on competitions they would like to take part in.</p> <p>To engage in School Games organised competitions</p>		<p>Spring: As above Impact: Photographs Team sheets</p> <p>All Alternative PE lessons introduce the children to an element of competition – despite it being in a more informal than our house competitions.</p> <p>Children from all year groups have taken part in a variety of school games competitions Impact: Results of Inter house competitions.</p> <p>Photographs Team sheets</p> <p>Pupil and staff feedback on new initiatives on alternative activities.</p> <p>SG data on participants survey</p> <p>SG participation data for each</p>	
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			competition	
Other: Additional Swimming				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:
Additional Swimming -To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. - All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can perform safe self rescue over a varied distance so they are confident and safe in water.	Contact Mandy Carey for support. Top Up Swimming - additional pool space (holidays/afterschool) - To utilise the coach(es) based at the swimming pool to work alongside teachers.	Transport £115 Staffing Staff £548	Autumn term: Y4, 5 & 6 children attended a Top up swimming week with Neil Bailey swimming. Impact – all children who attended achieved at least level 6 swimming award, showing they could swim 25m on a variety of strokes. Spring term – target children from Y4,5 & 6 who have not yet achieved 25m have received weekly 30 minutes swimming lessons. Awaiting impact of these lessons. Spring term Top up swimming for Y4,5 & 6 pupils who could not swim at least 25m -Impact: % of pupils increased their distance swimming by 10	- The teachers will work together to ensure all staff involved are confident and secure in teaching swimming. Ensure more staff have swimming qualification

			metres. - % of pupils can swim 25 metres. - % of pupils can perform safe self rescue.	
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