

## P.E and Sport Premium Action Plan and Funding 2017-2018

<i>Key achievements to date:</i>	<i>Areas for further improvement and baseline evidence of need:</i>
<p>Increased engagement in PE – 99% of pupils take part in all lessons.</p> <p>Specialist teachers working alongside teachers- improved confidence amongst teachers in delivering good to outstanding PE lessons and 92% pupils say the PE specialist teachers made them enjoy the PE more.</p> <p>Staff training- Move Off and Think (MOT) reduced the amount of teacher talk and increased amount of vigorous physical activity during lessons.</p> <p>Pupils have attended Rounders, Multiskills, dance festivals and sports hall athletics and we have offered a broader experience of a range of sports and activities, including golf and hockey, with 93% pupils saying that they have learned something new.</p>	<ol style="list-style-type: none"> <li>1. Build upon CPD already taken place for staff to ensure highest quality outcomes for our children</li> <li>2. Further develop additional competitive sports opportunities</li> <li>3. Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school</li> <li>4. Further develop the range of activity opportunity outside the curriculum in order to get more pupils involved.</li> <li>5. Build upon the training and purchase of the Allison Consultancy PE MAPs as an assessment tool.</li> </ol>

### PE and Sport Premium Statement 2017-2018

Skegness Infant Academy will receive £17,770 through PE and Sport Premium Funding for 2017-18. Skegness Infant Academy will receive support from Greenwood Dale Foundation Trust, Allison Consultancy and JB Sports Coaching. Our joint working provides Skegness Infant Academy with support, resources and opportunities as part of our ongoing commitment and development to physical education. We will secure £1,700 from our Sport Premium Funding to Greenwood Dale Foundation Trust as detailed below and £6000 to JB Coaching again as detailed below.

## Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our Whole School Improvement Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement. Please now find below our Vision and key Priorities from our Whole School Improvement Plan (Autumn 2017- Summer 18). This is then followed by our PE and Sport Premium Action Plan (2017-18) with a column linking the two Plans together.

### Primary School: School Improvement Plan (SIP) (2017-18)

#### Vision

That children learn actively in a caring, inclusive and stimulating environment so that pupils reach their full potential, with no limit to what they can achieve. We are committed to the highest standards and expect outstanding levels of achievement in all areas of academic and personal development, including excellent behaviour.

To realise our Vision we have identified the following key priorities from our SIP:

<b>Section 1</b>	<b>Effectiveness of Leadership and Management</b> <b>1. All leaders effectively and proactively drive standards</b> 2. Support staff potential is maximised to support class teachers to ensure the continuation of raised standards in each year group and end of Key Stage. 3. Enlist all leaders and staff to review the on- going development of the Academy’s learning environment to support a broad and balanced curriculum, reflect the key priorities and increase parental engagement.
<b>Section 2</b>	<b>Teaching, Learning and Assessment</b> <b>1. Continue to develop current tracking/ assessment and reporting systems.</b> 2. Develop consistency in teaching, learning, marking, feedback, differentiation and next steps of learning. 3. All teachers plan and deliver effective core subject lessons, building in challenge.
<b>Section 3</b>	<b>Personal development, behaviour and welfare</b> 1. Improve the profile of SMSC to incorporate British Values and formalise our approach <b>2. Provide children with experience beyond their own community to develop confidence, resilience and understanding of the wider world.</b> 3. Continue the improvement in attendance and ensure all staff are aware of safeguarding training cycles in order to keep pupils safe at all times and in different situations and settings.
<b>Section 4</b>	<b>Outcomes for children and learners</b> <b>1. Ensure challenge is evident for all groups of children</b> 2. Build on experience of end of Key Stage SATs in 2017, EYFS GLD outcomes and Year 1 phonics results to focus on continuing to raise standards across the academy and maintain high standards. 3. Consolidate Year 1 practice to ensure consistency.
<b>Section 5</b>	<b>The effectiveness of the early years provision</b> 1. Ensure consistency across all classes in FS2 and from FS1 to FS2 2. Build on the success of increasing numbers and the academy’s uniqueness of having a nursery on site.

Academic Year: 2017/18		Total fund allocated: £17770		Date Updated: September 2018	
<b>Key indicator 1:</b> 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: <b>28%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</b>	Section 2 (3) Section 3 (2)	1.Consolidate the use of 5 a day and introduce 'Gonoodle' to classes to ensure physical activity is taking place throughout the day (towards 30 minutes).	Part of GAT package £1700	<b>Evidence Impact/ outcomes for children</b>  1.Learning walks and discussions with staff. 5 a day instilled throughout academy. Children actively engaged in activities and subsequently ready for learning. In response to pupil voice a go noodle club was created with a regular attendance of 30 pupils per session. (usage figures for 5 a day Sept- Dec 129. Jan- March 141)	<b>Sustainability</b>  1. To continue to use the 5 a day, Gonoodle, physical tasks in other areas of the curriculum to ensure that pupils are aware of the different ways we can stay healthy  2. A staff member was trained on the young leaders and will be able to support the young leaders next year without further training. Young leaders will continue next academic year from September including the Y2 children that had the training last year and the new Y1 children. 12 children in total that can encourage different activities during break times.
		2.Positive play and active playgrounds during break times led by lunchtime staff. New lunchtime staff to have training to implement this.	£500	2. Activity zones were created with a specific focus around key skills within physical education. Adult led zones change on a daily basis in relation to key aspects of learning. As a result of this break and lunchtimes became more active for the vast majority of students. Staff voice highlights that students were more prepared for learning in afternoon sessions. Lunchtime staff know a bank of activities they can lead and young leaders were trained to help to lead lunchtime and playtime games.	

		<p>3. After school club offered by JB Coaches (Change for Life). Additional club offered by JB to start in T5</p> <p>4. JB adventures.</p> <p>5. After school clubs run by staff members (see section 2 for more details) to promote physical activity and healthy lifestyles.</p>	<p>Part of JB- £5850 £920</p> <p>£720</p> <p>£1500</p>	<p>3 Due to popular demand additional clubs were created by JB T1= 30 T2= 24 T3= 20 T4= 20 T5= 45 T6= 46</p> <p>4. 20 year 1 children accessed the programme designed to improve physical literacy. The pupil focus group demonstrated significant progress over the 6 sessions. The sessions targeted pupils who experience difficulty focusing in PE and helped them to engage with in the lesson. Through staff voice it was noted that there was a significant impact with listening skills after taking part on this programme.</p> <p>5. T1= Multi-skills, Zumba (60 participants) T2= Dance, multi-skills, Zumba (67 participants) T3= Multi-skills (FS2), Just Dance, Zumba, Bat and Ball (88 participants) T4= Agility club, Dance, Kids Yoga, Zumba (82 participants) T5= Tennis, Summer sports, Go Noodle fitness, Zumba, Cheerleading (117 participants) T6= Tennis, Summer sports, Football, Zumba, Cheerleading (112 participants)</p>	<p>3. Continue to offer after school clubs through JB Coaching.</p> <p>4. We have the JB adventure books with in our academy now and can use these to deliver our own programme. We will also use JB adventures next year and further monitor the progress this has on literacy. Choosing 20 year 1 children who are working below age expectations.</p> <p>5. Continue to offer a range of after school clubs. Using pupil voice look in to offering clubs such as hula- hooping, dance, football. Also look into other providers of after school clubs such as Butlins. To closely monitor attendance of after school clubs to ensure all children are accessing them.</p>
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		<p>6. Replace and improve PE resources and equipment to enhance PE lessons, competitions and playtimes.</p> <p>7. Purchase class packs of stepometer watches to track the amount of activity children have done in a week. This can be developed in to year group competitions (see section 5). <b>Purchased end of T2- begin using in T3</b></p> <p>8. Outdoor music and speaker system for 'Dinner and dance' provision. <b>Purchased end of T2- begin using in T3</b></p>	<p>£2000</p> <p>£210</p> <p>£250</p>	<p>6 In consultation with external specialists new PE equipment was purchased in order to enhance provision and broaden the curricular offer, alongside extra curricular opportunities. This including resources for invasion games, athletics and lunchtime activities.</p> <p>7 From staff voice this has had an impact on not only the amount of physical activity children do when wearing them but also on maths. Children are accessing larger/new numbers. This has had a whole school impact- raising the profile of a healthy lifestyle, increasing levels of VPA and offering competition against self and others.</p> <p>8 Increased levels of VPA during break times, whole school impacted physical and mental wellbeing. Pupil voice showing they love having the music available at lunchtime so they can make up their own routines.</p>	<p>6. equipment has been purchase and stored correctly and can be used in the next academic year and years to come.</p> <p>7. Continue to use these in house teams and as a whole school, link with other areas of the curriculum such as geography (how far have we travelled this term?) converting number of steps in to miles and look at distances of other places. Possibly order more so they can be used in year 1 and year 2.</p> <p>8. Continue to use the 'dinner and dance' and allow children to request songs to be added in the next academic year.</p>
<p>Total spend in aspect 1. 13, 140</p>					

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**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:

16%

School focus with clarity on intended <b>impact on pupils:</b>	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>1. Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</b></p>	<p>Section 1 (2) Section 3 (1) (2)</p>	<p><b>1.</b> Provide a range of sports clubs to support enrichment and academic achievement. -Coach from JB coaching to run a club once a week throughout the year for KS1 (alternating between year 1 and 2). -additional coach from JB coaching to run an after school club. -SIA staff to provide further active</p>	<p>Part of JB £ 5850  £920</p>	<p><b>Evidence</b> T1= Multi-skills, Zumba (60 participants) T2= Dance, multi-skills, Zumba (67 participants) T3= Multi-skills (FS2), Just Dance, Zumba, Bat and Ball (88 participants) T4= Agility club, Dance, Kids Yoga, Zumba (82 participants) T5= Tennis, Summer sports, Go Noodle fitness, Zumba, Cheerleading (117 participants)</p>	<p><b>Sustainability</b></p>

		<p>clubs throughout the year aimed at involving all children at the academy.</p> <p>Focus groups to be invited such as reluctant PE pupils, low attendance pupils (see section 4 for more details)</p> <p>2.JB coaching to organize competitive games across the academies.</p> <p>3.Pupils to take part in more competitive games with in school.</p> <p>- Set up and develop an intra-school PE team system. - Winter games, Spring start, Summer sports day.</p>	<p>£1500 (as mentioned above)</p> <p>Part of JB coaching cost £5850</p>	<p>T6= Tennis, Summer sports, Football, Zumba, Cheerleading (112 participants)</p> <p>Through consultation with teaching staff children were targeted and invited to attend a range of clubs designed to improve general health and fitness.</p> <p>Multi sport event- 10 chn attended</p> <p>Mini- Olympics 10 year 2 children. Our academy came 2<sup>nd</sup> overall.</p> <p>SGO- Gifted and talented 8 year 1 children.</p> <p>25 year 2 attended dance festival. We attended all available competition offered.</p> <p>180 children involved in a winter games competition that was coordinated across KS1. Spring start 180 children year 1 and Reception.</p> <p>Sports Day- entire school. From staff voice these inter-house competitions were “A great success” “children fully engaged in competition”. “Children enjoyed the competitiveness and showed great team work and sportsmanship”. Pupil voice- “love the team colours” and the “fun games”. Very positive feedback from parents from having a competitive sports day.</p>	<p>2. Contact SGO about competition next year. Sign up to JB inter school competitions for next academic year.</p> <p>Intra- school PE team system will be long lasting for the future. Next step- more competition like this within school to further develop sportsmanship and school values. Interhouse teams can be embedded from reception next academic year. Consult with school council to give teams to represent their colour.</p>
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		<p>4. Spare kits sorted for children to ensure participation in PE and sport.</p> <p>5. Identify new young leaders to work with staff at break times and lunchtimes to increase the level of activity during these times. – develops transferable leadership and team-building skills and qualities. Training through Alison consultancy.</p> <p>6. JB adventures</p> <p>7. Dan the skipping man- in school during healthy schools week.</p> <p>8. During Happy and Healthy week we took part in a pro- kick challenge.</p>	<p>£500</p> <p>£720(as mentioned above)</p> <p>£375</p>	<p>4 In attempt to ensure 100% participation levels kit was provided.</p> <p>5 12 year 1 and 2 leaders have been trained and a pilot scheme was introduced for playtimes. This will provide the platform to further develop the scheme for 2018/19.</p> <p>As above – key indicator 1, 4.</p> <p>7. External skipping specialist was introduced to the children during Health week with 180 children from KS1 actively involved during a workshop. This was in direct response which highlighted a strong interest in skipping.</p> <p>8. Children raised £1832 They showed sportsmanship by cheering on their classmates and it also offered a level of competition to see who could achieve the fastest kick. - Increased awareness of the importance of PE for health and how it</p>	<p>4. to continue to monitor those without PE kits in school, sending home reminders and providing a spare kit where necessary.</p> <p>5 Young leader training- staff trained and can then deliver in house training in the future for new young leaders. Young leader tabards ordered and now in school ready to use next academic year.</p> <p>7 Staff were also involved in these workshops and shown how to deliver the different skipping games and how to model the correct technique. This can be used during break times in the future.</p> <p>8. From the amount raised 40% (£732) is given back to the school which can be used towards our PE provision next academic year.</p>
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				can help with learning in other areas- during Happy and healthy week.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					12%
School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</b></p>	<p>Section 1 (1) Section 2 (2) Section 4 (1)</p>	<p><b>1.</b>Employ Sports Coaches through JB Sports to work alongside classroom teachers to support the delivery of PE Lessons. All teaching staff to work along-side JB coaches following a six week block (2 weeks JB teach and class teacher works along-side mainly observing and monitoring, 2 weeks team teach and 2 weeks class teacher delivers with JB coaches mentoring)</p> <p><b>2.</b> PE coordinator to conduct drop ins learning walks to ascertain progress and support high quality delivery.</p>	<p>Part of JB £5850</p> <p>Part of GAT package of support £1700</p>	<p><b>Evidence</b></p> <p>1.Staff voice has been extremely positive with 100% of staff stating that they now feel more confident in delivery of PE across a number of activities. Knowledge and understanding of PE has been enhanced with specialist sports coaches adding expertise on a weekly basis. All teachers have worked alongside the coaches for a minimum of 3 terms. Increased pupil progress in PE. Children develop a greater understanding of what Physical Education is and what they need to do to achieve their best in this subject.</p> <p>Improved challenge and engagement across all pupils Improved quality of learning Increased participation in PE lessons and clubs Increased healthy, physical activity opportunities within and beyond the curriculum Staff confidence in teaching good to outstanding PE lessons. More effective planning skills</p> <p>2.Learning walks and drops in have provided evidence of children being more active during lessons.</p>	<p><b>Sustainability</b></p> <p>1 Planning given to school from JB coaching. CPD for all teachers</p>

		<p><b>4.CPD for the PE Leader</b>  - 3 GDFT central PE leader Network development days  <u>Day 1 Support to include:</u></p> <ul style="list-style-type: none"> <li>- PE and Sport Premium preparation for inspection: RAG Review and identification of key actions</li> <li>- Ofsted and DfE requirements in relation to PE and School Sport Premium</li> <li>- Review of website and updating of information required to meet Conditions of the Grant funding</li> </ul> <p><u>Day 2 booked 5<sup>th</sup> March 2018</u></p> <ul style="list-style-type: none"> <li>- Planning and delivering high quality OAA provision in school</li> </ul> <p><u>Day 3 booked 8<sup>th</sup> June 2018</u></p> <ul style="list-style-type: none"> <li>- OAA training.</li> </ul> <p>-full day with Alison Consultancy for bespoke PE training needs taken from staff PE audits.</p> <p>-3x GDFT Coastal PE Leader Network Sessions  <u>Session 1:</u> Support to include:</p> <ul style="list-style-type: none"> <li>- New Conditions of the Grant Funding from DfE</li> <li>- New national Action Plan template for PE and Sport Premium Funding</li> <li>- New Ofsted Inspection requirements</li> <li>- Development of Action Plans</li> </ul>	<p>Central Network Day 1 taken place (13/10/ 17)</p> <p>Coastal Network Session 1 taken place (7/11/17)</p> <p>Greater understanding of the requirements of the Trust and the academy in relation to PE and School Sport Premium</p> <p>Subject lead attended OAA training and disseminating information back to staff. As a result of this from staff voice, to further develop knowledge and understanding of OAA training will be undertaken from September 2018.</p> <p>Dance training delivered to 14 teaching staff members. Staff voice- “was extremely helpful to remind us of the resources and activities available to deliver dance”</p>	<p>.Improved CPD of PE leader- can up skill teachers in the area of PE and sport premium through the knowledge of what the PE leader has acquired</p> <p>Full staff training on OAA next academic year through Alison Consultancy.</p> <p>Look into other dance specialists to further develop knowledge and understanding of Dance, particularly for our Year 2 staff/ children.</p>
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		<p>using new, national template, linking key actions and outcomes to whole school priorities</p> <ul style="list-style-type: none"> <li>- Quality Assurance – planning and delivering high quality PE lessons</li> </ul> <p>Session 2: Support to include:</p> <ul style="list-style-type: none"> <li>- QA of 2017-18 Action Plans</li> </ul> <p>Lunchtime staff to receive training- positive play/ active playgrounds. As new members of staff have joined. Consult with Alison’s consultancy about this. <b>Date booked 28<sup>th</sup> February 2018</b></p>	£500 (as mentioned above)	See above- Key indicator 1, 5.	Lead staff to deliver in house training of positive play/ active playgrounds.
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>					<p>Percentage of total allocation:</p> <p><b>32%</b></p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Link to Priorities in School Improvement Plan</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p><b>1. Increase the range of activity opportunity outside the curriculum in order to get more pupils involved.</b></p>	<p>Section 3 (2) (3)</p>	<p><b>1.</b>Engage JB’s Sports Coaching to extend physical activity opportunities</p> <ul style="list-style-type: none"> <li>• Provide after school provision in a range of activities for each year group in turn</li> <li>• Provide change 4 life lunchtime club</li> </ul> <p><b>2.</b>Internal Staff to provide additional physical activity opportunities</p> <ul style="list-style-type: none"> <li>• Multiskills</li> <li>• Dance</li> <li>• Go noodle fitness</li> <li>• Yoga</li> <li>• Football</li> </ul> <p><b>3.</b>External providers offering additional physical activity opportunities</p> <ul style="list-style-type: none"> <li>• Maxine Kent to offer Zumba club each term</li> <li>• Donna squires to offer Yoga</li> <li>• Rebecca Cram to offer cheerleading</li> </ul>	<p>Part of JB £5850 + £920</p> <p>£1500 (additional hour claims)</p> <p>£3420</p>	<p><b>Evidence</b></p> <p>As above – Key indicator 1, 3</p> <p>As above- Key indicator 1, 5 Internal staff delivering additional physical activity opportunities- all allocated club space is taken.</p> <p>Zumba- Children involved in sustained VPA. Club run after school every week each term which proved very popular- always at a capacity. Yoga- provided during lesson times. Staff voice- children engaged, calm and read to learn. Cheeleaders opened sports day and had a very positive reaction from parents/ cares. All of the after school clubs have ... ...provided additional opportunities for children to engage with physical activity outside of the curriculum ...increased number of children participating in school clubs ...decreased disengagement. Leading to Increased pupil - Health and well-being</p>	<p><b>Sustainability</b></p> <p>Equipment</p> <p>Positive attitude towards sport and physical activity from the children- leading to a healthy lifestyle.</p> <p>2.Continue to offer clubs using internal staff- discuss with staff their interests and any areas of expertise in PE to further develop this next academic year.</p> <p>3.Continue to use these providers next year as positive relationships have developed with staff and children. Yoga- explore use of Yoga (cosmic Kids) next year.</p> <p>2 and 3- pupil voice to see what other clubs they would like to see on offer.</p>
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		<p>4. Purchase sports equipment to support new activities and promote health and support learning</p> <ul style="list-style-type: none"> <li>- to include class packs of pedometer watches to be used in KS1, for children to monitor steps. This can be used to develop competition in year groups. Can also be used to collect data in other subjects.</li> </ul>	(£2210 as mentioned above)	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Personal and social skills</li> <li>- Engagement</li> </ul>	
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<b>Key indicator 5: Increased participation in competitive sport</b>					Percentage of total allocation:
					8%

School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	Section 3 (1, 2)	<p>1.Participate in an increased range of competitive opportunities including :</p> <ul style="list-style-type: none"> <li>- Winter games, Spring start and Summer Sports day (internal)</li> <li>- Multi Skills Festival (JB)- <b>22.5.18</b></li> <li>- Mini- Olympics (JB)- <b>26.6.18</b></li> <li>- Regional Dance Festival (GDFT)- <b>date TBC</b></li> </ul> <p>2.Make contact with the new SGO and sign up to their competition calendar.</p> <ul style="list-style-type: none"> <li>-Find out which competitions are</li> </ul>	<p>Part of JB £5850</p> <p>£30 per competition entry</p>	<p>1.See above- key indicator 2, 2 Key indicator 2, 3</p> <p>2. Only one competition available through the academic year to</p>	<p><b>Sustainability</b></p> <p>1.Intra house competition framework. Positive PE ethos incorporating competitive sport as an integral part of PE.</p> <p>2 Continue to work with SGO to see if other KS1 events will be taking place.</p>

		<p>available for KS1.</p> <p><b>3.</b>Further develop opportunities for internal competition.        -Engage with Alisons Consultancy into how this can be achieved in our academy.        - Ideas such as Winter games, Spring start and Summer Sports day. Class/year Rounders/ kwick cricket competitions.        - discuss with JB coach to develop an end of term competition for the unit of work covered with the year group.</p> <p><b>4.</b> Transport to competitive events.</p> <p><b>5.</b>Medals, certificates, stickers for internal competitive events</p>	<p>£200</p> <p>£80</p>	<p>attend. 8 Gifted and talented children attended this multi sport event.</p> <p><b>3.</b> Winter games, spring start and summer sports were a great success.        All children have experienced        ...competition against self and others        ...an understanding of how to work as a team        ...an understanding of how to handle winning and losing and the importance of good sportsmanship        ...enjoyment of sport and games        ...opportunities to participate in a wider variety of activities        ...awareness of the importance of physical activity and health        This has led to improved personal and social skills - socialisation with other children in other classes and for some children from other schools</p> <p><b>4</b>        Transport booked and used for Multi skills event and Mini- Olympics event.</p> <p><b>5</b>        Stickers for sports day and trophy bought.</p>	<p><b>3.</b>        Further discuss using competition with in lessons through JB mentoring and other teacher led PE lessons.</p> <p><b>5</b>        Trophy can be used each year, just by changing the coloured ribbons on it. Will need other trophies for winter games and spring start competitions.</p>
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Additional Outcomes and benefits of the funding					Percentage of total allocation:
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School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>1. Closer tracking and monitoring and recognition of progress and attainment</b></p> <p><b>2. Lessons planned to meet children's needs based on progress and attainment data</b></p> <p><b>3. Raise awareness of the benefits of PE &amp; Sports Premium funding and increased opportunities for children</b></p>	<p>Section 2 (1) section 4 (1) Section 1 (2)</p>	<p><b>1.</b> Build upon the training and purchase of the Allison Consultancy PE MAPs Assessment Pack</p> <ul style="list-style-type: none"> <li>- Upskill the PE Co-ordinator on how to use the new system</li> <li>- Introduce the assessment system to staff</li> <li>- Pilot up to Christmas, supporting staff where necessary</li> <li>- Identify and establish baseline of whole school progress and attainment against National Curriculum PE Age Related Expectations</li> <li>- Use this to assess future progress and attainment</li> <li>- Support all years including Early Years</li> </ul> <p><b>2.</b> Update the Sports section on the School website to share achievements, participation, events and photographs.</p>		<p>Assessment system is fully in place and undertaken by all teaching staff. This has enabled us to track progress in areas such physical, personal, cognitive and health. This has identified G+T and where PE intervention is required to help them develop at age appropriate range. PE lead has undertaken peer moderation and subsequently teaching staff are aware of assessment criteria and are able to identify pupils appropriately.</p> <p><b>2</b> Director of sport has quality assured website and the academy is fully compliant with regards to DfE criteria regarding sports premium.</p>	<p><b>Sustainability</b></p> <p>PE MAPs assessment tool paid for and embedded within the PE curriculum and assessment process.</p> <p>To further develop this so children are more aware of their learning and development in PE- through the use of a PE passport.</p> <p><b>2</b> Further develop pictorial evidence on the website to provide a true feeling of PE and sport within the academy.</p>