

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:
<ul style="list-style-type: none"> • School Games Mark – Silver award. • Youth Sport Trust Quality Mark – Silver Award (self-assessed a high silver). Our successful use of the Quality Mark and our spending of the Sports Premium was highlighted by YST as an example of good practice and was featured nationally on their website. • Partnership with NOSSP and deployment of Primary PE Mentor has had a significant impact on the teaching and learning of PE, pupil sport participation/engagement and support for PE lead. Staff feel more confident to provide high quality teaching and learning – competency levels have increased due to CPD opportunities (in school, courses, INSETs). PE lead has attended Primary PE days/CPD opportunities and our Mentor has supported them in reviewing whole school provision. A new scheme of work is in place for all areas of PE to further support staff in their delivery of high quality PE. • New equipment has been ordered to enhance curriculum provision (for gymnastics and athletics/personal challenges in particular) and to enhance playtime/Active 30:30 opportunities. New playground markings are in place to also improve activity levels of children during breaktimes. • All pupils have the offer of taking part in high quality PE, physical activity and school sport opportunities. We have taken children from Y1-6 to sporting competitions/festivals (including less active, SEND and Pupil Premium children). • Pupil involvement in leadership - 30 Y5/6 children have received training and are playground leaders and 47 Y5/6 children are part of the School Sports Organising Crew, leading level 1 competitions for younger children in the school. 	<ul style="list-style-type: none"> • Increase extra –curricular opportunities to increase participation and continue to develop competitive school sport and festival offer based on the Gold criteria to achieve the Gold Award. • Work towards YST Gold Quality Mark by maintaining current good practice and by improving and developing assessment and tracking of progress in PE, (YST survey is used to help identify areas for development). • Continue to support staff with their teaching of PE (lesson observations, planning, modeling good practice). Use staff audit of needs questionnaires to ascertain area for CPD. Pre and post support questionnaires to be completed. To develop an assessment process for PE. Deploy and train 2 extra members of staff to help promote the importance of PE and support subject lead for PE. • Identify how PE, physical activity and school sport is positively contributing to whole school development areas – link with mental health and well-being (identify SDP priorities). Through the SDP, have a coordinated approach to the use of PE and school sport and how it can be used to engage pupils and raise achievement in other lessons. Staff training to enhance and embed Active Classrooms/Learning and 30/30 offer. PE lead and Mentor to lead staff INSET on ways to increase activity levels for all children (including active lessons) and develop further strategies to ensure children engage in at least 60 minutes (30 minutes in school) of physical activity a day and include parental involvement. • Further improve and sustain extra-curricular offer (from looking at data) to offer a wider range of sporting/activities to engage the children who have not previously attended a club. Maintain a Change 4 Life type club for targeted children (more vulnerable/less active) and train up a new member of staff to lead this to make it sustainable and broaden leadership with 'Change 4 Life' Champions (pupil leaders for the club). Training new leaders to start in Sept 2018 – self-sustaining with own member of staff leading this. Calendar level 1 events (end of unit of work in PE/SSOC to lead).

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?	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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?	No

*Schools may wish to provide this information in April, just before the publication deadline.

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:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE/school sport linked with active learning and achievement and mental health and well-being – action point on SDP to promote importance.</p> <p>Celebration assembly 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 sports and be physically active.</p> <p>Sport Week to raise profile of sport / active learning. - All lessons planned to have an outdoor / active basis. - PBs activities are run for each child to compete against themselves.</p>	<p>Action written in to SDP</p> <p>Achievements celebrated in assembly (match results, notable achievements in lessons etc.) and promoted to parents/wider community through newsletter, website and the PE notice board.</p> <p>Plan Sport Week – leadership, PB, inclusion opportunities.</p> <p>PE notice board is kept up to date with all key information.</p>	<p>PE lead release time to maintain board/reports</p> <p>£100</p>	<p>All staff will be aware of the importance of health, well-being and academic achievement linked to being active.</p> <p>Promote PE and School Sport through website, newsletters, homework, notice board. Update regularly. Pupil/parent voice on importance of PE and School Sport.</p> <p>Staff plan for active learning opportunities. Pupils are all motivated and engaged in active learning.</p> <p>Links with role models (staff and famous athletes) and sporting values so pupils can be motivated and aspire to achieve</p> <p>Parents are aware and will therefore support sporting and PE opportunities for their child.</p>	<p>Acknowledged by governors as standing item in subsequent SPDs.</p> <p>Develop promotion of PE and School Sport. SSOC take on role of writing reports for notice board/ newsletter. Website is maintained and updated by PE Lead.</p> <p>Staff continue to plan in opportunities to make lessons more active. Active Classroom Workshops CPD attended and fed back to staff through INSET</p> <p>Information on display to be continually updated.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Partnership with NOSSP and employment of Mentor	Buy in to NOSSP / Cooper School offer which provide mentor/ CPD and access to SSCO and a range of sporting activities and to support and develop delivery of high quality PE for all staff. NOSSP mentor will work with all teaching staff across the school to develop teaching, learning, planning and assessment.	£9200	All staff receive in school CPD to help with planning and teaching for high quality PE lessons therefore ensuring successful learning. Teachers confidence and competence improved. Lesson observations to ensure continuity across the school of high quality PE. Staff can assess planning which shows appropriate progression of skills. Clear continuity across the school within the curriculum. Whole school assessment tool.	Staff audit of need for further CPD/support. PE Lead to arrange staff meetings/opportunities to share/observe good practice. Lesson observations by PE Lead/Mentor. Support within their year groups allows teachers to develop skills which can be applied in further PE and sport lessons. Continue to measure impact.
PE lead to attend PE training and cluster/family meeting, including Primary PE Days and other CPD offers to further develop own knowledge and government updates for PE. Swimming Training	Supply cover to release PE lead PE lead to work collaboratively with partnership colleagues	3 days supply £1000	Up to date training and guidance shared with staff in staff meetings/INSET. Pupils/staff are kept up to date with initiatives and events across the partnership. TAs able to have positive impact upon PE lessons for full inclusion for all children.	Continue/sustain PE lead to deliver staff INSET TA training to be shared with colleagues Staff audit of need for further CPD/support. PE Lead to arrange staff meetings/opportunities to share/observe good practice. Lesson observations.
All staff including TAs to access PE training (with Mentor or CPD courses)	TA release time			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Continue to offer a wider range of activities both within and outside the curriculum to increase participation for all children.</p> <p>Use the data tracking system and focus on those who do not take up additional PE and Sport opportunities and broaden the offer.</p> <p>Sustain a 'Change 4 Life club' to achieve greater engagement in physical activity in less active, vulnerable and underrepresented pupils.</p>	<p>Continue to broaden the PE offer in school and additional extra-curricular clubs.</p> <p>Offer Change4Life Club spaces to identified / less active, more vulnerable pupils.</p> <p>CPD for member of staff to work alongside PE Mentor for sustainability.</p> <p>Increase activity levels of children at breaktime.</p>	<p>£200</p>	<p>Lesson observations.</p> <p>Track % of participation in clubs.</p> <p>Identify less active pupils through PE tracker.</p> <p>Pupil voice.</p> <p>Identify and offer a broader range of clubs to increase participation.</p> <p>Identify pupils that would benefit.</p> <p>Measure activity levels, engagement in sports clubs and impact on well-being.</p> <p>Pupils are using appropriately equipment to develop their skills.</p> <p>Pupils always have access to equipment so engagement in the lessons increases and more time is spent participating.</p> <p>Active 30:30 opportunities.</p>	<p>Monitor curriculum lessons and extra-curricular opportunities to ensure lessons are inclusive and progressive.</p> <p>Increase participation % in clubs.</p> <p>Sustain Change 4 Life club.</p> <p>Train another member of staff and use ex-club pupils as 'Change 4 Life Champions'/leaders.</p> <p>Staff training with equipment.</p> <p>Possible use for PB competitions.</p>

Key indicator 5: Increased participation in competitive sport				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:
Maintain and develop additional opportunities to increase the number of level 1 competitions held within school.	Class teachers to run a level 1 competition at the end of a unit of work in PE. SSOC young leaders to run additional competitions.	£200	All pupils will have the opportunity to take part in sporting competitions. Pupils enjoy engaging in sports.	Teacher will become confident at leading events and level 1s will be embedded in the calendar.
Increase participation in Level 2 competitions.	Increase participation. Belonging to a team, representing the school.		Pupil participation increases. Pupils enjoy and experience new sporting competitions and festivals/enhance social skills such as teamwork, communication, perseverance, values etc.	Funding to be allocated at the beginning of the year for transport and calendared so all staff aware of timetabling. Level 2 tournaments to be attended by class teachers / HLTAs where possible. Sports day model will continue to be developed and adapted as required
Maintain boys and girls football teams in the Bicester League.	Maintain teams in the league.		Pupils understand teamwork in a range of mixed games All pupils engage in sport regardless of ability.	Maintain link with NOSSP and continue to participate in festivals and competitions throughout the year