

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.

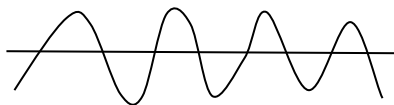
***This year (2019/20) Corona Virus led to DfE school closure on 20 March, resulting in a loss of 14 weeks pupil contact time. Therefore, some actions were not completed; these are highlighted to indicate that they were a direct result of Coronavirus. Equally new evidence and impact has been recorded, linked to home learning.***

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• KI1 Introducing a sport whole school led to high uptake (skipping).</li> <li>• KI2 The redesigned PE curriculum working within 3 key areas of intent 1 - Becoming a better mover 2 – 21Century Skills 3 – Engage and excite.</li> <li>• KI2 The implementation of PE home learning through year groups websites, and ClassDojo as a communication tool.</li> <li>• KI3 Increasing NQTs confidence and knowledge.</li> <li>• KI4 Children have access to 30 different extra-curricular sport options and 34 physical activity clubs overall, football being the most prominent.</li> </ul>	<p>Previous areas identified for development in 2019/20</p> <ul style="list-style-type: none"> <li>• KI1 Increased uptake of the daily mile – <i>achieved. KS1 classes using big playground to complete laps.</i></li> <li>• Increased regularity of Change4Life clubs across EYFS/KS1/KS2 – <i>requires a new action plan. Parent engagement was low.</i></li> <li>• Using Integriss to track activity levels – <i>Tested, however was inflexible. Research other monitoring software.</i></li> </ul> <p>2020/21 areas for further improvement</p> <ul style="list-style-type: none"> <li>• Complete year group planning following the new 3 areas of intent</li> <li>• Introduction of the new PE assessment tool with ICT to support.</li> <li>• Whole school physical activities each term (skipping, dance, 4 square etc based on current trends)</li> </ul>

***As a result of Corona Virus the below figures were reported by parents following an online consultation. Year 6 testing was due to take place in the summer term. For this reason, the results are not accurate. We predict the below results are lower than expected because parents were asked to err on the side of caution.***

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Action Plan and Budget Tracking

Academic Year: 2019/20		Total fund allocated: £20,780	Date Updated: 20/07/20	
<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: (40%)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Emphasis on 15 minutes of movement a day that excites and engages all chn. Each class teacher had the flexibility to choose activities most appropriate for their class.</li> <li>Change 4 Life Clubs (C4L) / structured activity /adult initiated play.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Mile route for all year groups to use.</li> <li>Skipping workshop day.</li> <li>The 2019/19 next steps of a parent job advert were followed through without success.</li> <li>PE Co led a break-time activity session with TLSAs to increase the amount of structured activity/led play during playtimes.</li> <li>PE Co facilitating play each lunchtime</li> </ul>	£ 8312 PPESP	<ul style="list-style-type: none"> <li>Teachers have reported chn are more engaged and excited with the flexibility of changing the activity eg a tag game in place of the Daily Mile.</li> <li>New activities allow for more social interaction/communication.</li> <li>Daily Mile allows chn to measure improvement and know that with practise they can improve their personal best.</li> <li>Promotion of healthy active lifestyles.</li> <li>Independent movement is positive on emotional wellbeing, allowing time for reflection and mindfulness.</li> <li>More physically, and socially active chn on the playground.</li> <li>Skipping workshop and the introduction of class 'big skipping ropes' and Key Stage individual ropes led to a spike in activity. 30 individual ropes each playtime would be in use alongside the class</li> </ul>	<ul style="list-style-type: none"> <li>DM chn reps in each class to encourage daily participation</li> <li>Recognition in assembly for improving Personal Bests</li> <li>Introduce a calming strategy after completion of the mile/15mins to combat a reported spike in energy levels after DM. Consider that all chn need to learn how to regulate their energy/attention levels, doing it whole class rather than individually is effective for all.</li> <li>Upskill Year5/6 pupils (including those already acting as buddies) to assist and run their own C4L clubs. Chn will become independent learners and effective leaders.</li> <li>Training sessions for TLSAs on activities that fit with the whole</li> </ul> 

	<ul style="list-style-type: none"> <li>with various year groups.</li> <li>• Introduction of Music Monday and Funky Friday where the playground had music for dance.</li> <li>• Skipping workshop that gave new ideas of skipping games to play.</li> </ul>		<ul style="list-style-type: none"> <li>big skip ropes.</li> <li>• Smiles on faces, as chn dance individually, in groups and with adults to music on the playground. EYFS in particular enjoy following the portable music around the playground 'Konga style'</li> <li>• SEND chn particularly focus on Music Mondays/Fridays making requests for songs.</li> </ul>	<p>school approach.</p>
<ul style="list-style-type: none"> <li>• Extra-Curricular Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the options available so there is a physical activity club that appeals to every child.</li> <li>• Promote community club links. Club providers linked to community set-ups.</li> <li>• PPG/Low income able to access physical activity clubs.</li> <li>• Clubs are financially self-sufficient and that equipment is replenished through the profits of the clubs.</li> </ul>		<ul style="list-style-type: none"> <li>• Parent voice is positive in regards to the breadth of clubs available.</li> <li>• The Vineyard offers 35 weekly physical activity opportunities over the academic year, covering 30 different sports.</li> <li>• New opportunities include hockey, handball, rugby for KS1, skipping and skateboarding.</li> </ul>	<ul style="list-style-type: none"> <li>• To establish a booking tool that allows parents to book onto and pay for clubs without needing to contact the PE co/the school office.</li> <li>• Review the lettings policy so that providers offer % of places discounted to PPG/low income.</li> <li>• PE Co Lead to initiate conversations with families of chn from PPG/low income/those not part of physical activity clubs, to encourage meeting the expectation of 30 minutes a day of activity in and outside of school.</li> </ul>
<ul style="list-style-type: none"> <li>• Walking/Scooting/Skateboarding/Bikeability</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure chn are best placed to succeed and benefit from the training offered. Chn who don't/predicted not to make the required level to be supported by PE Co</li> </ul>		<ul style="list-style-type: none"> <li>• Chn can travel to school safely (walking, scooting, cycling). Independent travel and exercise for years 5&amp;6. Extension of activity outside of school e.g. bike rides with friends. The schemes develop self-esteem &amp; belief allowing independence.</li> <li>• To use public transport and walking as the preferred method of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify chn via questionnaires that require support before the training starts.</li> <li>• Introduce cycle and scooter extra-curricular clubs to develop a culture of independent travel.</li> </ul>

			transport for PE trips. Chn to take an active part in planning a journey.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				20%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Redesigned PE curriculum with 3 intentions 1- To become a better mover 2- Equip chn with 21Century skills 3- Engage and Excite and a new lesson template.</li> <li>Curriculum fitting into local Richmond School Sports Partnership and Sports Development Competitive pathway.</li> <li>New Swimming school partner linked to Swim England</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with Kingston University Participation Specialist.</li> <li>Developed the curriculum using elements of the Fundamental Skills Model and assessment using the Athletics Skills Track</li> <li>Governors presentation to present and approve the new PE vision.</li> <li>Whole school staff meeting to present the PE vision.</li> <li>Drop in session of teachers wanting to discuss their year groups PE curriculum.</li> <li>Linking with teaching member of staff to co-lead on PE for sustainability.</li> <li>Devising a new assessment tool for the 3 areas of intent.</li> <li>Attending a new swim school (Isleworth Leisure Centre), which has a larger capacity for beginner swimmers. Following the Swim England award scheme.</li> </ul>	£4156 PPESP	<ul style="list-style-type: none"> <li>Chn are engaged and excited. Chn are thinking and making decisions through child centred schemes of work.</li> <li>Participation is high and competitiveness is rising as skill levels improve.</li> <li>Chn are using a wider range of equipment.</li> <li>Chn are committed to PE and have a desire to improve.</li> <li>Teachers feel confident with the new lesson template saying it is clear and simple to follow. Tch particularly like and feel confident that a lesson can focus purely on one of the 21Century skills rather than always needing to be physically skill based.</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the additional (subsidised by parents) sports/activities to the curriculum for each year group. For example EYFS – Ballet, Year 1 – Karate, Year 2 Bikeability Level 1, Year 3 – Swimming and water safety, Year 4 Parkour, Year 5 Karate Year 6 Yoga/Canoeing. Basic first aid for year 5/6 – <b>In light of the extra work SLT and Governors had this model was not passed but will carry through for approval in 2020/21</b></li> <li>Complete schemes of work across all year groups following new lesson template.</li> <li>Revise and assess new curriculum after 2020/21</li> <li>Apply for AfPE award 2021</li> <li>Apply for Sports Mark award 2020</li> <li>Apply for Healthy Schools Award 2020</li> </ul>

<ul style="list-style-type: none"> <li>Health &amp; Wellbeing Promotion</li> <li>Active Curriculum</li> <li>Increased visibility</li> </ul>	<ul style="list-style-type: none"> <li>Continue partnership with catering company Raddish to build a positive message about healthy bodies.</li> <li>Respond to CPD opportunities and send teaching staff/curriculum leads on courses.</li> <li>Notice boards in prominent places in and around the school.</li> </ul>		<ul style="list-style-type: none"> <li>C4L Sugarsmart campaign publicity material went out to KS1, the linked tooth brushing kits were due to go out in the summer term linked to Healthy Me jigsaw piece.</li> <li>Veg Power campaign ran in the KS2 canteen up until March. Chn were challenged to defeat veg by eating the weekly advertised vegetable. TV ads were played in the canteen each Friday.</li> <li>Raddish Chef ran a weekly AM extra-curricular cooking lesson for upper KS2</li> <li>Year group specific PE learning journey maps displayed in each classroom Knowledge Organiser</li> </ul>	<p>Neither of the bodies would issue new awards saying that schools could stay on the award they were last on without submitting new evidence.</p> <ul style="list-style-type: none"> <li>Assessment using the Athletic Skills Track to take place in Sept 2010</li> <li>Jigsaw PSHE units of healthy to be delivered with PE Co Lead so a direct link is made in the children's minds between PE/physical wellbeing and healthy eating. This was due for summer term</li> <li>Timetabling in September should include the use of the Active Planner which highlights which lessons have more/less activity. Eg how much time is spent at the table, how often do they get up to use resources. Art can be a more active subject than literacy.</li> <li>Teachers to then re plan their timetable so that movement is included in the day eg standing and writing, moving to the carpet.</li> <li>Develop a way to recognise external sporting achievements.</li> </ul>
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<ul style="list-style-type: none"> <li>SEND CPD</li> <li>Teaching Staff knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Discussion around EHCPs and 1:1 practical examples of ways to adapt PE lessons whilst supporting the teacher.</li> <li>PE Co to lead sessions in specific sport knowledge. Requested by staff.</li> <li>Teaching workforce to share their sporting abilities, talents and knowledge (dance and yoga)</li> </ul>		<ul style="list-style-type: none"> <li>Character and resilience has been developed in some chn that were often failing at their PE task. Chd specific adaptations made during PE and OT sessions.</li> <li>New and varied opportunities in OT club.</li> <li>New Boccia and Boxing break time clubs set up to support SEND</li> <li>Chn receive a confident lesson with appropriate progressions.</li> <li>New and exciting ideas added to planning by teachers with different skill sets.</li> </ul>	<ul style="list-style-type: none"> <li>PE Co to work alongside teachers with SEND in their class where the differentiations on the planning isn't meeting their specific need.</li> <li>Recruitment process to include questions around PE and active timetable planning.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				(Happens as a result of KI1)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>See KI1 Extra-Curricular for evidence.</li> <li>See KI2 Redesigned PE Curriculum for evidence.</li> </ul>				
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				(10%)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £2078 PPESP	Evidence and impact:	Sustainability and suggested next steps:



<ul style="list-style-type: none"> <li>Competitive Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Mirror the curriculum to the competitive pathways available in Richmond/London.</li> <li>Ensure clubs also reflect competitive pathways</li> </ul>	<ul style="list-style-type: none"> <li>Sports Development Tournaments, Swimming Gala and leagues £850</li> <li>RSSP Partnership (School games pathways competitions) £1000</li> </ul>	<ul style="list-style-type: none"> <li>Hockey club started and the school put forward a team to take part in the Quick sticks RSSP competition (1 year earlier than action points). Club linked to Sheen Hockey Club</li> <li>Entered 4 sports development tournaments (swimming, netball, rugby and football).</li> <li>Entered 4 leagues (netball, boys football, girls football and rugby).</li> <li>Entered 4 RSSP events (Y4 football, dodgeball, cross-country, sportshall athletics).</li> <li>Entered EFL Cup hosted by Brentford FC (linked via extra curricular club)</li> <li>Entered 4 knights basketball events</li> </ul>	<ul style="list-style-type: none"> <li>Enter key steps gymnastics in 2020</li> <li>Enter girls year 6 cricket 2020</li> <li>Enter year 5 mixed cricket 2020</li> <li>Enter year 3/4 tennis 2020</li> <li>Run a Y1,2,3 cricket competition for the cluster 2021</li> <li>Run a Y5/6 Lacrosse competition for interested schools 2021</li> </ul>
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