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| <b>Academic Year:</b>            | 2019-20   |
| <b>Total Funding Allocation:</b> | £18009.55 |
| <b>Actual Funding spent:</b>     | £19799.51 |
| <b>Amount c/fwd:</b>             | -£1789.96 |

### **PE and Sport Premium Action Plan**

| <b>Indicator 1: The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles</b> |   |                          |   |
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| <b>Objective</b>  | <b>Key Actions</b>  | <b>Allocated Funding</b> | <b>Anticipated Outcomes</b>   |
| Increase physical activity levels at lunchtimes to help children reach 30 minutes daily exercise target.                | -Sports Coordinator to run clubs at lunchtimes and after school   | £1900                    | By providing these opportunities at lunchtime, children will be able to exercise in organised play to hit their daily exercise target and develop a love of exercise.                       |
| Increase children's physical activity levels at lunch by introducing them to new sports by trained coaches.             | -Sports coaches paid to deliver lunchtime session<br>-lunchtime staff to shadow to develop knowledge of sport to then implement at lunchtime          | £850                     | Children exposed to a new sport that will develop a love of exercise and motivate them to join a club. Support staff to up-level skillset to be able transfer sports into formal games zone |
| Increase physical activity levels at lunchtime by providing equipment to engage the children.                           | -Purchase additional equipment<br>-Train lunchtime supervisors on how to run these<br>-Other staff to then be trained by Sports Coordinator following | £35                      | Reduce behaviour issues at lunchtime and promote organised play whereby children develop a love of fitness and learn good   |

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|   | Effective Playtimes course  |                          | sportsmanship.   |
| Increase physical activity levels at lunchtime by engaging the children in games through the use of the Anomaly boards                            | -Purchase Anomaly boards<br>-Train lunchtime supervisors on how to use the boards to set up the games   | £10900                   | Reduce behaviour issues at lunchtime and promote and organised play whereby children develop a love of fitness and learn good sportsmanship. Engage children in additional physical activity |
| Increase physical activity levels throughout the day to help children reach 30 minutes daily exercise target.                                     | -Child Sports Leaders appointed<br>-Sports Coordinator time to deliver a physical activity at the end of break and lunch  | £530                     | By providing these opportunities throughout the day, children will be able to exercise regularly to hit their daily exercise target and develop a love of exercise.                          |
| Offer children the opportunity to take part in a bikeability week to increase their confidence and knowledge of how to cycle safely on the roads. | -Liase with company on dates<br>-Encourage Year 5/6 children to get fully involved.   | £50                      | Increase children's confidence on the road and encourage them to be more active by cycling to places.  |
| <b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>                             |   |                          |  |
| <b>Objective</b>  | <b>Key Actions</b>  | <b>Allocated Funding</b> | <b>Anticipated Outcomes</b>  |
| To share children' success in PE and sport.   | -Announcements made in assemblies<br>-Celebrations of achievements and clubs on PE display boards, in newsletter and on social media page<br>-Head teachers award to be completed by Sports Coordinator | £0                       | Profile of PE to be raised and participation in sport to increase.   |

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| To provide children opportunities to compete against their peers.  | -Organise annual sports day<br>-Notify staff and parents of arrangements<br>-Check PE cupboard is stocked with required equipment<br>-interhouse competitions to be organised | £0  | Children and parents to support the sports day. More children interested in sport and increasing their activity levels.                       |
| To begin to develop Sports Leaders in Year 6 to help organise events and run Sports Day                              | -Train children to become Young Leaders<br>-Ensure they are announced in assembly<br>-Meet regularly with them to discuss new PE ideas  | £30   | Sports Leaders have the opportunities to plan, organise and set up games and activities to offer more sporting opportunities for their peers. |
| To develop house captains and deputy house captains  | -train children to become house captains and deputy house captains<br>-Meet regularly to arrange interhouse competitions  | £30   | Deputy house captains have opportunities to lead on sports day events and other competitions  |
| To ensure that the equipment used to teach PE is of high quality   | -new mats bought for teaching gymnastics which allow better quality teaching  | £390  | PE lessons will be more effective and of a higher standard as the correct resources are available for teaching                                |
| <b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport</b> |   |   |   |
| <b>Objective</b>   | <b>Key Actions</b>  | <b>Allocated Funding</b>                            | <b>Anticipated Outcomes</b>   |
| To upskill teachers in specific sports by providing CPD courses in line with MK School Sports Partnership.           | -Course dates to be confirmed<br>-Staff to be assigned<br>-MK School Sports partnership to deliver in house training to staff   | Part of the MK School Sports Partnership cost £1200 | Upskill staff to increase confidence of teaching sports across the key stage.   |
| To upskill teachers in delivering specific sports  | -curriculum plans bought which show lesson pathways, resources  | £400  | Upskilling staff in specific subject knowledge will increase the quality  |

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|  | needed and describe activities  |                          | of PE lessons being delivered.   |
| PE coach to team teach with specific staff to increase confidence in specific sports.                                    | -Timetable team teaching<br>-Arrange feedback discussions to consider next steps in planning sequence   | £0                       | Upskill staff to increase confidence of teaching sports across the key stages.   |
| Upskill lunchtime supervisors to be able to run effective games sessions   | -School to sign up to course<br>-Sports Coordinator to train Midday staff   | £9                       | Lunchtime staff feel more confident in organising games and physical activities to engage children and reduce the number of behaviour incidents. |
| <b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>                         |   |                          |  |
| <b>Objective</b>   | <b>Key Actions</b>  | <b>Allocated Funding</b> | <b>Anticipated Outcomes</b>  |
| Increase the number of sports on offer for extra-curricular activities in school.  | -Identify popular sports amongst children.<br>-Engage More staff engaged in delivering extracurricular clubs<br>-More children participating<br>-Wider variety of clubs offered | £0                       | Children's engagement in sport and PE to increase. More children reaching their daily exercise target.   |
| PE stock replenished to ensure all sports are equipped with the correct equipment to be able to offer a range of sports. | -Stock check to be completed<br>-Equipment and long-term plan to be mapped out<br>- Stock requested and purchased through SLT and school office                                 | £700                     | More sports able to be taught during PE lessons, exposing children to more sporting opportunities to help develop their interest.                |
| <b>Indicator 5: Increased participation in competitive sport</b>   |   |                          |  |
| <b>Objective</b>   | <b>Key Actions</b>  | <b>Allocated Funding</b> | <b>Anticipated Outcomes</b>  |
| Membership of Milton Keynes School Sports Partnership.   | -Allows us entry into Level 2 competitions.<br>-More competition offered for  | See Above                | More competitions offered. Children exposed to a wider range of competitions. Links with   |

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|  | <p>children.</p> <p>-Links made with neighbouring schools and clubs to encourage friendlies and external club links.</p>   |   | <p>neighbouring schools and clubs made to encourage more friendlies and links with clubs.</p>   |
| <p>Running costs of school minibus for sporting events.</p>                            | <p>-PE coordinator to book in competitions at the start of the year.</p> <p>-PE coordinator to arrange with member of staff to drive teams and cover where needed.</p> <p>-Funding available for transport to fixtures and competitions.</p> <p>-Travel costs covered so teams have the opportunities to enter more competitions and friendlies.</p> | <p>£1500</p>  | <p>More children take part in competitions.</p> <p>More children engaged in sport.</p> <p>Children develop positive relationship with members of staff supporting them during the competition.</p> <p>Children become fitter/healthier individuals and learn other attributes for example teamwork, communication, pride etc...</p> <p>School has the capacity to enter more competitions and offer more competitive opportunities to more children in a wider range of sports.</p> |
| <p>Arrange more friendlies and make more club links on both weekdays and weekends.</p> | <p>-PE coordinator to contact neighbouring schools and clubs</p> <p>-PE coordinator to all available competitions to make links with other schools an external clubs.</p> <p>-Ensure transport is available.</p>   | <p>Cost included in above transport and staff costs</p> | <p>Increase engagement and participation. Profile of sport raised in school. Wider range of sports offered competitively.</p>   |
| <p>Enter additional competitions with</p>  | <p>-Make contacts with neighbouring</p>  | <p>Cost included in above transport and</p>             | <p>Links with external clubs made.</p>  |

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| neighbouring schools or in the local community to create additional sporting opportunities. | schools to network<br>-Contact local clubs to enquire about any additional competitions held.           | staff costs | More competition offered so children more likely to sign up for clubs.                         |
| Assign staff to take children to fixtures to create additional opportunities to compete.    | -Timetable staff<br>-Book out calendar with fixtures<br>- Confirm attendance at games and competitions. |             | More competition provided and more opportunities for children to develop their skills offered. |

## PE and Sport Premium Impact Review

| <b>Indicator 1:</b>                              |  |                           |  |  |
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| <b><u>Key Actions Taken</u></b>                  | <b><u>Actual Outcomes</u></b>  | <b><u>Actual Cost</u></b> | <b><u>Impact (School, staff pupils)</u></b>  | <b><u>Sustainability/next steps</u></b>  |
| Sports Coordinator to run clubs at lunchtimes    | 4 lunchtime clubs (Tues, Thurs, 2 x Fri) were run from Sept to March   | £2820.48                  | The number of places available at clubs was increased. The timing allowed all children to participate. Therefore, more children were able to participate   | Continue for next year   |
| Sports coaches paid to deliver lunchtime session | External Korfball Club was run during lunchtimes from Sept to March<br><br>Quidditch Day - delivered by Sporting Dreams on the 16.09.19. Supply of one sports coach on the day to run a Muggles Quidditch. | £324<br><br>£300          | Children were able to take part in a sport not offered through the curriculum. Due to the timing of the club, all children had access. The club allowed children to take part in a non-competitive manner but the school Korfball team also entered competitions and won the Korfball league. The children were able to experience a new sport - Quidditch | Continue Korfball for next year<br><br>Review the provision of clubs and determine whether the skills of school staff have been improved to allow them to deliver these sessions |
| Support staff to shadow to                       | SLT monitored the playground   | Included in               | Support staff skills have been developed   | Review lunchtime rotas and ensure  |

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| develop knowledge of sport to then implement at lunchtime   | where Korfbal was delivered. All support staff assisted during PE lessons alongside coaches or teachers.  | costs above | and knowledge has improved<br>Staff report increased confidence in engaging children in activities   | that playground staff can transfer these skills to lunchtime provision  |
| Purchase the Anomaly boards<br>Train lunchtime supervisors on how to use the boards to set up the games | Anomaly boards have been purchased and installed<br>Boards are on during lunchtimes to allow the children to engage in additional physical activities (Sept to March)   | £10899      | Behaviour incidents at lunchtime have been reduced (see statistics included below). Children are engaged in purposeful play. Links can be made to additional curriculum areas, such as English and maths. Boards could not be used during Covid opening due to playground zoning. Retraining to be key for new year  | Retrain staff in how to use the boards and ensure that games are available to the children<br>Ensure that the staff on the foundation playground also know how to use the boards and use them to engage children in purposeful play |
| Purchase additional equipment   | Equipment has been replenished to allow purposeful play<br>Equipment has been monitored and maintained by MDS   | £399.55     | Children able to engage in purposeful play at lunchtimes<br>MDS have been given responsibility for specific zones of the playground and have developed their skills in engaging children in purposeful play  | Continue to monitor and replenish equipment as needed   |
| Train lunchtime supervisors on how to run activities designed to promote purposeful play                | MDS have been assigned areas to lead on specific activities.<br>MDS have taken responsibility for the equipment in each area and have been proactive in replenishing this<br>MDS have developed their skills in delivering activities designed to engage children in their zone<br>One MDS completed a course on engaging children in story telling | £36.16      | MDS have become more confident in their areas<br>MDS have promoted positive play within their zones<br>Children are engaged in more purposeful play<br>Less behaviour incidents were reported during lunchtime between Sept 19 and March 20 (302) than the same period of time the previous year (485)<br>One member of staff is training in positive play | Continue to prioritise CPD next year  |
| Child Sports Leaders appointed  | Year 6s were trained to deliver games during lunch<br>Y6 children were seen interacting in a positive manner with the   | £27.65      | Children are trained and have the knowledge and skill to fulfil the role given with confidence<br>Younger children were engaged in   | Continue the programme<br><br>Reappoint new leaders for Sept 20   |

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|  | younger children  |         | purposeful play and had positive role models<br>Self esteem of Y6 children who were chosen was increased  | Summer term 2021, train the Y5 children ready for launch in Sept 2021                                   |
| 10 min run at end of lunch daily. Stop watches and score sheets used to monitor progress for individual classes        | 10 mins run completed daily. Stop watches used and score sheets handed out<br>Classes were completing the score sheets to show how many minutes of additional exercise had been completed | £391.30 | Classes have taken part in the 30minutes of daily exercise and recorded this on score sheets provided by sports coach<br>Not all children were willing to participate in the run at the end of lunchtime and staff time was required to ensure that this was enforced | Continue provision from Sept<br><br>Daily run and its impact on the pupils to be reviewed for Sept 2020 |
| Complete Balancability workshop with Year 1s   | Balancability delivered a session to Year 1s  | £0      | All Year 1 children were able to sample a new activity<br>The children enjoyed the experience<br>Many were inspired to bring their bikes and scooters to school following the session   | Rebook for next year<br><br>Discuss the possibility of including additional year groups                 |
| Bike Week - April 2020   | Not able to complete due to Covid-19  | £0      | Not able to complete due to Covid-19  | Rebook with the council for next year   |
| <b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</b> |   |         |   |   |
| Announcements made in assemblies   | Children's certificates, medals and trophies were shared in assemblies  | £6.98   | Children's sporting achievements are shared.<br>Other children become aware of clubs and sports that they could participate in.<br>The profile of sport is high   | Continue to celebrate sporting successes  |
| Celebrations of achievements and clubs on PE display boards, in newsletter and on social media page                    | Sporting news is shared with parents via our newsletter (The Chronicle) and Facebook<br>Sporting news is celebrated in school through the displays in the entrance hall and in the hall   | £0      | Children's sporting achievements are shared.<br>Other children become aware of clubs and sports that they could participate in.<br>The profile of sport is high   | Continue to celebrate sporting successes  |
| Head teachers award to be completed by Sports Coordinator  | Individual children are celebrated for their achievements in sport in Friday celebrations assemblies  | £0      | Children's sporting achievements are shared.<br>Other children become aware of clubs and sports that they could participate in.   | Continue to celebrate sporting successes<br><br>Ensure that all aspects of positive                     |



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|  | A variety of sporting achievements are celebrated e.g. sportsmanship, achievement, effort and perseverance   |                              | All qualities that make a good sports person are valued - including attitude and effort<br>The profile of sport is high   | participation in sport are celebrated  |
| Organise annual sports day   | Unable to hold a traditional sports day due to Covid-19<br>Sports day held in school in bubbles with events that could be completed at a social distance<br>Events also designed to be completed at home | £0                           | Children in school enjoyed a range of sporting activities<br>Children at home were able to submit results from the same activities<br>All children who participated were given a virtual certificate<br>Engagement was high and the reports from children and parents were all positive<br>19 children took part from home. This included children from across the school | Annual sports day planned for 2020/21<br><br>If this is still not possible, virtual event to be considered again |
| Check PE cupboard is stocked with required equipment   | PE audit of resources has been undertaken<br>Good quality sports equipment is in place to teach all curriculum aspects effectively   | £722.83                      | Children have access to good quality sports equipment<br>Children are taught to use the equipment safely and effectively<br>The quality of PE lessons is not impacted by the equipment available  | Continue to audit regularly and replenish as needed  |
| Dodgeball Interhouse Competition   | Competition completed by whole school<br>An awards assembly was held   | £0                           | Children had the opportunity to take part in competitive sport<br>Staff and children participated<br>Profile of competitive sport was raised in school  | Plan and deliver further competitions during the next academic year  |
| <b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport</b> |  |                              |   |  |
| Sports Coach attend a playground sports course   | Attended course<br>Effective CPD for sports coach  | Part of the MK School Sports | Sports coach own knowledge refreshed<br>Knowledge from course was shared with members off lunch time staff<br>MDS were then able to put strategies learnt into practice and their confidence in engaging children grew<br>Engagement in lunchtime positive play increased   | Continue to prioritise CPD for MDS and other members of staff  |

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|   |  |                              | The number of lunchtime incidents decreased (see above for figures)   |   |
| MKSSP delivered session with teaching staff   | Staff attended training session and received help with delivering lessons during school time   | Part of the MK School Sports | The staff who attended the training course gained confidence in delivering PE sessions and their knowledge of certain sports and exercises developed  | Enrol in the package for next year  |
| Curriculum plans bought for all staff to access                                       | Plans available detailing progression in key elements of PE purchased (gymnastics)<br>Plans used by non-PE specialists<br>Staff subject knowledge was developed through using the plans  | £350                         | Staff subject knowledge was developed through use of the lesson plans<br>Staff confidence in teaching PE increased<br>As a result, children received high quality PE lessons  | Consider purchasing packs for other aspects of PE   |
| PE coach to team teach with specific staff to increase confidence in specific sports. | 3 members of staff identified as requiring support from sports coach<br>Team teaching occurred weekly during the first half of Autumn<br>During the second half of Autumn and Spring (until March), drop ins were occurring  | £1410.24                     | Skills of teachers developed and improved through observation of, and teaching team with, sports coach<br>Teachers confidence in teaching PE increased<br>Children received high quality PE lessons.  | Review staffing in September and identify those who would benefit from additional support<br><br>Timetable to be put in place for support |
| Upskill lunchtime supervisors to be able to run effective games sessions              | MDS have been assigned areas to lead on specific activities.<br>MDS have taken responsibility for the equipment in each area and have been proactive in replenishing this<br>MDS have developed their skills in delivering activities designed to engage children in their zone<br>One MDS completed a course on engaging children in story telling<br>Sports coach completed a lunchtime play course and shared | £36.16                       | MDS have become more confident in their areas<br>MDS have promoted positive play within their zones<br>Children are engaged in more purposeful play<br>Less behaviour incidents were reported during lunchtime between Sept 19 and March 20 (302) than the same period of time the previous year (485)<br>One member of staff is training in positive play<br>MDS had additional training from sports | Continue to prioritise CPD  |

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|  | knowledge from this   |                         | coach who had attended a positive play course  |   |
| <b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>                         |   |                         |  |   |
| Increase the number of sports on offer for extra-curricular activities in school.  | Sports coach ran lunchtime and after school clubs for both KS1 and KS2 (Sept to March)<br>Other staff also ran sports clubs such as netball for KS2 and dance for KS1 | Included in costs above | All children had access to sports clubs both during the day and after school<br>Children had the opportunity to take part in sports that would not be taught to their year group<br>With additional staff willing to run clubs, more children were able to participate | Continue clubs into next year<br><br>Develop staff confidence to run additional sporting clubs          |
| PE stock replenished to ensure all sports are equipped with the correct equipment to be able to offer a range of sports. | PE audit of resources has been undertaken<br>Good quality sports equipment is in place to teach all curriculum aspects effectively                                    | Included in costs above | Children have access to good quality sports equipment<br>Children are taught to use the equipment safely and effectively<br>The quality of PE lessons is not impacted by the equipment available   | Continue to audit regularly and replenish as needed   |
| <b>Indicator 5: Increased participation in competitive sport</b>   |   |                         |  |   |
| Membership of Milton Keynes School Sports Partnership.   | Membership entitled Chestnuts to participate in key sporting events such as challenge days, Korfball competitions, Fit & Fun Festival and Hockey Skills events        | £1700                   | Children benefited from a wider range of sporting opportunities<br>Children were able to compete against a range of other teams<br>Children developed sportsmanship qualities as well as skills specific to the sport  | Continue membership of MKSSP  |
| Running costs of school minibus for sporting events.   | Minibus access allows Chestnuts to participate in a wider range of sporting events  | £225.16                 | Staff volunteer to drive the minibus to sporting events<br>Access to the minibus means children can participate in a wider range of sporting events at a range of different locations  | Continue to use the minibus for sporting events   |
| Arrange more friendlies and make more club links on both weekdays and weekends.  | During the autumn term, friendlies were arranged for the B teams against other local schools and schools within the   | Included in costs above | All children who joined a sporting club had the opportunity to take part in matches either competitively or as a friendly  | Continue to rebook friendlies with local schools and trust schools when deemed safe to do so (Covid-19) |

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|  | trust. From Jan onwards this was limited by the weather and then Covid-19                            |      |  |  |
| Enter additional competitions with neighbouring schools or in the local community to create additional sporting opportunities. | 4 competitions taken part in between Sept and March (Boccia, Football KS1 and KS2 and Cross Country) | £150 | Children's self-esteem grew when selected to represent the school<br>Children recognised that this was an honour and their behaviour had to warrant it<br>Chestnuts sporting profile was raised in the community | Continue to arrange and participate in sporting competitions |
| Assign staff to take children to fixtures to create additional opportunities to compete.                                       | Staff volunteered to take children to the competitions listed above                                  | £0   | Children were given the opportunities to participate in competitive sport<br>Staff provided encouragement and support at the events<br>Children knew the events were valued and that the staff supported them    | Continue to seek support for sporting events                 |

| <b>Swimming information (Year 6 cohort 2019/20) - Meeting national curriculum requirements for swimming and water safety</b>  |     |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | 58% |
| 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  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 58% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 92% |