



Academic Year: September 2017- August 18				Total fund allocated: £10,695
Key indicator 1: Engagement of all pupils in regular physical activity.				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>The ongoing use of breakfast club in the mornings from 8am – 8:45am. Encouraging more children to attend school earlier and engage in activities.</p> <p>Introduce the daily ‘workout’ which allows all children an extra 10 minutes of additional activity per day.</p>	<p>Two members of staff to order the food, prep the food and supervise the children.</p> <p>One staff member to arrange fun activities for the children to partake in.</p> <p>Identify the activities in which the children will complete for the daily workout.</p>	<p>Additional equipment required for the school: £500</p>	<p>Approximately 45 pupils are attending breakfast clubs in the morning which includes a variety of fun activities like speed stacking for example.</p> <p>All pupils involved within the different activities through the session.</p> <p>ALL pupils involved in an extra 10 minutes activity every day.</p>	<p>Aim to retain the amount of children attending breakfast club in the morning and offer a variety of new activities.</p> <p>Daily workout embedded into the school day.</p> <p><b><u>REVIEW</u></b> <b>Through the 2017/18 academic year, all children were given the opportunity to be active through a variety of games in breakfast club. Every child is included in a range of different morning activities in the hall whilst others are eating. The activities still include team games, speed stacks and games which need coordination. The numbers for breakfast club are consistently high.</b></p>

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>Celebration assemblies at the start of every week to ensure the children know the importance of PE and Sport alongside the whole curriculum.</p> <p>To continue to update and raise the profile of PE and Sport within the school through the display boards. For all visitors, parents and children to see.</p> <p>Role model – sporting personality from the GB athletics team to help guide pupils into sport and engage within sports day.</p>	<p>Achievements celebrated in assembly (match results + other achievement across the PE curriculum)</p> <p>Ascertain which sporting personality to invite into the school.</p>	£500	<p>A variety of children will take part in different assemblies to receive recognition for different sporting events.</p> <p>This has seen a large rise in the amount of children available for different sports teams in KS2. The notice boards are consistently full of clubs, matches and results. This allows children to be keen to get involved.</p> <p>The children enjoyed and gained great knowledge from the sporting personality in the previous academic year. This gave children a larger amount of motivation to take part in athletics.</p> <p><b>WIDER IMPACT AS A RESULT OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Pupils are proud to be involved within the assemblies and have their photos placed around the school.</li> <li>✓ There is a large amount</li> </ul>	<p><b>REVIEW</b></p> <p><b>Over the past academic year, many children have had the opportunity to represent Whitehill in many different games and sports. Children are given the opportunities in celebration assemblies to share their experiences whilst receiving certificates.</b></p> <p><b>Currently, Whitehill Primary School is a trusted member of Take Pride. Take Pride are an outside company that work alongside schools to teach understanding and skills to children and staff depending on the sport or activity. They promote a mixed variety of inter-school events and festivals throughout Gravesham which gives the children an opportunity to show the skills which they have learnt in their PE lessons or from the Take Pride taster sessions.</b></p> <p><b>With the extra-curriculum</b></p>

			<p>of children attending clubs outside of school which is allowing them to become more active inside school.</p> <p>✓ Increased confidence across the school is being recognised across the curriculum.</p>	<p><b>club list rising, many more children have the opportunity to collect the vital skills and understanding of many sporting activities.</b></p>
Key indicator 3: Increased confidence, knowledge and skills of all staff teaching PE and Sport.				Percentage of total allocation:
<b>School focus with clarity on intended impact on pupils</b>	<b>Actions to achieve</b>	<b>Funding Allocated</b>	<b>Evidence and Impact</b>	<b>Sustainability and suggested next steps</b>
<p>In order for the children to improve their progress, teaching staff need to be up-skilled and be able to relate to the latest national curriculum.</p> <p>2 Teachers and 1 TA will be undertaking the PESS (Level 5 Primary School Physical Education Specialism &amp; Level 6 Award in Primary School Physical Education Subject Leader)</p>	<p>Activities to be differentiated so children of all abilities can access different sporting events and activities.</p> <p>Establish dates for when cover is required for the classroom.</p>	£3300	<p>Better subject knowledge for both classroom teachers and support staff to take a more active role in physical activity.</p> <p>Increased curriculum knowledge in subject specialism enabling the subject leader to lead effective training to other staff.</p> <p>Subject leader to feel more confident when undergoing lesson observations and giving effective constructive feedback.</p> <p><b>WIDER IMPACT AS A RESULT OF THE ABOVE</b></p> <p>✓ Pupils really enjoy PE and Sport and are very keen to participate in it.</p>	<p>Whilst the funding continues, an extra classroom teacher/TA will be placed onto the Lv15/6 Award in Primary School Physical Education.</p> <p>This will lead to sustainability as all staff will feel comfortable in delivering PE and sport both within and outside the curriculum.</p> <p><b><u>REVIEW</u></b>  <b>Take Pride came into Whitehill twice in the last academic year to complete two afternoon CPD sessions which gave a variety of staff the opportunity to up-skill and feel confident when teaching PE. Extra support was offered through the year by the subject lead to</b></p>

			<p>They also show a real desire to learn and improve.</p> <p>✓ Skills, knowledge and understanding of pupils are increased significantly.</p>	<p><b>teachers that were taking physical education activities and felt they needed a boost of confidence. CPD courses were offered online for staff to show interest.</b></p> <p><b>One teacher and One TA completed the PESS course (Level 5 Primary School Physical Education Specialism &amp; Level 6 Award in Primary School Physical Education Subject Leader) whilst one teacher is completing the course this academic year.</b></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
<b>School focus with clarity on intended impact on pupils</b>	<b>Actions to achieve</b>	<b>Funding Allocated</b>	<b>Evidence and Impact</b>	<b>Sustainability and suggested next steps</b>
To continue to offer a wider range of activities both within and outside the curriculum in order to get more children active.	<p>Undertake all extra CPD opportunities through the sports partnership (Take Pride) and LA with an aim to get more staff up-skilled and involved.</p> <p>Continue to compete in Take Pride and developmental festivals.</p> <p>External coaches coming into school to offer support through CPD. This is to allow members of staff to feel confident in teaching the sporting activity.</p>		<p>There are 5 members of staff involved in extra-curriculum activities after school.</p> <p>Gymnastics (21), Girls Football (18), Boys Football (20), Bounce &amp; Beats (10) and Zumba (15).</p> <p>With the high interest in each club, 3 new clubs (wheelchair basketball, rugby and basketball) will be up and running in the near future.</p>	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p><b><u>REVIEW</u></b> As stated in 'Key Indicator 2', the lists for extra curriculum clubs are rising but also, the spaces are filling just as fast meaning a waiting list for Term 2 has already begun for</p>

<p>To continue to offer swimming lessons to Year 3 students.</p>	<p>Arrange a pupil survey to ascertain what pupils would like.</p> <p>Children to continue to engage with the swimming curriculum through their extra-curriculum lessons.</p> <p>To consistently engage with the swimming instructors at Cygnets to monitor progression of all the swimmers. (all abilities)</p>		<p>Children taking part in swimming throughout the year. Boys: 59 Girls: 57</p> <p><b>WIDER IMPACT AS A RESULT OF THE ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Fewer incidents where children forget to bring their PE kit into school as a result to an exciting well taught curriculum.</li> <li>✓ Pupils, who were not interested in physical education at the start of the year, now take part regularly and enjoy the curriculum.</li> </ul>	<p>some clubs.</p> <p><b>Whitehill had 8 extra-curriculum clubs which were spread out over the week which included some kind of movement. These clubs were regularly full and the interest from the children was at a consistent good level. Moving forward an academic year, we look to have 11 extra-curriculum clubs looking to start by the beginning of Term 2.</b></p> <p><b>From September 2017 to July 2018, saw 60 children from Whitehill Primary travel to Cygnets for consistent swimming lessons each week. Whitehill stores spare swimming kit in school that allows children that are from a disadvantaged family to take part in regular swimming activity.</b></p>
<p>Key indicator 5: Increased participation in competitive sport.</p>				<p>Percentage of total allocation:</p>
<p><b>School focus with clarity on intended impact on pupils</b></p>	<p><b>Actions to achieve</b></p>	<p><b>Funding Allocated</b></p>	<p><b>Evidence and Impact</b></p>	<p><b>Sustainability and suggested next steps</b></p>
<p>To introduce additional competitive sports which the children identified from the most recent survey.</p>	<p>Identify staff members to coach and develop the understanding of different sports through clubs.</p>		<p>There are 5 extra-curriculum sports clubs which currently accommodate 82 pupils over a week.</p>	<p>Member of staff to run the wheelchair basketball club.</p>

<p>To continue to promote inter/intra competitions so a large amount of children get involved, especially girls.</p> <p>Focus on the children that do not get much recognition for sporting activities.</p>	<p>Identify staff member to work alongside Take Pride coach in an extra curriculum club.</p> <p>Arrange a variety of friendly competitions – inter/intra school events. To work alongside local sports partnership (Take Pride)</p>		<p>Improved standards within different types of games in curriculum time. (Example: Invasion Games)</p>	<p>To continue to promote the enjoyment and importance of physical education whilst starting up a variety of new extra-curriculum clubs.</p> <p><b>REVIEW:</b> Refer to Key Indicator 2 and Key Indicator 4.</p>
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