

Sept 2016- Aug 2017

Evidencing the use of the PE and Sport Premium funding: Action Plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.

Once completed it should be published on your website.

Sept 2016- Aug 2017

Academic Year:	Sept 2016-Aug 2017
Total Funding Allocation:	£9,750.00
Balance Carried forward from Sept 2015- Aug16	£1,652.50
Available	£5,011.58
Actual Funding Spent:	£6,390.92

PE and Sport Premium Action Plan

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Bikeability	Ensuring we access and use the qualified Bikeability instructor to deliver Level 1&2 road safety training for a select number of pupils. Ensuring that training maximises the pupils taking part whilst catering for their individual needs including those with SEN.	N/A (accessed through SSP funding)	Provide road safety awareness training and encourage young people to cycle to and outside of school. Bikeability supports the ethos, environment and culture of a healthy school and can contribute to:- Attainment. PHSE. citizenship & British values. emotional health & wellbeing. school sport, physical activity & physical literacy. SMSC. cross-curricular opportunities. https://www.youthsporttrust.org/bikeability The possibility of creating a whole school cycle plan.
Develop a cycle plan with local authority and roll out with the purchase of bike storage at Parkside	Liaise with HOD and local authority, pupils and parents.	£1000	Increased profile of cycling to school in conjunction with whole school, PE and bikeability program.
Purchasing of additional outdoor play equipment and grounds work needed for this.	Identify potential land, liaise with SLT, pupils, and parents over funding and design. Investigate match funding streams/ sponsorship to maximise impact and space.	£1500	Whole school impact on pupils' activity levels and behaviour through more focused physical activity and structured play times.
Storage boxes for courts	Utilise funding to purchase boxes which will hold netballs on the courts and outside play equipment	£600	Improve the total number of time pupils are active in lessons. Facilitate the teacher set up time and pupils time to pack away equipment. Allowing better storage and maintenance of balls and additional lunchtime equipment. Encourage pupils and staff to be more active at lunchtime through eaiser allocation and organisation of equipment.

<p>Coaching</p> <p>Specific gymnastics coaching and staff support</p> <p>X2 half term coaching blocks (Badminton)</p> <p>Tennis coaching</p> <p>Sign posting to local qualified coaches and clubs</p>	<p>Utilise sports coaching provided by SSP at school specifically in gymnastics with a local qualified coach that will inspire pupils and staff in teaching gymnastics. This will help embed high quality PE and make sustainable for the future.</p> <p>Utilise other programmes of coaching provided ad-hoc during the academic year on request.</p> <p>Utilise contacts of SSP to sign post coaching that can be guided by your school's specific needs but we would encourage using coaches to support curriculum delivery.</p>	<p>£2000.</p>	<p>This supports each school to;</p> <ul style="list-style-type: none"> - Provide high quality PE and/or enrichment sessions by having well qualified local coaches in your school. - Complement your existing delivery and be used to expand your existing offer or used to support teacher development. - Enable the most able to attain high standards of performance. - Support club/school links. - Raise pupil expectations of what more able pupils are capable of achieving and provide them with challenging, competitive activities that lead to high standards of performance. - Improve pupils' fitness by keeping them physically active...engaging them in regular, high-intensity vigorous activity for sustained periods of time. - Utilise expert coaches to work alongside teachers to coach more able students and school teams, holding them to account for the success achieved by students.
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Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>Young Leaders Programme</p>	<p>Utilising SSP to train year pupils to become Sports Leaders. This will equip young people to lead structured sport, deliver sporting competitions to KS1 & 2 with the aim of embedding and expanding the programme within school.</p> <p>Staff encouraged to utilise pupils in School Council meetings and through the Silver Ambassador programme.</p> <p>Pupils utilised at large partnership</p>		<p>This supports SSP in delivery of programme where</p> <ul style="list-style-type: none"> - Pupils work with and lead small groups in a range of physical activities/sports. - Pupils deliver competition for KS1 & 2 and can be utilised in other areas of leadership within the school. - This initiative provides a resource for sports leaders/Young Ambassadors to lead/support in your school. Leadership enhances pupil's personal

	festivals including training. Sports Ambassador programme to raise the profile of PE and sport in school. Continue with current leadership programme and rewards T-shirts.	£400	development and well-being. - Ambassadors deliver specific training sessions to all feeder lower school leaders which build partnerships with feeder schools and allow the students to mentor and act as role models.
Sainsbury's School Games Mark Development	Successfully complete the Sainsbury's School Games Mark utilising advice and assistance with application completion from SSP and this development planning. Enables measurement of the school against other schools provision. Nationally recognised award.		- Provides your school with a method of measuring performance against a nationally created standard. - Embed competitive sport firmly in the school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success.
Purchasing a set of speed stacking cups to be used to develop pupils hand eye co-ordination skills and also social skills in a fun and competitive environment	Identify club and staff from school that could run the session and purchase equipment and promote club	£250	Increase basic motor skills of pupils taking part a fun indoor activity that could assist with building social skills and increasing confidence in physical ability. Impact on other lessons in school.
Purchase cheerleading skirts and additional T-shirts so all pupils performing have access to kit	Investigate prices and possibility of local parent/ business providing help with funding.	£400	Pupils look smarter at fixtures raising the profile of both sports and the Alameda PE department. Parent and pupil feedback.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
Increase knowledge of PE in primary and accountability of PE through attendance at CPD courses. (See coaching SSP)	M Armstrong to attend PE and primary sport funding course and primary PE conference.	£170	Ensure that value for money is achieved for sports premium funding and identify any possible other ways to utilise monies. Keep up to date with current policy and developments in primary PE.
CPD course for PE staff and supporting staff in football, netball, table tennis and dance. .(See coaching SSP)	M Armstrong to discuss with staff and utilise any NGB's or partnership opportunities.	£450	Raise the standards, confidence and provision of PE and school sports delivered to our pupils.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			

Objective	Key Actions	Allocated funding	Anticipated outcomes
Invest in new long jump pit	Contact local schools for recommendations. Discuss work with groundsman and obtain quotes for work.	Approx. £4000 (2k from previous underspending)	Increase number of pupils accessing in lessons and extra curricular school club and quality of athletic program. Offering to lowers school or local middle schools to facility base for Long Jump.
Increase participation of girls to extracurricular clubs by employing cheerleading coach.	Utilising our cheerleading coach to do two lunchtime sessions alongside a HWA (TA) who has a keen interest in dance and also completed training in cheerleading.	£1200	High attendance monitored through registers to club, attending inter school competition, the knowledge of HWa increased in the long term aim of running parts or some session independently.
Indicator 5: Increased participation in competitive sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>Utilise the SSP Competitions</p> <p>School Games</p> <p>KS1 and KS2 competition/festivals on school site</p> <p>SEN competitions and specific SEN sport delivery on site</p> <p>Assembly presentations for winning teams OR any team as requested</p>	<p>Ensure that school supports the competition / festival Festivals focussing on the transition from lower to middle school will be delivered. Allowing for sessions for SEN competitions targeting pupils to compete and develop into county structure. Reward and recognition of success through school Facebook/ newsletter etc.</p>	£2000	<p>This supports and allows pupils;</p> <ul style="list-style-type: none"> - the opportunity to explore leadership, competition and helps pupils to develop lifelong skills through sport. - to have opportunities to participate and compete in school sport to enable the most able to attain high standards of performance. - A better understanding from pupils and parents on the role competitive sport plays in building the whole person, enriching the student experience and improving the school ethos. - Ensure that there is a well-structured and supported competitive sports programme that provides opportunities for all students to participate in competitive sport and stretches the most able. - Develop the partnerships needed to build sporting pathways – from lower school to middle and upper school and with the local and professional sports clubs. - Embed competitive sport firmly in the

			school culture and ethos and make it a central part of school life, involving staff, parents, students and governors, and taking every opportunity to celebrate and reward success.
Community Links	SSP will work with partners around the county to develop links to either sports clubs or community based sports providers. We will aim to lever in additional funding via other organisations to support active links between your school and local clubs. Sign posting to further funding. Talent identification at festivals for pupils.	-	This supports each school to; <ul style="list-style-type: none"> - Increase pupil engagement to support community sports development and provide a natural link for pupils to participate in physical activity. - Help sports clubs to forge meaningful links with their local schools so that students of all ages, gender and abilities compete regularly in sport within and outside of school.
Purchasing of lighting or equipment to support the delivery of gym and dance performance	Secure date on school calendar for performance and utilise cheerleading coach, dance lessons and gymnastic coach to provide pupils and acts.	£	Increase the number of fixtures and/or 'A' and 'B' with specific year groups. Provide an alternative activity other than traditional 'games/sports' to inactive students.
Train additional drivers in order to support the delivery of extra curricular program	Provider established but training to be done ideally in future holiday to minimise impact on teaching.	£1200	Increase number of fixtures and ability to compete in A/ B games. Allow increased opportunity for more students to experience school sport.

Sept 2016- Aug 2017

PE and Sport Premium Impact Review

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Bikeability instructor to deliver Level 1&2 road safety training for a select number of pupils. Ensuring that training maximises the pupils taking part whilst catering for their individual needs including those with SEN.	Record numbers of pupils attending sessions. Excellent feedback from instructors and feedback on their ability to meet the needs of SEN pupils.	2000 SSP	Improving and encouraging 'healthy selfies'. There is evidence of more pupils cycling to school.	A parent/ pupil questionnaire after the session through survey monkey.
Develop a cycle plan with local authority and roll out with the purchase of bike storage at Parkside.	Contact has been made and sample cycle plans now need to be adapted once appropriate storage can be purchased and discussed when next business manager appointed.	NA	MAR made links and contact with Bedfordshire council and is in process of implementing new whole school cycle plan subject to SLT approval.	The development of whole school cycle plan to include additional storage and markings around school.
Storage Utilise funding to purchase boxes which will hold netballs on the courts and outside play equipment.	This has been delayed due to availability of land and secure fencing being put up. It will be carried forward to next years plan.	NA	Increased safety and easier access to the equipment to increase lesson/ extra curricular time.	MAR to meet with business manager once appointed.
Outdoor play equipment Identify potential land, liaise with SLT, pupils, parents over funding and design. Investigate match funding streams/ sponsorship to maximise impact and space.	This has been delayed due to availability of land and secure fencing being put up. It will be in next year's plan.	NA		Liaise with SLT team and governors on potential for whole school developing of the suggested area to include table tennis tables.
Attending Primary CPD.	Golden mile ideas/ plan.	310.00	Ideas such as healthy selfie, golden mile and fitness bags have been planned and will be	KOL- allocated time in the morning to run before school sessions. KOL to develop monitoring systems and to

			<p>implemented in next year's plan for introduction in term 1.</p>	<p>promote in school and outside of school. Twitter 'healthy selfies have already been introduced and was picked up as a real positive in the last Ofsted report. MAr- to liaise with equipment supplier to introduce fitness bags in next School Sports Premium (SSP) spend.</p>
<p>Sports Coaches</p> <p>Utilise sports coaching provided by SSP at school specifically in Gymnastics with a local qualified coach that will inspire pupils and staff in teaching gymnastics. This will help embed high quality PE and make sustainable for the future.</p> <p>Utilise other programmes of coaching provided ad-hoc during the academic year on request.</p> <p>Utilise contacts of SSP to signposted coaching that can be guided by your school's specific needs but we would encourage using coaches to support curriculum delivery, support can</p>	<p>The gymnastic coach supported in lessons and staff created and shared with PE department videos and ideas on teaching our KS2 schemes.</p> <p>The coach assisted in running a gymnastic lunchtime club which was extremely popular.</p> <p>The gymnastic club then led into the first whole school gym and dance display which sold out and was a great success.</p>		<p>There were over two hundred pupils taking part in of performance many whom had not previously represented the school in sport. There was a huge range of pupils taking part providing opportunities from SEN, pupils premium pupils and gifted and talented.</p> <p>The TA within school gained a lot of confidence and has started planning further opportunities for dance. The school has also introduced a new dance option for the yr. 8 pupils.</p>	<p>MAr- to develop other areas of the curriculum in rugby and football.</p> <p>ABU- is to develop girls' football which was poorly supported in school due to staffing issues. MAr will try to assist with FA coaching links where available.</p> <p>MAr- to work with TA's to support further developments in dance.</p> <p>MAr/ LFO- to try to identify possible gymnastics opportunities. This might mean a change to the outside lets currently used in the sports hall in order to attract a resident gymnastic coaching programme.</p>

Coaches- Including Cheerleading (£1570)	Session ran by coach and supported by teaching assistant who leads in dance. Increased confidence of school staff and ability to run larger group sessions.	2442.00	Increased number of pupils taking part in weekly sessions. Increased number of pupils taking part in competition. Greater success in competition.	Continue to monitor and challenge coaches and staff to ensure quality session and ensuring development in the delivery and content covered in each session.
Badminton (£472)			*	**
Triline- Fitness (£400)	Pupils targeted using teacher feedback and baseline assessment data in lesson. Pupils particularly with SEN/ PP were offered the opportunity to attend Tri-line sessions.		The pupils attended the sessions and then had confidence to access the larger Alameda sports clubs. There was also evidence of them attending local sessions run in the holiday camps by Triline.	Continue to grow links with Triline and explore how best to use these sessions to boost pupils targeted and allow them to access the broader extra curricular/ sports provision in and out of school.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Sports Leaders Utilising SSP to train year pupils to become Sports Leaders.	Record numbers of sports leaders and great number of pupils achieving awards.	NA	The leaders have been assisting and proactive in assisting with in school sport and in local lower school festivals.	Continue with awards and allocation of funding for rewards. Utilising the sports leaders into other areas of whole school. The creation of a sport committee and working groups for different projects. Establish a regular planning meeting to monitor impact. Pupils work with and lead small groups in an increased range of physical activities/sports - Pupils deliver competition for KS1 & 2 and can be utilised in other areas of leadership within the school. - Ambassadors deliver higher

Sept 2016- Aug 2017

				quality training session to all feeder lower school leaders which build partnerships with feeder schools and allow the students to mentor and act as role models.
Purchase of dance t-shirt for the gym and dance display.	This replaces the lighting for the gym and dance display in the original plan... It contributed to the success and quality of Alameda's first ever gym and dance display.	398.50	The profile of dance in school and in the local community was increased. A wide variety of pupils took part. This led to the teacher supporting dance seeking two further extra curricular opportunities at Bedford University.	Look into purchasing and storage of dance mirrors for school hall as have longer term benefit.
Purchasing of Pom Poms.	The cheerleading sessions were able to train with poms and this ultimately leads to an improved performance, confidence and success in the school games competition.	395.42	Alameda cheerleaders have gained a number of medals in the school games competition year on year. The number of pupils attending club, representing the school has increased. The cheerleading squad also contributed to the PE open evening and gym and dance displays.	Continue to ensure the pom poms are used and maintained in the lunch time clubs. Seek further opportunities to develop the quality of the session. Introducing a development and squad element to the clubs to ensure progression and opportunities for both recreational fitness pupils and more elite.
Storage/ outdoor equipment.		Ordered autumn term.		This has been moved to next year's budget due to delays with access to space and ground works.
X-country year 4/5	Hosted increasingly popular event.	None		
Sainsbury's School Games Mark Development.	Achieved Gold for the second year running and can apply for Platinum next year.	None	The quality of PE curriculum is measured in this award and provided evidence of a range of overarching achievements. This includes the range of sports offered in curriculum and out of hour sport. It also recognises the school commitment to competitive sport A/B/C teams	Ensure we have evidence needed to apply for Gold and Platinum.

			and sports leaders.	
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<p>Hosting of CPD courses Rugby Ready Badminton Gymnastics CPD Attending Primary PE conference x2</p>	<p>Coaching charter/ guidelines</p>	<p>See above primary course.</p>	<p>A higher percentage of staff from Alameda were able to attend the rugby/ badminton inset due to it being onsite. The inset being arranged on whole school INSET meant all PE staff could assess this. The gymnastics Inset was used in-house in lessons and videos created to show good practice and teaching methods to be used by all PE staff. The PE conference brought about new ideas such as 'healthy selfies' and golden mile. We are also thinking of introducing fitness bags into next years SSP funding plans.</p>	<p>Attend course this year to create or identify other ways of improving the current PE provision. Monitoring success of 'healthy selfies', golden mile. The implementation of fitness bags in next year SSP planned funding.</p>
<p>Coaching/ Badminton Club utilising SSP funding</p>	<p>Club established.</p>	<p>See coaching cost</p>	<p>*Increased numbers of pupils attending after school club with all Alameda session being full. The creation of a lower school club. Link in with Badminton England, local lower schools and the potential to set up satellite clubs accessing approximately £1000 of funding through NGB</p>	<p>**Increasing the numbers of pupils attending lower school club to ensure sustainability. Utilising link with Badminton England to assess funding streams and links for a satellite club.</p>
<p>Rugby Coaching</p>	<p>Links established with local Ampthill Rugby Club. A number of coaches attend to support school Monday sessions on a rotation/ availability.</p>	<p>NA</p>	<p>The school rugby club has grown considerably in size and popularity. The reputation of the school rugby session in the local community is stronger. The school rugby teams are progressing further and winning more fixtures. There is support from management to enter competitions on the back of strong numbers committing to school club nights. There are is specifically girls' rugby sessions delivered each week by the head of the girls coaching team from Ampthill.</p>	<p>Continue to support and get feedback from coaches at Ampthill Rugby Club. Looking at ways to increase this partnership through insets course or links into RFU project. Utilise the agreement of the coaches giving up their time and Alameda then in lieu of this not charging the club for the use of our fields for their Sunday club sessions.</p>

Indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Gymnastic coaching.	Coaching videos created and shared with staff. Additional lunchtime gymnastics club established.	NA	A first gym and dance display with record numbers. The pupils attending showed an excellent range across the spectrum of pupils GT, SEN and PP.	Establishing a gymnastic coach to work in school during gymnastic lessons. The 2 nd gym and dance display. Looking into the potential to get a coach to use alameda as a host school for his/her gymnastics club.
Badminton Racket pack.	Purchased pack.	515.00 (awaiting bursary £250)	School staff trained in use of pack. This is going to be implemented into the programme of study. This pack will also support the development of the current extra curricular clubs and the long term goal of establishing a satellite club.	Ensuring recourses are made available to teacher and sharing of good practice in PE meetings.
Purchasing of speed stacking equipment.	Staff utilising then during lunchtime for one off sessions when the sports hall was not available.	330.00	Selected pupils have access to a different activity broadening their experiences of non - competitive sport and competitive sport.	Utilising the speed stacks in a lunchtime club or after school session. Identifying one staff member to lead on this and then share knowledge with others who have assess to the equipment. Alternatively use the speed stack to be in next years initiative 'fitness bags' to raise the profile of speed stacks. The sports leaders could do a session / assembly. The speed stacks could be used as an alternative wet weather activity for pupils at lunch or break time.
Invest in new long jump pit through contacting local schools. Decision made to re-furbish and improve current pit to allow double	Quotes have been received and recommendations. The actual cost will be approximately £8000.	NA	NA	Allocating funding from this year along with funding from the followings year's SSP in order to complete works.

Sept 2016- Aug 2017

run ups and increase pupils' access.				
Indicator 5: Increased participation in competitive sport				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
Participation and support of SSP competitions.	Increased numbers of pupils taking part in competitions. A more extensive extra-curricular programme.	NA (SSP)	Increased number of pupils attending extra curricular clubs and representing the school in fixtures. A greater range of sports covered.	Continue to access the current SSP competition and explore ways of supporting different events potentially with larger/B/C teams.
Identify and promote School Club links.	Increased links and strengthen existing links with local clubs.	NA	More pupils are able to access clubs with higher quality coaches, in rugby, tennis and badminton. Staff supporting clubs gaining insight and developing their own skill set.	Identifying other clubs and links. Ensuring links are set up and coaches utilised where possible to allow for sustainability by offering Alameda facilities in return for their time given. Identifying ways in which gymnastics coaches may be able to use Alameda as a hub for their own club.

Key

Red- not done

Amber- not completed

Green- completed

Pink- change to funding

The purple text shows a direct link to the provision provided by opting in to the Redborne school partnership.