



# Statement of Intent, Implementation and Impact. Curriculum Overview and Curriculum Spending (Sports Premium)

	<p><b>Vision</b></p> <p>'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p><b>Values</b></p> <p><b>Compassion</b></p> <p><b>Courage</b></p> <p><b>Community</b></p>
<p><b>Motto</b></p> <p>Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p><b>Mission</b></p> <ul style="list-style-type: none"> <li>• Ensure that children are safe and demonstrate compassion for others.</li> <li>• The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected.</li> <li>• Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum.</li> <li>• Encourage inclusively high expectations enabling children to personally and academically thrive.</li> <li>• Deliver an inspirational, creative curriculum to meet the needs of our aspirational children.</li> <li>• Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations.             <ul style="list-style-type: none"> <li>• Create an environment that builds confidence for the school family to grow resilience.</li> <li>• Enable children to persevere on a journey of social, moral, cultural and spiritual growth.</li> </ul> </li> </ul>		

Curriculum Subject: Physical Education

Subject Leader: Ben Moody

Intent	Implementation	Impact
<p>At Newport Junior School, we recognise the importance of PE and the role it has to play in promoting long term, <b>healthy lifestyles and mental health</b>. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their <b>full potential</b> as well as to lead physically active lifestyles. We strive to inspire our pupils through <b>fun and engaging</b> PE lessons that are <b>enjoyable, challenging and accessible to all</b>. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as <b>compassion, courage, fairness and respect</b> as well as providing them with opportunities to take part in competitive sport.</p>	<p>Pupils at Newport Junior School participate in weekly high quality PE and sporting activities. Our PE curriculum incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities after school, in addition to competitive sporting events. This is an <b>inclusive</b> approach which endeavours to encourage not only physical and <b>spiritual</b> development but also <b>well-being</b>.</p>	<p>PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality <b>inclusive</b> physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities, which are <b>broad and balanced</b>. At Newport Junior School, we provide opportunities for children to become physically confident in a way which supports their health and fitness. We have very <b>high expectations</b> for our children, providing opportunities to compete in sport and other activities, to build character and help to embed values such as <b>courage, compassion, fairness and respect</b>.</p>

**Intent**

The PE curriculum at NJS intends to ensure that all pupils:

- become successful learners who enjoy learning, make progress and achieve

**Physical Education:**

- Children develop and apply fundamental movements within every lesson.
- Children are active throughout each PE lesson.
- Children are at the forefront and have direct impact on their learning within lesson and through pupil voice.
- Staff have a clear understanding of the National Curriculum, through regular CPD, the use expert external coaches and whole school curriculum maps.
- Learning is supported and enhanced through a range of curriculum sporting activities e.g. Rugby, football, tennis, gymnastics, athletics, outdoor and adventurous activities.
- Learning is differentiated to support the needs of every child.
- Swimming and water safety is taught throughout KS2 and extra opportunities are taken to continue to improve 25m swimming percentage
- Sports Premium Funding is spent effectively to develop a lasting legacy for PE & Sport at school.
- Cross-curriculum links are made explicit through the whole school focus on outdoor learning and training (Science, Mathematics, topic themed PE)

**Physical Activity:**

- Children are encouraged to be active throughout the school day both inside and outside of the classroom and irrelevant of weather or timetable constraints.
- Staff understand the importance of activity for effective learning
- Children become the innovators of their own activity and active play
- Children feel grounded and sport becomes a support for physical and mental health and wellbeing.

**School Sport:**

- School Sports Premium is used effectively to allow the school to be part of the Telford and Wrekin School Sports Partnership. This means that the children compete not only locally but nationally with events leading to regional representation. The partnership also offers accessible sport for low attainer and SEN/D (Fun/ Accessibly events). This allows all to participate in sport.
- Children compete in various events against their peers throughout the year (House Vs House/ Year V Year competitions).
- Children are provided with a range of sporting activities after school to encourage exposure to new and varying sports.

**Wider Community:**

- Sport and physical activity is inclusive to families within the local community.
- Families and local community are more active with the support of the school
- Wider school sport allows parents and local community to spectate and participate where possible.
- Ensure the WELFARE of our local community (C of E – 3 C's – Courage, Community and Compassion)

Our curriculum intention is to allow students to maximise their potential in Sports, culture and tradition, so that they have every opportunity available when they leave school- professional, personal and aspirational.

**Implementation**

The curriculum is regularly reviewed and revised to ensure that it engages and challenges all our children.

PE is implemented to ensure:

**Physical Education:**

- Subject expertise, through regular CPD & Twilight sessions (for individuals, the subject leader and whole staff) ensures that Physical Education is taught effectively.
- Teachers use various PE Planning documents to support them in their planning, including the PE hub, Val Sabin. These documents are progressive, coherent and apply fundamental movement skills which are year group appropriate.
- Formative Assessment is embedded through regular interventions in class.
- Subject vocabulary is displayed in the hall to support learning as well as begin reinforced by teachers.
- Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sports, Sports Day and Swimming Galas.
- Sports Premium Funding is used to increase physical competency of staff and children and also provides staff with resources and high-quality equipment.
- Children are provided with their full entitlement to Physical Education and teachers ensure that no interventions take place during this time.
- Regular action plans, governor reports and pupil voice continue to monitor and improve Physical Education.

**Physical Activity:**

- Less active children are highlighted and encouraged to live a more active lifestyle, inc. attendance to Cool Kids. After-school clubs provide a wider range of sporting activities.
- Staff implement regular activity each day through active breaks and use of Go Noodle and BBC Super Movers, building up to the implementation of Active 30:30.
- Active playtimes and child led play ensures that all children are mobile throughout the day e.g. Mindfulness, Play leaders, Spring into Summer, Activity Areas, Adult play leaders.
- A proportion of Sport Premium funding is spent to support children's wellbeing and mental health.

**School Sport:**

- Children given the opportunity to compete and competitive sport and represent the school by continuing to increase the percentage of children of children representing school at a sporting event in each year group.
- A wide range of after school clubs are provided for all children.

**Wider Community:**

- Parents and families are encouraged to be involved in Physical Education, physical activity and school sport through sports days and Spring into Summer movements (Weekend Park run).
- Bike/Walk to Work/School scheme in place to encourage all.
- Provide opportunities for parents and local community to spectate in competitive events through the Sport Partnership (Letters/ Half termly Newsletter of events)

**Impact****Physical Education:**

- Regular verbal feedback is given within lessons to praise and ensure children are apply the correct technique.
- Children become stewards of their own learning and support peers to continue to improve and excel. Class teacher ensure this through T&L.
- Understand the impact of Physical activity on their own body (linked to Science topics where necessary).
- Children develop a wider range of subject specific vocabulary (linked to English Action Plan 2019/20).
- Through the Physical Education Action Plan and Governors' Reports, pupil voice and Sports Partnership group meetings, regular reviews can be made to explore the impact of any improvement initiatives.
- Measurable impact of swimming through high (90% or above) swimming percentage over 25m and an increased competitive nature at sport competitions.
- NJS continues to achieve at least "Gold" for the School Sports Award.

**Physical Activity:**

- Children become more active and continue to do so into adulthood.
- Children continue to lead active lifestyles and release the importance of activity to support learning.
- Children become more active during playtimes and are given opportunities take on leadership roles to encourage the next active generation.
- Children become proud of sporting achievements and want to be more active for the betterment of themselves.
- Children feel comforted, a sense of wellbeing and supported with any mental health issues.

**School Sport:**

- Children develop pride for our school and continue to compete in sport competitively and at a more elite level in later life.
- Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport.

**Wider Community:**

- Families and parents attend more sporting events and participate with children.
- Families participate in wider sport and become more active and healthier for the benefit of themselves and the children in their care.

### Year 3 - Planning Map

Autumn	Team Games: Games Skills	Dance: Cheer Leading and Disco
	Swimming	Gym: Stretching, Curling and Arching
Spring	Strategy: Football	Dance: Unit 1
	Swimming	Gym: Pathways
Summer	Strategy: Tennis	Health Related Exercise
	Swimming	Athletics: Throws and Jumps.

End of Year 3 Expectations	
ASPECT	Average age 8years 6 months
Team games	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.
Sending and striking	Keep control of ball-based equipment (eg, a hockey stick) Working effectively as part of a team.
Strategy	Choose tactics/a suitable strategy to cause problems for the opposition.
Dance	Compare, develop and adapt movement and motifs to create movement patterns.
Athletics	Demonstrate a range of throwing techniques using accuracy and power and perform a range of jumps, sometimes with run ups.
Gymnastics	Vary height and speed in a sequence of gymnastic movements.
Outdoor/Adventurous	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.
Performance	Create/perform a sequence of movements showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.
Swimming (Depends upon ability not cohort)	Push and glide with arms extended front and back (Swimming charter level 3).

### Year 3 – PE Vocabulary

Gym: Stretch, curling and arching		Stretching, arching, curling, travel, pathway, roll, slide, shuffle, apparatus, landing, cartwheel, handstand, spring, position, contrasting, demonstrating.
Dance – Unit 1		Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director
Football		Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.
Tennis		Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm
Cheer-leading		Choreography, beat, dance, cheerleading, unison, cannon, dance off, rhythm, side, side step.
Gym: Pathways		Pathways, flexible, direct, explosive, smooth moving, sequence, constructing, rhythmically.
Team Games		Circuit, exercise, teamwork, improvement, send, receive.
Health related exercise		Function, intensities, pulse, stretch, consume, cardio-vascular, muscular endurance, coordination, biceps, abs, deltoids, quads.
Athletics		Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce
Swimming	Beginning	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.
	Intermediate	<b>As above plus:</b> breaststroke, glide, surface dive, jump, on top of the water, underwater.
	Advanced	<b>As the two above plus:</b> Propel, dive, surface, breath, noodle, floats, support, float, sculling, stroke, pull, push, meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival.

## Year 4 - Planning Map

Autumn	Gym: Receiving Body Weight	Dance: Dance Unit1
	Swimming	OAA
Spring	Strategy: Tag Rugby	Dance: dance Unit2
	Swimming	Gym: Balance and change of direction
Summer	Strategy: Badminton	Gym: Rolling and Bridges
	Swimming	Athletics: Running over longer distances and differences with sprinting.

End of Year 4 Expectations	
ASPECT	Average age 9 years 6 months
Team games	Follow rules to play more challenging games. Such as rounders, hockey, non-stop cricket and team tag.
Sending and striking	Throw, catch, strike and field a ball with control and accuracy.
Strategy	Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.
Dance	Improvise and move with precision, control and fluency in response to a range of stimuli.
Athletics	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.
Gymnastics	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.
Outdoor/Adventurous	Respond positively to increased challenges and other team members, showing ability to listen to feedback.
Performance	Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performances.
Swimming (Depends upon ability not cohort)	Travel 10 metres unaided with their feet off the floor (Swimming charter level 4).

Year 4 – PE Vocabulary

Gym: receiving Body Weight		Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.
Dance – Unit 1		Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames.
OAA		Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.
Tag Rugby		Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, compete, evade, pace, pickup, step.
Dance – unit 2		Contact, dynamics, communicate, character, focus, facial expression, floor pattern, formation, level, speed, size, direction, background, ornamentation, facing.
Gym: Balance and change of direction Gym: Rolling and bridges		Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps.
Badminton		Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, bisi, tricks shuttlecock, boundary.
Athletics		Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.
Swimming	Beginning	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.
	Intermediate	<b>As above plus:</b> breaststroke, glide, surface dive, jump, on top of the water, underwater.
	Advanced	<b>As the two above plus:</b> Propel, dive, surface, breath, noodle, floats, support, float, sculling, stroke, pull, push, meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival.



## Year 5 - Planning Map

Autumn	Gym: Functional use of the limbs	Dance: Dance Unit1
	Swimming	Hockey
Spring	Strategy: Handball	Dance: dance Unit2
	Swimming	Gym: Bridges
Summer	Strategy: Cricket	OAA
	Swimming	Athletics: Power and Stamina

End of Year 5 Expectations	
ASPECT	Average age 10 years 6 months
Team games	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.
Sending and striking	Use different techniques and skills to pass, dribble, travel and shoot in ball games.
Strategy	Mark an opponent, player or players, preventing them from gaining possession.
Dance	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.
Athletics	Explain how power and stamina is developed and how this improves performance.
Gymnastics	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.
Outdoor/Adventurous	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.
Performance	Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.
Swimming (Depends upon ability not cohort)	Swim 10 metres unaided, optional stroke. (Swimming charter level 5).

Year 5 – PE Vocabulary

Gym: functional use of the limbs		Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.
Dance – Unit 1		Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style.
Hockey		Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.
Handball		Control, use space, defend, attack, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, dribble, block, screen, steps, double fault, offensive foul, free throw.
Dance – unit 2		Performance quality, dynamics, formations, floor patterns, assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chaîné, retrograde, inversion, instrumentation, fragmentation.
Gym: Bridges		Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical
Cricket		Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive.
OAA		Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.
Athletics		Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.
Swimming	Beginni ng	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.
	Interm ediate	<b>As above plus:</b> breaststroke, glide, surface dive, jump, on top of the water, underwater.
	Advanc ed	<b>As the two above plus:</b> Propel, dive, surface, breath, noodle, floats, support, float, sculling, stroke, pull, push, meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival.

## Year 6 - Planning Map

Autumn	Gym: Spinning and Turning	Strategy: Netball
	Swimming	Parkour
Spring	Gym/Dance: Circuit Training	Tag Rugby
	Swimming	Tennis
Summer	Strategy: Rounders	Invictus
	Swimming	Athletics: Control of speed, strength and stamina when running and throwing.

End of Year 6 Expectations	
ASPECT	Average age 11 years 6 months
Team games	Use and adapt tactics, choosing the most effective one for different situations.
Sending and striking	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.
Strategy	Apply tactical knowledge effectively in attacking and defending situations.
Dance	Move in time to music, creating movements that express the meaning and mood of the piece.
Athletics	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
Gymnastics	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
Outdoor/Adventurous	Lead groups in problem solving, analysing their own effectiveness as a team leader.
Performance	Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.
Swimming (Depends upon ability not cohort)	Swim between 25 metres and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques (Swimming charter level6).

Year 6 – PE Vocabulary

Gym: Spinning and Turning		Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.
Parkour		Parkour, precision jumps, leaps of faith, hurdling, obstacle, the freeze, shoulder roll, minimising impact, skills, circuit, the jam,
Netball		Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking.
Tag Rugby		Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, retain, contest, possession, pressure, support.
Dance – circuit training		Anaerobic, aerobic, speed balance, fitness, multistage fitness test, reversibility, heart rate.
Tennis		Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.
Rounders		Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics, stance.
Invictus		Freeze, stretch, ability, inclusive, engage, inclusion, progression, boccia, challenging, verbal, communication
Athletics		Run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory.
Swimming	Beginning	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, jump, bounce, face in the water, armbands, noodle, floats, support, float, sculling.
	Intermediate	<b>As above plus:</b> breaststroke, glide, surface dive, jump, on top of the water, underwater.
	Advanced	<b>As the two above plus:</b> Propel, dive, surface, breath, noodle, floats, support, float, sculling, stroke, pull, push, meters, distance, back crawl, front crawl, breaststroke, compete, improve, challenge, personal survival.

## PE Action Plan 2019/20 & Record of PE Premium Grant: Spending 2019/20

Sports Premium Grant £16,000 + £10 per head = **£19,790**

We are using our PE and Sports Premium to help to improve the quality of PE, physical activity and sports provision in the following ways:

Item/Project	Objective	Activity / Action	Cost (estimated)	Success Criteria	Evaluation
Physical Education.	Increase participation rates and benefit from upskilling of staff to deliver high quality PE within school (games/ dance/ gym/ swimming/ athletics)	Appointment of a Sport apprentice, who will work alongside the PE lead (BM)	£3,950 (levy)	Is the intake for extra-curricular sports higher? Is there a variety of different sports on offer? Are more PPG children getting involved in after school clubs?	
		PE coordinator release time to plan sports programme, produce sports premium action plans, evaluate impact and spending and meet regularly with the school sports coordinator team. PE coordinator to work alongside the appointed link governor. (MY)	£1,500	Is high quality PE observed across the school? Is the grant effectively spent and demonstrates impact for pupils?	
		Membership of the T&W school sport partnership- access core package	<b>£2,233</b>	Does the school take full advantage of the core package for access of CPD and sports activities?	
		Termly PE coordinator network meetings	Supply cover if necessary - £180 x 3 £540	Is the PE lead fully informed of local and national priorities and initiatives? Do they disseminate this information to all staff?	

Item/Project	Objective	Activity / Action	Cost (estimated)	Success Criteria	Evaluation
Physical Education.	Increase participation rates and benefit from upskilling of staff to deliver high quality PE within school (games/ dance/ gym/ swimming/ athletics)	Staff CPD funded through SSP	£500	Have staff participated in a wide range of sports CPD? Has a record been kept?	
		Participation in INTRA & INTER school competitions through SSP.	No cost- transport by parents (reserved cost £500)	Are pupils participating and performing well in competitions? Are their achievements celebrated? Are they achieving personal bests? Are the sports inclusive?	
Competitive Sport.	For all pupils to achieve their potential relative to their starting point, increasing the amount of competitive sport that pupils participate over time.	Attendance at SSP sports festivals throughout the year. To keep a record of competitions and successes is maintained by the PE apprentice.	Costed from PE apprentices timetable	Do children enjoy competing? How do we know?	
		School extra-curricular activities promote a wide range of sporting clubs	£1500 BM's management time & PE apprentices timetable	Is uptake of clubs high? Do pupils from clubs attend relevant competitions? What is the PP children's attendance?	
		Delivery of successful inter house competitive school sports days and swimming galas.	£300 (trophies, certificates, stickers etc)	Do the children enjoy the competitiveness? Could these activities change in anyway? Do the pupils get enough of a choice? Could the format of sports day change?	



Item/Project	Objective	Activity / Action	Cost (estimated)	Success Criteria	Evaluation
Healthy, Active Lifestyles	Pupils enjoy and engage in exercise. They are aware of health issues such as smoking and obesity. This is part of the culture, ethos and vision of the school.	Implement Jumping Jaxx / Playground - training delivered by SSCO / EL / Sports Apprentice	£360 (for EL supply.) SSCO and apprentice costs covered previously.	Are trained pupils making a difference? Are pupils engaged in more active pursuits at break times and lunch times?	
		PSHE and Science curriculum linked to healthy lifestyles (including access to STAR programme delivered by police)	£180 x 3 = £540 (supply for coordinators)	Does the curriculum reflect the schools vision to ensure that pupils adopt healthy lifestyles?	
		Outdoor adventure activity inc residential	Cots taken up in wages.	Do pupils reluctant to participate in sport enjoy the opportunity to access residential?	
Sports clubs and community provision.	The school promotes clubs and teams within the school and encourages gifted pupils to further develop their talent.	Provide information on local clubs through newsletters, word of mouth and targeting of talented individuals.	No cost	Have more pupils accessed clubs outside of school? How do we know?	
		Invite sports clubs into the school for taster sessions via Grand Day Out.	No cost	Does this lead to opportunities for talent spotting and increasing membership for clubs and associations?	
		Provide additional opportunities through National Governing Bodies to provide specific programmes e.g. chance to shine, bikeability, Tennis coaching via Boughey Gardens.	No cost	Are there high participation rates for the programmes? Does this lead to opportunities for talent spotting for clubs and associations?	

Item/Project	Objective	Activity / Action	Cost (estimated)	Success Criteria	Evaluation
<p>Equipment</p> <p>Obj 1 – Footballs size 3&amp;4, Basketballs, Netballs, Tennis Balls, Shuttlecocks, Cones etc.</p> <p>Obj 2 – Equipment needed from playground pals training.</p>	To improve teaching and learning across the school.	Equipment to improve curriculum delivery.	£2,500 approx	<ol style="list-style-type: none"> <li>To use the SSA to regularly audit and replace equipment.</li> <li>To ensure all equipment bought is for a purpose and is used.</li> <li>To create a rolling programme for equipment replacement.</li> </ol>	
	To improve levels of engagement in playtimes.	<p>Equipment to improve playground provision.</p> <p>To make use of the activity shed.</p>	£1,500 approx. (ensure that equipment is suitable to last!)		
<p>Digital Cameras which are robust and waterproof.</p>	<p>To ensure OAA are recorded with the use of digital photos. To ensure all parents have access to the school website to view the uploaded photos from residential.</p>	Equipment to improve curriculum recording.	£600	<ol style="list-style-type: none"> <li>To use the digital cameras as a recording device for evidence purposes.</li> <li>To ensure photos are regularly uploaded to the school website for sporting events OAA and residential.</li> </ol>	
		Equipment to improve the parental view of residential.			
<p>Upgrading of the swimming pool</p>	<p>To ensure the new swimming pool is successfully resourced with swimming/ability appropriate equipment.</p>	<p>Equipment to improve curriculum delivery.</p>	£2500	<ol style="list-style-type: none"> <li>To use the SSA to regularly audit and replace equipment.</li> <li>To ensure all equipment bought is for a purpose and is used.</li> <li>To create a rolling programme for equipment replacement.</li> </ol>	

## Swimming Data for Newport Junior School Based on Prev Yr 6 Cohort

<b>Meeting national requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25metres?	
What percentage of you current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	
What percentage of your current Year 6 cohort perform safe self rescue in different water based situations?	
Schools can choose to use the Primary PE and Sports 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?	