Objective	Action	Intended Outcome	Evidence of Outcome Being Achieved	Estimated Costs
To ensure that the Sports Premium is used to support children's Physical and Emotional development outside of the PE curriculum.				
	To use Commando Jo's to engage children in physical activity during the school day.	Pupils respond positively to sessions run by commando Jo's.		Commando Jo cost = £5500 January – June 2019. The previous term was funded centrally.
	To use Commando Jo's to target children with EHWB needs.	Pupils, staff and parents respond positively to the interventions run by Commando Jo's for this vulnerable group of children.		
	To use Commando Jo's to enthuse and motivate children to be active through before and after school clubs.	Take up and pupil response to before and after school clubs is positive. Parental response is positive. Staff response is positive.	KS2 had low take up but children all responded positively. KS1 club is extremely well received by parents and children. It is currently full and a waiting list is in place.	
	To reflect and organise clubs based on our children's needs.	A broad and relevant range of clubs are provided for children that support both physical and emotional wellbeing.	Choir, Gardening and Reflection area clubs run throughout the year. Science, dance, craft clubs organised by staff for Spring 2 term. JAM club planned for Summer term. KS1 and 2 children have had opportunity to attend a Commando Jo club either before or after school.	Commando Jo – see above. Other clubs run by teaching staff (no additional cost)

	To provide opportunities for children in the early years to access outdoor provision regardless of the weather.	Children in EYFS and KS1 respond positively to building work to provide them with outdoor learning. Monitoring and lesson observations show that the outdoor area is being used to enhance physical and emotional development of the youngest children in school throughout the day.	Walkthroughs show this area is used regularly by the children in EYFS. Children in EYFS are able to access the outdoor provision when they are choosing their learning. Planning scrutiny shows that the learning taking place out here is planned specifically to meet the needs of the children in a wide range of learning areas. The 'learning lodge' and shelter mean children can access the outdoors in extreme weather conditions.	Partial funding of EYFS/Y2 outdoor area development = £10,068.
	To ensure the new school website PE webpages are compliant and celebrate our success using the school sports premium funding.	Ofsted report May 2018 was positive about the use of the school sports premium – the school website provided this information. The new website needs to developed to maintain the standard set previously.	Staff trained on new website (Aut 1) and webpages updated accordingly. The website displays up to date sports premium information for the years 2015-16 up to 2018-19 including reports on how money has been spent and how improvements can be sustained.	In house training (no additional cost).
To maximise opportunities of the school grounds to support physical development by seeking additional funding streams in addition to the school sports premium. (ADP 7a)				
	Explore how further funding could be spent to enhance physical development. For example and mile –a-day track by working collaboratively with teams in the school.	Further opportunities for children to engage and enjoy physical activities are provided.		Member of staff designated to explore alternative funding streams. £2221.70

To ensure all PE teaching is effective by implementing a structured approach to PE teaching.				
	Induct staff on new structure of lessons for PE (STEP).		Staff meetings led by KJ (September & January 2019). Lesson drop-in's show new structure is being followed.	n/a
	Ensure non-negotiables for PE teaching are being consistently followed across the school.		Non-negotiables monitoring throughout the year. Autumn and Spring term show non-negotiables are being followed consistently.	n/a
To ensure all staff understand how to challenge/support children to develop skills during PE.				
	Provide Fundamental Movement Skill progression booklets for all staff and ensure they understand how to use them.	Staff are confident in the value of fundamental movement skills.	All staff provided with resources (Aut 1) Revised non-negotiables provided and discussed with all staff (Aut 1)	
	Train staff by providing practical ideas of how to support/challenge in PE	STEP training (see above) is used by all staff to support learning.	Staff trained (January 2019).	

To explore how progress can be measured in PE. Ensuring that the method does not increase workload and provides useful information.				
	Explore Target Tracker statements for PE.	If useful Target Tracker used as assessment system.	Target Tracker is not to be used as the time to update this would not outweigh usefulness.	
	Discuss and decide with other staff how PE should be assessed.	Staff are happy with the chosen system and believe it will be fit for purpose without being time consuming.	January 2019 - new assessment system decided and implemented.	
	Ensure assessment data can be and is used to support teaching and learning.	Staff apply data information to planning and teaching.		