

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Amount of Grant Received –: £ 8590

Date: September 2016

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p>	<p style="text-align: center;">(Sign-posts to our sources of evidence)</p>	<p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p>	<p style="text-align: center;">(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">(How much spent on each area)</p>	<p style="text-align: center;">(The difference it has made / will make)</p>
<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<ul style="list-style-type: none"> • Schools own data / registers 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Gifted in PE</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing specialist teachers of Physical Education • Improving staff professional learning to upskill teachers and teaching assistants 	<p>£ 2000</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other

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<p>Extra-Curricular</p>	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities 	<p>£ 1200</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other

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<p>Participation and success in competitive school sports</p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p>	<ul style="list-style-type: none"> • Schools own data / registers • SGO • Calendar of events / fixture lists • School Games Kitemark 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our School Games Organiser (SGO) • Engage more staff / parents / volunteers / young leaders • Improve links with other schools • Satellite clubs 	<ul style="list-style-type: none"> • Paying for transport for fixtures and festivals 	<p>£ 250 a year minibus agreement plus petrol</p>	<ul style="list-style-type: none"> • Increased pupil participation • Extended provision • Increased staffing capacity • Improved positive attitudes to health and well-being and PESS • Clearer talent pathways • Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other
<p>How inclusive the physical education curriculum is</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-Term plans • Planning for Gifted and SEND pupils • Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance</i> • <i>Accessibility of all the activities</i> • <i>Use of TA's to support learning</i> • <i>Quality of teaching and learning</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil Needs (Pupil Voice)</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • Introducing basic movement skills in the Early Years / Foundation Stage • PL for staff to increase subject knowledge and confidence in PE • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£ 2500</p>	<ul style="list-style-type: none"> • A more inclusive curriculum which inspires and engages all pupils • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Other

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<p><i>The range of provisional and alternative sporting activities</i></p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> 	<ul style="list-style-type: none"> • Paying for transport and access to indoor leisure facilities • Introducing new initiatives • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks – 	<p>£ 2000</p>	<ul style="list-style-type: none"> • Extended, alternative provision • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership

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		<ul style="list-style-type: none"> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>			<ul style="list-style-type: none"> • Other
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<p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>
<p><i>Partnership work on physical education with other schools and other local partners</i></p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Do you attend local PESS forums? • Identify any new possible partnerships 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£ 452</p>	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • Positive impact on middle leadership • Other

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<p><i>Review the impact that the funding has had on other factors</i></p>	<ul style="list-style-type: none"> • Used afPE Framework for Review to generate PESS Action Plan • Staff PL Record • SMT QA strategies for planning • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PESS • On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current provision strengths and areas for development 	<p style="text-align: center;">£ 500</p>	<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • Will help to identify the added value of the funding • Will support the identification of other areas of need to direct funding spend towards to enhance overall provision
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Further links to support you

Ofsted

www.ofsted.org

[Preparing a school self-evaluation summary \(Jan. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(Jan. 2014\)](#)

[Physical Education Survey Visits \(Dec. 2013\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(Dec. 2013\)](#)

CfBT

www.cfbt.com

Association for Physical Education (afPE)

www.afpe.org.uk

Free Downloads:

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

New 2014 National Curriculum:

[New 2014 National Curriculum](#)

Membership:

[2014 CfBT Education Trust and afPE.](#)

[afPE School Membership Form](#)
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afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (To apply for this award please contact simon.leach@afpe.org.uk)

Qualifications:

[Level 2/3 Qualifications & Diploma in Physical Education and School Sport](#)

[Level 5 Certificate in Primary School Physical Education Specialism](#)

[Level 6 Award in Primary School Physical Education Subject Leadership](#)

Professional Learning Opportunities:

[afPE Professional Learning Events](#)

[afPE 2014 National Physical Education & School Sport Conference](#)

Department for Education

www.education.gov.uk

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)