

## Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

Amount of Grant Received – Year 2: £8612      Date: March 2014 – March 2015

Area of Focus  <i>Including the 7 key factors to be assessed by Ofsted</i>  (Our ‘RAG’ Rating)	Evidence	Action Plan	Effective Use of the Funding	Impact
<b>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</b>	School evaluation data.	<i>To ensure that our pupils receive the highest level of teaching to support learning through providing; Staff Professional Learning (PL).</i>	<ul style="list-style-type: none"> <li>• Employing specialist teachers of Physical Education (Aspire)</li> <li>• Improving staff professional learning to upskill teachers and teaching assistants</li> <li>• Join ASA swim for life to avail of useful resources</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced, inclusive curriculum provision.</li> <li>• More confident and competent staff.</li> <li>• Using more equipment available through modelling proper use of apparatus.</li> <li>• Enhanced quality of teaching and learning.</li> <li>• Positive attitudes to health and well-being.</li> <li>• Improved pupil attitudes to PE.</li> <li>• Children all receive support in all areas of PE including games, gymnastics, dance and athletics.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Schools own data / registers</li> </ul>	Review the quality of our curriculum including: <ul style="list-style-type: none"> <li>• <i>Breadth and Balance</i></li> <li>• <i>Time available</i></li> <li>• <i>Quality of teaching and learning (Lesson planning and observation)</i></li> <li>• <i>Staff Professional Learning (PL)</i></li> <li>• <i>Access to facilities / resources</i></li> <li>• <i>Pupil needs (Pupil Voice)</i></li> <li>• <i>Gifted in PE</i></li> </ul> Discussions with individual pupils and liaison with parents / carers	<ul style="list-style-type: none"> <li>• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement.</li> <li>• Liaising with staff from Aspire.</li> <li>• Staff INSET led by Aspire.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining pupil participation.</li> <li>• Two hour guaranteed slots per class on the timetable (an indoor and an outdoor session each).</li> <li>• Maintaining capacity and sustainability through continued professional development.</li> <li>• Improving standards with continuity of lessons &amp; progression of skills.</li> <li>• Improved behaviour and attendance.</li> <li>• Positive impact on whole school improvement – Health week &amp; Lent fundraising sport event.</li> <li>• Easier pupil management.</li> </ul>

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### ‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	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>(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>(The difference it has made / will make)</p>
<p><b>Extra-Curricular</b></p> <p><b>The range of provisional and alternative sporting activities</b></p>	<ul style="list-style-type: none"> <li>• After school registers</li> <li>• Curricular and extra-curricular plans (website overview)</li> <li>• Registers of participation</li> <li>• Trips &amp; visitors overview</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The promotion of active, healthy lifestyles</i></li> <li>• <i>Range of activities offered</i></li> <li>• <i>The time of day when activities are offered including any lunch time activities.</i></li> <li>• <i>Some clubs offered free (if required).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Employed two external agency staff to run after school extra-curricular activities.</li> <li>• Provided children with lunch time activities through Playleaders activities.</li> <li>• Providing subsidised clubs for all pupils to participate.</li> <li>• Improve fitness through fitness clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil participation.</li> <li>• Engaged or re-engaged disaffected pupils</li> <li>• Enhanced, extended, inclusive extra-curricular provision.</li> <li>• Positive attitudes to health and well-being.</li> <li>• Enhanced quality of delivery of activities.</li> <li>• Increased range/choice of activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupil Voice data</li> </ul>	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> <li>• <i>Ensure the enhancement and extension of our curriculum provision</i></li> <li>• <i>Inclusion</i></li> <li>• <i>Quality and qualifications of staff providing the activity</i></li> <li>• <i>Access to facilities (on-site / off-site)</i></li> <li>• <i>Pupil needs/interests (Pupil Voice)</i></li> <li>• <i>Partnerships and links with clubs</i></li> <li>• <i>Talent provision</i></li> <li>• <i>Staff Professional Learning (PL)</i></li> <li>• <i>Discussions with individual pupils and liaison with parents / carers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Employing local coaches to provide extra-curricular sporting opportunities</li> <li>• Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes</li> <li>• Introducing an in-school physical activity programme</li> <li>• Providing pupils who are gifted and talented in sport with expert, intensive coaching and support (allowing them release from lessons for extra training sessions)</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Improved standards.</li> <li>• Improved behaviour and attendance and reduction of low level disruption.</li> <li>• Improved pupil attitudes to PESS.</li> <li>• Positive impact on whole school improvement.</li> <li>• Easier pupil management.</li> <li>• More confident and competent staff at lunch time.</li> <li>• Clearer talent pathways.</li> <li>• Increased school-community links.</li> <li>• Children taking on the role of leading play activities at lunch time with the younger children (Playleaders).</li> </ul>

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<b>Participation and success in competitive school sports</b>  <i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i>	<ul style="list-style-type: none"> <li>Schools own data / registers</li> <li>Calendar of events / fixture lists</li> </ul>	<ul style="list-style-type: none"> <li>To allow children to participate in local competitions.</li> <li>Review our strategy for engaging in competition</li> <li>Engage more staff / parents / volunteers / young leaders</li> <li>Improve links with other schools</li> <li>Hold events during the school day</li> </ul>	<ul style="list-style-type: none"> <li>Paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions</li> <li>Paying for transport for fixtures and festivals</li> <li>PE coordinator to attend BCSSA AGM with dates for fixtures.</li> </ul>	<ul style="list-style-type: none"> <li>Increased pupil participation.</li> <li>Extended provision.</li> <li>Increased staffing capacity.</li> <li>Improved positive attitudes to health and well-being and PESS.</li> <li>Clearer talent pathways, finishing higher up the table in league games than in previous years. Showing improvement over time.</li> </ul>
<b>How inclusive the physical education curriculum is</b>	<ul style="list-style-type: none"> <li>Evaluation from employed PE mentor</li> <li>Curriculum plan</li> <li>Long, medium and short-Term plans</li> <li>Planning for Gifted and SEND pupils</li> <li>Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age)</li> </ul>	<ul style="list-style-type: none"> <li>Quality of teaching and learning</li> <li>Staff Professional learning</li> <li>Breadth and balance of areas covered in PE</li> <li><b><u>We have no children with physical disabilities. Our aim is to improve our children's fitness</u></b></li> </ul> <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <li><i>Breadth and Balance</i></li> <li><i>Accessibility of all the activities</i></li> <li><i>Use of TA's to support learning</i></li> <li><i>Quality of teaching and learning</i></li> <li><i>Staff Professional Learning (PL)</i></li> <li><i>Access to facilities / resources</i></li> <li><i>Pupil Needs (Pupil Voice)</i></li> </ul> <p>Check equipment to ensure it meets the needs of our pupils.</p>	<ul style="list-style-type: none"> <li>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum (if required).</li> <li>Introducing basic movement skills in the Early Years / Foundation Stage</li> <li>PL for staff to increase subject knowledge and confidence in PE from Reception to Year 6.</li> <li>Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>A more inclusive curriculum which inspires and engages all pupils.</li> <li>More confident and competent staff.</li> <li>Enhanced quality of teaching and learning including Reception class.</li> <li>Increased capacity and sustainability.</li> <li>Improved resources (as required) to ensure coverage of the all of the curriculum.</li> </ul>

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<b>Partnership work on physical education with other schools and other local partners</b>	<ul style="list-style-type: none"> <li>• Membership of networks</li> <li>• School / Subject Action Plans / minutes</li> <li>• Attendance at PE Forums</li> <li>• afPE PL</li> <li>• YST PL</li> <li>• School – club Links data</li> <li>• Governors’ minutes / reports</li> <li>• Website</li> </ul>	<ul style="list-style-type: none"> <li>• Review our partnerships and membership of networks</li> <li>• Attend local PESS forums</li> <li>• Identify any new possible partnerships</li> <li>• Liaise with PE coordinator from Greenwood Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Buying into existing local sports networks</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding of the subject area.</li> <li>• More sustainable workforce.</li> <li>• Enhanced quality of provision.</li> <li>• Increased pupil participation in competitive activities and showing success.</li> <li>• Increased range of opportunities.</li> <li>• The sharing of best practice (staff from Greenwood Academy).</li> <li>• Increased pupil awareness of opportunities available in the community.</li> <li>• Establishing effective links with local secondary school.</li> </ul>

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<b>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</b>	<ul style="list-style-type: none"> <li>• Whole School Plan /SEF</li> <li>• PE Subject Plan</li> <li>• Whole school policies / PE policies</li> </ul>	<ul style="list-style-type: none"> <li>• Review the contribution of PESS to whole school priorities, ensuring vision for PESS is developed to reflect contribution to SMSC</li> <li>• Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum</li> <li>• Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE</li> <li>• Share effective practice</li> <li>• Ensure professional learning opportunities are provided as required to up skill staff</li> <li>• Identify the positive impact that PESS has on:               <ul style="list-style-type: none"> <li>▪ <i>Academic achievement (e.g. literacy and numeracy)</i></li> <li>▪ <i>Behaviour and safety</i></li> <li>▪ <i>Attendance</i></li> <li>▪ <i>Health and well-being</i></li> <li>▪ <i>SMSC</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement through Evolve (part of the year) and Aspire.</li> <li>• Providing PL on how to teach PE effectively</li> <li>• Employing specialist PE teachers /coaches to work alongside teachers in lessons to increase their subject knowledge</li> <li>• Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning</li> </ul>	£750 Evolve £4000 Aspire curriculum	<ul style="list-style-type: none"> <li>• Whole school targets met more effectively.</li> <li>• Academic achievement enhanced.</li> <li>• Pupils understand the value of PESS to their learning across the school.</li> <li>• Staff across the school can start to make the links across subjects and themes including PE.</li> <li>• Pupil concentration, commitment, self-esteem and behaviour enhanced.</li> <li>• Positive behaviour and a sense of fair play enhanced.</li> <li>• Good citizenship promoted.</li> <li>• Improvement in maths skills of pupils through Maths on the Move (MOTM) scheme with Aspire.</li> </ul>

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<i>Review the impact that the funding has had on other factors</i>	<ul style="list-style-type: none"> <li>• Used afPE Framework for Review to generate PESS Action Plan</li> <li>• Staff PL Record</li> <li>• SMT QA strategies for planning</li> <li>• Lesson observations</li> <li>• Pupil voice</li> <li>• Pupil progress (achievement and attainment)</li> <li>• Attendance data (curriculum and extra-curricular)</li> </ul>	<ul style="list-style-type: none"> <li>• On-going review of provision for each of the following areas:               <ul style="list-style-type: none"> <li>▪ <i>Achievement</i></li> <li>▪ <i>Quality of Teaching</i></li> <li>▪ <i>Behaviour and Safety</i></li> <li>▪ <i>Leadership and Management</i></li> <li>▪ <i>Quality of the curriculum</i></li> </ul> </li> <li>• On-going review of the profile of PESS</li> <li>• On-going review of impact on Professional Learning for PE and Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Employing expert advice to evaluate the school's current provision strengths and areas for development including after school clubs (Aspire)</li> <li>• Working with effective swimming coaches through Amateur Swimming Association (ASA).</li> </ul>	£1926 Aspire £1936 towards Swimming	<ul style="list-style-type: none"> <li>• Increased participation in after school clubs.</li> <li>• Children showing a commitment to after school clubs with good attendance records.</li> <li>• Children being provided with the opportunity to continue swimming lessons, following price increases.</li> </ul>