

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Amount of Grant Received – Year 3: £8,536 (£11,580 total spend on PE)

Date: 2015/16

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>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of how our funding has been used to support delivery of our Action Plan, 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>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p> <p>RAG Rating = Green</p>	<ul style="list-style-type: none"> Schools own data / registers 	<p>PE is a whole school focus for 2014/15 and is included in the SIDP</p> <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> Time available for PE – expectation our pupils all have access to 2 hours curriculum time. This includes some Activate time. Quality of teaching and learning – focus on dance (Lesson planning and observation) Staff Professional Learning (PL) Access to facilities / resources Pupil needs (Pupil Voice) Gifted in PE <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> Employing specialist teachers of Physical Education to deliver quality first PE teaching – all sessions observed by teachers (Football in the Community – skills sessions open to all children) Employing specialist teachers of Physical Education to deliver quality first PE teaching – all sessions observed by teachers (Slanted Dance) Improving staff professional learning to upskill teachers and teaching assistants Putting the most effective teachers on PE courses to upskill to lead improvements in PE and School Sport Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement 	<p>£6,080</p> <p>£2,550</p> <p>£2,300</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 Attendance Improved behaviour and attendance Improved pupil attitudes to PE Positive impact on whole school improvement Enhanced communication with parents / carers Ensuring strong, sustainable, Positive impact on middle leadership

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Extra-Curricular	<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"> • To provide a greater range of activities offered • To provide links with curricular and extra-curricular activities to allow for challenge and progression • To ensure we provide a range of after school clubs for all ages and abilities • To ensure all have equal access to clubs • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • To offer a range of activities after school • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • To collate data for the percentage of children taking part in extra curricular sports in order to further improve participation rates. <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • To use skilled staff to deliver a range of high quality extra curricular clubs • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • We have a wider variety of clubs available based on children’s input from taster sessions. The clubs are: Tennis, karate, street dance, football. 	<p>£ (run by school staff)</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision – high proportion of Pupil Premium and SEN children engaging • More confident and competent staff • Enhanced quality of delivery of activities • Improved standards • Positive attitudes to health and well-being • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Positive impact on middle leadership

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Participation and success in competitive school sports <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"> 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 internally initially Engage more staff / parents / volunteers / young leaders Introduction of Mousehold PE Monkey to encourage and recognise competition and success Sewell Park Young Leaders to support sports day activities 	Staff to run competitions, or to increase pupils' participation in school games competitions	£ Run by skilled staff	<ul style="list-style-type: none"> Increased pupil participation Extended provision Improved positive attitudes to health and well-being and PESS Positive impact on middle leadership Children are excited and motivated to get the PE Monkey. This is recognised with awarding a certificate too
How much more inclusive the physical education curriculum has become	<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) 	Review the quality of our curriculum including: <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> Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE	<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 To use skilled staff to lead after-school clubs for disable pupils and for those with SEND To collate data to evaluate strengths and weaknesses in PESS and implement plans for improvement 		<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
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<p>The range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none"> Curricular and extra-curricular plans Registers of participation Extra curricular data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> Range of activities offered The enhancement and extension of our curriculum provision Inclusion The promotion of active, healthy lifestyles Quality and qualifications of staff providing the activity The time of day when activities are offered Access to facilities Pupil needs/interests (Pupil Voice) Partnerships and links with clubs Talent provision Staff Professional Learning (PL) Registered with Sainsbury’s school games following on from the Spirit and Value of the Olympic Games Review the range of activities offered for after school clubs <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> Using skilled teachers to lead after-school clubs for disabled pupils and for those with SEND Introducing new initiatives Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence Buying into local, existing sports networks A variety of new clubs introduced that are inclusive for all children 	<p>£ Own upskilled staff used</p> <p>£ From budget</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 pupil attitudes to PESS Positive impact on whole school improvement Enhanced communication with parents / carers Increased school-community links Ensuring strong, sustainable, effective Positive impact on middle leadership Ensuring strong sustainable effective links to the 2012 Games Legacy and Paralympic values
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<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at 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 • Working with another local Infant School on areas of PE • Sewell Park students to support sports day activities 	<p>£ no cost</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

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Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities • Ensure your vision for PESS is developed to reflect contribution to SMSC • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE • Share effective practice • To introduce PE cafes • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning 	£ from above	<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school • Staff across the school can start to make the links across subjects and themes including PE • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Positive impact on Middle Leadership • High attendance by pupils and parents and positive feedback

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<p>Review the impact that the funding has had on other factors</p> <p>Inspectors also take account of the following factor:</p> <p>The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health</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"> Achievement Quality of Teaching Behaviour and Safety Leadership and Management Quality of the curriculum On-going review of the profile of PESS On-going review of impact on Professional Learning for PE and Sport To introduce an ‘Active Area’ to raise participation levels in PE throughout the day 	<ul style="list-style-type: none"> Employing expert advice to evaluate the school’s current provision strengths and areas for development Employing evaluation tools to measure and monitor progress and impact Securing time for the subject leader to undertake reviews and construct further development plans Active Area is led by TAs and Play Leaders 	<p>£ 650 (from budget)</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 High percentage of children visiting the Active Area



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Further links to support you

Ofsted

www.ofsted.gov.uk

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

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

[Physical Education Survey Visits \(April. 2014\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(April. 2014\)](#)

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:

[afPE School Membership Form](#)

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 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](#)