

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming

**This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.**

Once completed it should be published on your website.

## PE and Sport Premium Impact Review 2016-17

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>Planned sports week including the whole school</li> <li>Sports day on 3.7.17 to be held at Bedford Athletics Stadium for Year 5&amp;6</li> <li>Nursery to receive PE with a specialist</li> <li>Planned PE taught by a specialist to SEN, Disengaged &amp; MORE ABLE target groups built on previous years.</li> </ul>	<ul style="list-style-type: none"> <li>All children exposed to sports and fitness, raise money for sport relief</li> <li>Allowing children in nursery to access PE for two terms and preparation for Sports Day</li> <li>Improved progress for the less able, disengaged &amp; more able</li> <li>Embedded awareness of positive behaviour linked to health, nutrition and fitness</li> </ul>	£7300 Approx.	<ul style="list-style-type: none"> <li>Children feedback about their enjoyment in morning aerobics sessions during sports week and use of the advanced gymnastics air track session helped to increase =e confidence and love for PE</li> <li>EYFS children exposed to fitness and enjoyment of PE early, supporting the transition/progression through their PE education</li> <li>More Able, Disengaged and SEN have shown improvement in fundamental and advanced skills</li> <li>Behaviour sessions recorded by PE specialist and discussion with child have shown his enjoyment and pride.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use PE specialist to enhance experiences for all children</li> <li>Looking to progress the support for SEN in PE for years 1 through to year 6 rather than just years 4 to year 6</li> <li>Sports Week could be developed further, use of a wider variety of sports e.g. trampolining</li> <li>Looking to increase the variety of groups for the MORE ABLE (e.g. cricket)</li> </ul>
Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>YST Membership renewed to gain experiences, knowledge and the YST QM embedded aimed to be achieved in the year</li> <li>Sports Days being developed to allow for quality resources</li> </ul>	<ul style="list-style-type: none"> <li>YST Quality mark retained demonstrating the level of commitment and progress in PE.</li> <li>Sports day remaining a whole school event gives a focal point to school sport. It brings together a</li> </ul>	£2000 Approx.	<ul style="list-style-type: none"> <li>Gold QM retained and displayed in entrance to school; increasing the sense of importance and pride for both children and staff</li> <li>Sports leaders creating and providing opportunities during non-curriculum time and children taking</li> </ul>	<ul style="list-style-type: none"> <li>Embedding the use of ICT in PE and creating opportunities for it to be utilised effectively.</li> <li>Promoting the use of the ICT for students in the form of Peer and Self assessment.</li> </ul>

<ul style="list-style-type: none"> <li>• Sports leaders retrained to support PE and sport during non-curriculum times</li> <li>• Dance Project to incorporate technology-used as a tool for future 'dance' teaching points CPD to be provided to less confident staff members</li> <li>• ICT now installed in the Sports Hall</li> </ul>	<p>competitive aspect alongside a fun community feel. With year 5 &amp; 6 now having the opportunity to perform in the Bedford International Athletics stadium it gives lower year groups an incentive and opportunity to look forward to in later years.</p> <ul style="list-style-type: none"> <li>• Sports leaders still play a key role when implementing and providing opportunities of recreational sport during non-curriculum and non-contact time.</li> <li>• Dance project used to work specifically with year 6. Workshops across the entire week showcased different approaches to teaching dance and a number of staff witnessed the teaching. At the end of the week the students performed their dance to an audience including parents raising the profile across the school.</li> <li>• By introducing ICT in the sports hall it is promoting cross curricular links between PE and ICT. Improvements will be evident straight away.</li> </ul>		<p>up the opportunity to engage with the activities.</p> <ul style="list-style-type: none"> <li>• Positive comments provided from the Dance Company, teachers, children and audience. Learning and impact demonstrated through the performance at the end of the week.</li> <li>• ICT already used during the dance project. ICT has also been used in the extracurricular activities with success.</li> <li>• Staff were acknowledged for their contributions and have benefitted from CPD opportunities offered to them (Gymnastics, Tag Rugby and cricket coaching in a variety of year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Funding being spent on renewing the Gymnastics floor mats. This will create more space and a better working environment for students.</li> </ul>

<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>• CPD opportunities for NQT's in gymnastics and outdoor PE lessons</li> <li>• CPD opportunities delivered and 'team teaching' by a specialist built on previous skills</li> <li>• New gymnastics overview created to show development and progression lesson to lesson and year to year.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved confidence and staffing ability in a variety of areas of PE for current NQT's to fit in with current practice at Putnoe</li> <li>• Embedded and provided sustainable experiences that will be shared with staff over the years- planning and lesson overviews added to the server</li> </ul>	£2220 Approx.	<ul style="list-style-type: none"> <li>• Confidence and staffing ability improved and continuing to develop evidence within learning walks and PE specialist feedback</li> <li>• Use of planning by the specialist implemented into curriculum maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Looking to incorporate staffing CPD on two days a week for a term to demonstrate the new Gymnastics curriculum overview.</li> </ul>
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>• A variety of clubs/experiences offered this year using links with other schools and sporting clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Provided the 'more able' sporting talents with a specialist led experience</li> <li>• Improved attendance as children arrive earlier</li> <li>• Engaged more children in an extra-curricular club</li> <li>• Exposed children to advanced activities not possible in a curriculum lesson context</li> <li>• Encouraged children to take gymnastics further through introducing school/club links.</li> <li>• Children in club performed during whole school activities i.e advanced gym</li> </ul>	£2600 (SSP) £1811 gymnastics clubs Approx.	<ul style="list-style-type: none"> <li>• Specialist led experiences included gymnastics, dance, football and rugby which the staff and school have benefited from.</li> <li>• Attendance, evidence from the registers and identified students involved in the programme attending each week.</li> <li>• Engaged more children as numbers and participants have increased.</li> <li>• Advanced activities, evidence from the activities and skills taught during the classes. Focus seen on the more able rather than an inclusive basis in some classes.</li> <li>• Introducing school club links.</li> <li>• During the extra-curricular sessions children were selected to represent</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to run the variety of clubs but extend with further outside agencies</li> <li>• Looking to introduce a company promoting a "crazy catch" programme.</li> </ul>

	<ul style="list-style-type: none"> <li>in the Dance show</li> <li>Local competitions attended in line with the clubs</li> </ul>		the school during the school sports	
<b>Indicator 5: Increased participation in competitive sport</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>Attend local tournaments and increase opportunities into a wider variety of sports e.g. hockey</li> <li>Transport to and from events</li> <li>Certificates and Rewards</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation and 'success rate' of winning at local tournaments.</li> <li>Transport to and from events is provided, risk assessments are used and added to evolve</li> <li>Certificates and rewards have been given to the children.</li> </ul>	<p>£2600 (SSP) £564 Approx.</p>	<ul style="list-style-type: none"> <li>More children enjoys school sport and competitions and they have been exposed to a variety of more sports (evolve and detailed list of participants analysed)</li> <li>Child interviews show children want to go again and are keen to succeed</li> <li>Certificates to leave them feeling proud and promotes a positive mind set</li> <li>Knowledge of competitive sport rules has increased-discussions with other teachers show their developing knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Increase tournament success and participation where possible</li> </ul>