

# 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 2014-15

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>1 hour weekly focus sessions with groups of pupils (6-10 approx.)</li> <li>Planned PE taught by PE specialist to target groups</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence</li> <li>Improved progress (less able)/ accelerated progress (more able)</li> <li>Created awareness of health , nutrition and fitness</li> <li>Created an in-depth focus on PE to improve knowledge and understanding as well as physical ability/capability</li> <li>Targeted impact on children within a sporting specialism</li> </ul>	£4375	<ul style="list-style-type: none"> <li>Confidence levels have risen based on answers provided during lessons as well as an end of scheme Q&amp;A looking at students own perceptions on themselves</li> <li>Health, nutrition and fitness impacted in both a physical and knowledge sense evidence provided in data collected using before and after questionnaires</li> <li>Knowledge and understanding and physical ability/capability impacted, evidence provided by students through Q&amp;A as well as answers provided in end of scheme questionnaires. Additionally this is a rolling year to year process (Yr 4-6) and so student's grades should increase across this time frame.</li> <li>Targeted impact on children, evidence provided from the different groupings and working with those identified children on a week to week basis.</li> </ul>	<p>Evaluation of programme impact discussed with the specialist coach.</p> <p>Data questionnaires collected. Based on discussion and collected data the same programme is to be run each year with the selected year groups (4, 5 &amp; 6) during the summer term. This will then impact the students on their progression continuously on the pathway to secondary school</p>
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>Membership to gain experiences, knowledge and the YST QM</li> </ul>	<ul style="list-style-type: none"> <li>Improved quality of PE and school sport</li> <li>Showcased talents and celebrated successes</li> </ul>	£300	<ul style="list-style-type: none"> <li>Knowledge of PE coordinator has increased</li> <li>Pupils are more knowledgeable and use technical vocabulary and skills</li> </ul>	Embedded high quality PE and school sport

### Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> <li>Gymnastics (6 weeks) for all teachers in school</li> </ul>	<ul style="list-style-type: none"> <li>Improved confidence and staffing ability</li> <li>Embedded and provided sustainable experiences</li> <li>Demonstrated the breakdown of complex skills taught</li> <li>Provided achievable and logical progressions to develop learners both in lessons and units of work</li> <li>At the end of CPD the teachers led 2 sessions with specialist coach observing. Done to aid confidence and become a port of call if any problems</li> </ul>	<p>£7385</p>	<ul style="list-style-type: none"> <li>Confidence and staffing ability improved evidence shown through the results shown in the staff questionnaires</li> <li>Embedded and sustainable, evidence shown through the coach watching a teacher led session after the CPD programme where teachers are asked to lead teach a session based on the programme just completed. Additionally the embedding practices is seen through the coach already organised to come in the following academic year to be in the sessions but this time to provide a programme aimed at TA's and improving their knowledge, understanding and confidence.</li> <li>Break down of complex skills, evidence provided through the response in the questionnaires as well as teachers being able to practically coach and support the skill during the PE lesson.</li> <li>Achievable and logical progressions. These have been demonstrated during the programme as well as the teaching resources provided by the coach identifying key teaching points. Additionally the teachers were able to break down and teach a variety skills during the 2 teacher led sessions at the end of the programme as well as during the CPD programme.</li> <li>Teachers led 2 sessions, evidence from the coach sitting in and observing as well as the generic feedback sheet completed for the teachers by the</li> </ul>	<p>Discussion on impact and effectiveness discussed with specialist coach. Data questionnaires collected. Based on discussions and feedback a programme has been devised to allow teachers to lead PE sessions to the class. Specialist coach is then to work alongside TA's in order to help break down particular skills/elements into easy/logical progressions. This has a focus on the following students (SEN, Pupil Progress). Programme used to provide practical CPD for TA's starting in Autumn Term 2015.</p>

specialist coach.

**Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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 gymnastics clubs (Year groups, advanced Gym, attendance club)</li> </ul>	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Provided the more able with a specialist led experience</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 (Putnoe's got talent).</li> <li>School club gymnasts attended school sports partnership gymnastics festival competition</li> </ul>	<p>£1260</p>	<ul style="list-style-type: none"> <li>Attendance, evidence from the registers and identified students involved in the programme attending each week.</li> <li>Specialist led experience, evidence due to the sessions being led by a specialist gymnastics coach</li> <li>Engaged more children, this is an additional club set up and run by an external coach and so increased participation from a school level. Run in addition to teacher led clubs.</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, the specialist coach is part of a gymnastics club, of which some of our children currently attend. Coaches' information has been made accessible and some parents have contacted the coach directly.</li> <li>Students took skills learnt at developed these into a performance to display to the whole school during the Putnoe's got talent show. During the extra-curricular clubs students asked the specialist coach to look over their routine and suggest possible areas of improvement.</li> <li>During the extra-curricular sessions children were selected to represent the school during the school sports</li> </ul>	<p>Due to impact and popularity of the extra-curricular gymnastics classes the programme is to be run throughout the academic year 2015-2016. Each term the gymnastics coach is to work with a different Key Stage Group. Each group will consist of 20 students across the years included at that Key Stage to try and impact on a whole school level.</p>

			partnership competition gymnastics festival. They learnt a set routine to then take and perform.	
<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</li> <li>Transport</li> <li>Certificates and Rewards</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence in children</li> <li>Improved relations with other schools</li> <li>Improved relationships with outside agency</li> <li>Promoted pride, individual and school achievement</li> </ul>	£2000	<ul style="list-style-type: none"> <li>More children enjoys school sport and competitions</li> <li>Child interviews where children want to go again</li> <li>Certificates to leave them feeling proud</li> </ul>	Increase tournament success and participation where possible