

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 2015-16 Total Spend £12,885

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"> • Planned Sports Week including the whole school • Nursery and Reception to receive PE CPD with a PE specialist • Planned PE taught by PE specialist to <u>SEN and MORE ABLE</u> target groups, built on previous year • Behavioural sessions led for children to support fitness and engagement 	<ul style="list-style-type: none"> • All children exposed to sports and fitness, raise money for sport relief • Increased confidence in PE for children and staff in EYFS • Improved progress for the less able/ accelerated progress for the more able • Embedded awareness of positive behaviour linked to health , nutrition and fitness 	£7175.00	<ul style="list-style-type: none"> • Children feedback about their enjoyment in morning aerobics sessions during sports week and use of the advanced gymnastic air track session-increased confidence and love for PE • EYFS children exposed to fitness and enjoyment of PE early, supporting the transition/progression through their PE education • More Able and SEN have shown improvement in fundamental and advanced skills-video evidence and observations • Behaviour sessions recorded by PE specialist and discussion with child have shown his enjoyment and pride. 	<p>Continue to use PE specialist to enhance experiences for all children</p> <p>Sports Week could be developed further, use of a wider variety of sports e.g. trampolining</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"> • YST Membership renewed to gain experiences, knowledge and the YST QM embedded aimed to be achieved in the year 	<ul style="list-style-type: none"> • <u>Achieved</u> GOLD YST QM for the school • PE Co-coordinator attended the YST annual conference • Increased awareness and importance of PE in school 	£500	<ul style="list-style-type: none"> • PE Co-ordinator delivered a whole staff inset on PE and growth mind-set which then impacted on future staff meetings (incorporating growth mind-set clips) • Gold QM achieved and displayed in entrance to school; increasing the sense of importance and pride for both children and staff • Staff were acknowledged for their contributions and have benefitted from CPD opportunities offered to them (Gymnastics, tag Rugby and football coaching in a variety of year 	<p>Embedded high quality PE and school sport, using membership more frequently</p> <p>Expose children (using YST membership and connections) to a wider variety of sporting role models</p>

			groups)	
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"> • CPD opportunities for staff in gymnastics and outdoor PE lessons e.g. multi-skills • CPD opportunities delivered and 'team teaching' by a specialist built on previous skills 	<ul style="list-style-type: none"> • Improved confidence and staffing ability in a variety of areas of PE • Embedded and provided sustainable experiences that will be shared with staff over the years-planning and lesson overviews added to the server 	£1050.00	<ul style="list-style-type: none"> • Confidence and staffing ability improved and continuing to develop-evidence within learning walks and PE specialist feedback • Use of planning by the specialist implemented into curriculum maps and plans • 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. 	<p>Discussion on impact and effectiveness discussed with specialist coach-agree to continue to use next year.</p> <p>Support for 5 NQT's who will be joining the school, evidencing standards</p>
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"> • A variety of clubs/experiences offered this year using links with other schools and sporting clubs 	<ul style="list-style-type: none"> • Provided the 'more able' sporting talents with a specialist led experience • Improved attendance as children arrive earlier • Engaged more children in an extra-curricular club • Exposed children to advanced activities not possible in a curriculum lesson context • Encouraged children to take gymnastics further through introducing school/club links. • Children in club performed during whole school activities i.e advanced gym in the Dance show • Local competitions attended in line with the clubs 	Teacher led + £2160 for specialist	<ul style="list-style-type: none"> • Specialist led experiences included gymnastics, dance, football and rugby which the staff and school have benefited from. • Attendance, evidence from the registers and identified students involved in the programme attending each week. • Engaged more children as numbers and participants have increased. • 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. • Introducing school club links • During the extra-curricular sessions children were selected to represent the school during the school sports 	Continue to run the variety of clubs but extend with further outside agencies

partnership competitions

Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<ul style="list-style-type: none"> • Attend local tournaments and increase opportunities into a wider variety of sports e.g. netball and hockey • Transport to and from events • Certificates and Rewards 	<ul style="list-style-type: none"> • Increased participation and 'success rate' of winning at local tournaments. • Transport to and from events is provided, risk assessments are used and added to evolve • Certificates and rewards have been given to the children. 	<p>£2000 approx.</p>	<ul style="list-style-type: none"> • 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) • Child interviews show children want to go again and are keen to succeed • Certificates to leave them feeling proud and promotes a positive mind set • Knowledge of competitive sport rules has increased-discussions with other teachers show their developing knowledge 	<p>Increase tournament success and participation where possible</p>