

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

Amount of Grant Received – Year 3: £8881      Date: March 2015 - March 2016

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>• Maintain membership of ASA swim for life to avail of useful resources</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced, inclusive curriculum provision.</li> <li>• Using all of the equipment available through the modelling proper use of apparatus.</li> <li>• Enhanced quality of teaching and learning with staff more confident teaching all aspects of the PE curriculum.</li> <li>• Positive attitudes to health and well-being and PE lessons.</li> <li>• Children receive support in all areas of PE, including Years 2-4 for swimming.</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 (planning)</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> <li>• <i>Assessment of pupils</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 (Aspire).</li> <li>• Liaising with staff from Aspire.</li> <li>• Staff INSET led by Aspire.</li> <li>• Staff INSET led by PE coordinator.</li> <li>• Monitoring of planning &amp; assessment records.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing planning and assessment records.</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>• Positive impact on whole school improvement – Health week, family workshops.</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 (where available).</i></li> <li>• <i>Some clubs offered free (if required).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Employed one external agency staff to run after school extra-curricular activities each Tuesday (Aspire).</li> <li>• Providing subsidised clubs for all pupils to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained pupil participation in clubs.</li> <li>• Enhanced inclusive extra-curricular provision available to all classes from Reception to Nursery.</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> </ul> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> <li>• Employing Aspire coaches to provide extra-curricular sporting opportunities.</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>• Providing opportunities for members of the school team to practice together (extra sessions as a team on their own).</li> </ul>	<ul style="list-style-type: none"> <li>• Improved standards in participation.</li> <li>• Improved behaviour and attendance along with pupil attitudes to PESS.</li> <li>• Positive impact on whole school improvement.</li> <li>• Easier pupil management.</li> <li>• Clearer talent pathways.</li> <li>• Increased school-community links for inter and intra school competitions.</li> </ul>

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<b>Area of Focus</b>  <i>Including the 7 key factors to be assessed by Ofsted</i>  (Our 'RAG' Rating)	<b>Evidence</b>  (Sign-posts to our sources of evidence)	<b>Action Plan</b>  (Based on our review, key actions identified to improve our provision)	<b>Effective Use of the Funding</b>  (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	<b>Impact</b>  (The difference it has made / will make)
<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 – winning Shield competition for Gaelic Football &amp; runners up in Catholic Cup 5-a-side football. Improved swimming times/speeds for gala.</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>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> <p>Areas of weakness last year (Nursery – PD)</p> <p><i>Breadth and Balance</i></p> <p><i>Accessibility of all the activities</i></p> <p><i>Use of TA's to support learning</i></p> <p><i>Quality of teaching and learning</i></p> <p><i>Staff Professional Learning (PL)</i></p> <p><i>Access to facilities / resources</i></p> <p><i>Pupil Needs (Pupil Voice)</i></p> <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 Nursery 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 Nursery class.</li> <li>Increased capacity and sustainability.</li> <li>Improved resources (as required) to ensure coverage of the all of the curriculum.</li> </ul>

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

Area of Focus  <i>Including the 7 key factors to be assessed by Ofsted</i>  (Our ‘RAG’ Rating)	Evidence  (Sign-posts to our sources of evidence)	Action Plan  (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding  (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Impact  (The difference it has made / will make)
<p><b>Partnership work on physical education with other schools and other local partners</b></p>	<ul style="list-style-type: none"> <li>• Membership of networks</li> <li>• School Subject Action Plans</li> <li>• Attendance at PE Forums/ Courses</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/courses.</li> <li>• Identify any new possible partnerships.</li> <li>• Liaise with PE coordinator from Greenwood Academy or other primary school PE coordinators.</li> <li>• Arrange meeting with Governor for PE to provide overview about subject area.</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 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>	£5454 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 – Health week focus.</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>• Lesson observations (swimming)</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 an after school club (through Aspire).</li> <li>• Continuing to work with effective swimming coaches through Amateur Swimming Association (ASA) at local Castle Vale Swimming Baths.</li> </ul>	£1961 Aspire club £1466 towards Swimming sessions	<ul style="list-style-type: none"> <li>• Maintained high levels of participation in after school clubs.</li> <li>• Children showing a commitment to after school clubs with good attendance records, improving skills.</li> <li>• Children being provided with the opportunity to continue swimming lessons, competing in Catholic Sports Gala.</li> </ul>