

‘Evidencing Impact and Accountability’

Amount of Grant Received: £9385 excess funded by school budget

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*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Extra-Curricular	<ul style="list-style-type: none"> • After school registers • Pupil Voice • Data • 	Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> • <i>Range of activities offered (Handball, basketball, athletics, football, orienteering and cricket)</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion (Offered to a range of participants)</i> • <i>The promotion of active, healthy lifestyles (Change for life club)</i> • <i>Quality and qualifications of staff providing the activity (Qualified coaches and specialist teachers)</i> • <i>The time of day when activities are offered (During the school day and after school)</i> 	<ul style="list-style-type: none"> • Employing local coaches and specialist teachers to provide extra-curricular sporting opportunities (Multi-sports, football, street dance, hockey, gymnastics etc.) • In-school physical activity programme (Change for life club, Lunchtime active zones and Golden mile) • A wide range of colourful, stimulating and engaging resources for lunchtimes and playtimes. • Providing pupils who are more able in sport with expert, intensive coaching and support (Master classes) • Employing expert advice to evaluate strengths and weaknesses in PESS and 	£ 1000	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities • Improved standards (example: Year 3 have reduced their ‘Beginning’ children in P.E by 11% from Autumn to Spring.) • Positive attitudes to health and well-being • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links (over 5 different matches

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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 mark (going for Bronze) House captain committee feedback and evaluations 	<ul style="list-style-type: none"> Review our strategy for engaging in competition (Younger year groups beginning to compete in tournaments as well as years 5/6) Engage with our School Games Organiser (SGO) Engage more staff / parents / young leaders Improve links with other schools 	<ul style="list-style-type: none"> Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions (football coach and specialist teacher) School games mark (Entered for Bronze/Silver) House captain committee organising inter and intra house competitions for pupils to partake in (TA/T/Coach supervision needed) Paying for transport for fixtures and festivals (swimming and dance festival) Kits and equipment needed. Some payments for participation/certificates needed. Purchase of a trophy to incorporate ‘Sports person of the term’ into our whole school celebrations. 	£ 400	<ul style="list-style-type: none"> Increased pupil participation Extended provision Improved positive attitudes to health and well-being and PESS Clearer talent pathways Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values Positive impact on middle leadership
How inclusive the physical education curriculum is	<ul style="list-style-type: none"> Curriculum maps 	Review the quality of our curriculum including:	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully 	£ 500	<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils

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	<ul style="list-style-type: none"> • Long, medium and short-Term plans • Planning for MA and SEND pupils • Foundation assessments 	<p><i>*Breadth and Balance (Resource folders which include clear differentiation)</i></p> <p><i>*Accessibility of all the activities</i></p> <p><i>*Use of resources and FGs to support learning</i></p> <p><i>*Quality of teaching and learning</i></p> <p><i>*Staff CPD</i></p> <p><i>*Access to facilities / resources</i></p> <p><i>*Pupil Needs (Pupil Voice)</i></p> <p><i>*Check equipment to ensure it meets the needs of our pupils.</i></p> <p><i>*Ensure whole school inclusion policy</i></p>	<p>inclusive curriculum (Ball sizes, shaped equipment, height of nets and hurdles)</p> <ul style="list-style-type: none"> • Introducing basic movement skills in the Early Years / Foundation Stage (P.E slot for EYFS all Thursday morning) • Soccer tots in Nursery • CPD for staff to increase subject knowledge and confidence in PE • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 		<ul style="list-style-type: none"> • More confident and competent staff (100% of staff questioned felt supported by the P.E department) • Enhanced quality of teaching and learning (example Year 1 have reduced their 'Beginning' pupil by 12% from Autumn to Spring) • Increased capacity and sustainability
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<p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our 'RAG' Rating)</p>	(Sign-posts to our sources of evidence)	(Based on our review, key actions identified to improve our provision)	(Summary of what our funding has been used for, including effective uses identified by Ofsted*)	(How much spent on each area)	(The difference it has made / will make)
<p>The range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<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 (Workshops and change for life clubs) • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / off-site with links to secondary schools) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs 	<ul style="list-style-type: none"> • Maintaining in-school physical activity programme including walking programme (Mini gym, WOW, Get fit Stay fit workshop, Golden mile, A-Life Healthy living workshops, Skip2bFit) • Paying for transport and access to indoor leisure facilities and other venues for non-traditional competitions e.g. Orienteering etc. (Won the competition) • Introducing new initiatives (House captain committee) • Purchasing specialist equipment and teaching resources to develop a non-traditional activity (SAQ, Outdoor Ed, Badminton) • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence (Work with 	£ 2000	<ul style="list-style-type: none"> • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff (4 new members of staff have seen model lessons) • This was mainly aimed at NQT's with an aim to develop other staff too next year also. • Enhanced quality of delivery of activities (3 lesson observations have been conducted by P.E specialist) • Improved standards (example: Year 3 have increased their 'Exceeding' children in P.E by 12% from Autumn to Spring.) • Positive attitudes to health and well-being

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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 PE Forums/subject meetings afPE PL YST PL School – club Links data Governors’ minutes / reports 	<ul style="list-style-type: none"> Review our partnerships and membership of networks Attend local PESS forums and subject meetings Identify any new possible partnerships 	<ul style="list-style-type: none"> Buying into existing local sports networks SGO,AFPE etc. Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement Through the above experts, the employment of Specialist teachers to up-skill current and new members of staff for 2016-2017 	<p>£ 2000</p>	<ul style="list-style-type: none"> Improved pupil attitudes to PESS Increased school-community links Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values Positive impact on middle leadership Increased staff knowledge and understanding More sustainable workforce Enhanced quality of provision Increased pupil participation in competitive activities (Years 3/4/5/6) Year 2 multiskills competition planned for Su1. There is an aim to enter year 1 into a multi skills competition next year. Increased range of opportunities (BA, St Colomba’s, Beths, Trinity and Erith) The sharing of best practice (model lessons) 4 new members of staff have seen model lessons. Increased pupil awareness of opportunities available in the community (Knowledge of local



Primary Physical Education and Sport Premium 2016/2017



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					<ul style="list-style-type: none">Positive impact on middle leadership. One member of staff became a Middle Leader.
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<p>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral social and cultural skills (SMSC)</p>	<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 • 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 • Providing CPD on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge (CFP) • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning • House captain committee organising inter and intra house competitions for pupils to partake in (TA/T/Coach supervision needed) with a view to developing pupils BLP ‘Building learning power’ and academic achievement. 	<p>As above £ 2000</p>	<ul style="list-style-type: none"> • Whole school targets met more effectively. (Predicted KS2 results at 60-70%, massively increased from last year) • 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 (100% of the school are involved in the new initiative of ‘Sports person of the term’) • Good citizenship promoted (8 members of Yr6 are committed to running House captain events across the school) • Positive impact on Middle Leadership • Pupils achieving both academically and through sport, fitness and wellbeing.

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<i>Review the impact that the funding has had on other factors</i>	<ul style="list-style-type: none"> Used afPE Framework for Review to generate PESS Action Plan Staff CPD Record SMT QA strategies for planning Lesson observations Pupil voice Pupil progress (achievement and attainment) 	<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 	<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. There is the aim to buy into a new scheme of work which supports assessment next year – complete PE Securing time for the subject leader to undertake reviews and construct further development plans 	As above £ 2000	<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

Estimated total around £10,800

- As we did not train a member of staff to deliver the Higher level training of staff member (AH) Level 5 & 6, the £1500 was spent on additional hockey, cricket and football coaching.