

A photograph of three children in a classroom. In the center, a young boy with dark skin and short hair, wearing a red t-shirt, has his arms raised and is looking directly at the camera with a slight smile. Behind him to the left, a girl with light skin and blonde hair, also in a red t-shirt, has her arms raised. To the right, another girl with dark skin and hair tied back, wearing a red t-shirt, also has her arms raised. The background is filled with colorful, abstract artwork and posters on the wall. The overall scene is bright and cheerful.

2016 - 17

# Evidencing the Impact of Primary PE & Sport Premium

# Evidencing the Impact of Primary PE and Sport Premium -Guidance-

Department for Education 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:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

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 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 your school website. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

School / Academy		St Peter & St Paul C of E Primary					
Academic Year: 2016/17		Total fund allocated: £9973					
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b><u>Impact on pupils</u></b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b><i>on pupils</i></b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	<ul style="list-style-type: none"> <li>Increased awareness of the wide range of different types of healthy activity available</li> <li>Increased engagement in exercise</li> </ul>	1. Provide a wide range of additional sporting and healthy physical activity opportunities for all children to access across the school  (See Sections 4 and 5 below for more details of Actions to achieve in this area)	Part of the funding in Section 4 below	See Section 4 below	Activities in place and children taking part in it on a regular basis	<ul style="list-style-type: none"> <li>Increased awareness of activities available</li> <li>Increased engagement in exercise</li> <li>Increased understanding by the children of benefit for health of exercise</li> </ul>	<ul style="list-style-type: none"> <li>Build upon and extend the existing programme</li> <li>Pupil Voice to identify pupil interests</li> </ul>

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2. the profile of PE and sport being raised across the school as a tool for whole school improvement	<ul style="list-style-type: none"> <li>Increased awareness of the importance of PE for health and how it can help with learning in other areas and sports clubs available</li> </ul>	1. Provide a range of sports clubs to support enrichment and improved well-being of the children  (See Sections 4 and 5 below for more details of Actions to achieve in this area)	Part of the funding in Section 4 below	See Section 4 below	Sports Clubs Registers  Sports Clubs Timetable  Feedback from teachers  Discussions with pupils	<ul style="list-style-type: none"> <li>Increased engagement in exercise</li> <li>Improved concentration in lessons</li> <li>Increased sense of belonging and engagement in whole school life</li> </ul>	<ul style="list-style-type: none"> <li>Ensure new Sports Clubs timetable disseminated to pupils and parents</li> </ul>



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3. increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> <li>Increase staff knowledge, skills, understanding and confidence to deliver outstanding PE and Sport</li> <li>Resulting in greater opportunities and enhanced quality of teaching and learning for children</li> </ul>	<ol style="list-style-type: none"> <li><b>Purchase Greenwood Dale Foundation Trust (GDFT) 'PE and Sport Premium Offer'. This includes bespoke INSET for whole school, and specific areas for teaching and non-teaching staff.</b></li> <li><b>Key Focus in 2016-17 on developing expertise of securing physical activity across the school day and beyond</b></li> <li><b>Support for the PE Co-ordinator</b> <ul style="list-style-type: none"> <li>3 x Central Days with Allison Consultancy as part of GDFT Membership – regular full days of training for PE leader – priority driven – introduction of PE passport.</li> <li>One day of in-school bespoke support with Allison Consultancy</li> <li>Training to be disseminated to staff to share skills and knowledge</li> <li>Youth Sport Trust Membership</li> </ul> </li> <li><b>Support for staff PE development alongside skilled teachers (with our teaching staff)</b> <ul style="list-style-type: none"> <li>6 weekly blocks of PE teaching alongside our staff to develop skills in teaching</li> <li>3 x hours per week for 5 Terms</li> <li>Rotation to be confirmed</li> </ul> </li> </ol>	£4,500	£4,500	<p>Membership in Place</p> <p>One to one with PEC taken Place</p> <p>Programme in place</p>	<p>The following impact was observed with staff including:</p> <ul style="list-style-type: none"> <li>Improved confidence in teaching good to outstanding lessons</li> <li>Improved knowledge of PE and exercise</li> <li>More effective planning skills</li> <li>Staff planning including clearer differentiation within lessons</li> <li>Introduction of PE Passport</li> </ul> <p>Leading to:</p> <ul style="list-style-type: none"> <li>Increased pupil progress in PE</li> <li>Pupils developing enhanced fundamental movement skills</li> <li>Improved challenge and engagement across all pupils</li> <li>Improved quality in teaching and learning.</li> <li>PEC upskilled on PE and Sport Premium requirements</li> </ul>	<ul style="list-style-type: none"> <li>Based on the feedback from staff and prior success we will increase CPD opportunities next year linked to engaging all children in sustained physical activity.</li> <li>Further develop CPD programme to include support for up-skilling staff through PE Adviser and Sports Coaches</li> </ul>

		<p><b>5. Continually assess Staff needs</b></p> <ul style="list-style-type: none"> <li>Discuss with staff their CPD needs with regards to PE to identify key areas for support</li> <li>Based on key areas identified plan and provide additional support to meet needs</li> </ul> <p><b>6. Provide Play Maker Training for staff and Young Leaders</b></p> <p><b>7. Obtain Sport Plan Membership as part of GDFT Membership</b></p> <ul style="list-style-type: none"> <li>Use the resources to support planning and delivery of PE lessons</li> </ul>	(Included in figure above)		<p>Discussions with staff</p> <p>CPD Needs identified</p> <p>Training and support taken place including Gym, Dance, Cricket, Play Maker</p> <p>Plan purchased</p>	<ul style="list-style-type: none"> <li>Staff and Young Leaders upskilled and delivering activities with children</li> <li>Children developed leadership and team building skills</li> <li>Planning improved and more effective lessons delivered for our children</li> </ul>	
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PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b>on pupils</b>	Sustainability/ Next Steps
4. broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> <li>Children have increased opportunities and choice of sports and activities to engage with</li> </ul>	<b>1. Introduce new, additional opportunities for children including:</b> <ul style="list-style-type: none"> <li>Charlotte Andrews and Lara Potts to provide in curriculum multi-skills, tennis, volleyball, athletics and hockey over the year and extra-curricular.</li> <li>GDFT teachers to provide additional, new opportunities for children to experience a wider range of physical activities such as indoor rowing, curling and swimming galas</li> <li>Participate in Dance Festival as part of GDFT Membership</li> <li>Take identified children to the G&amp;T Residential experience at Butlins as part of GDFT Membership</li> </ul>	£5473  (see figure above in Section 3)	£5473	Sports Clubs Timetable  Curriculum Map  Club Registers  Photos of activities and lessons on G Drive  Events taken place	Increased pupil : <ul style="list-style-type: none"> <li>Awareness of activities available and the benefit for health</li> <li>Engagement in exercise</li> <li>Participation in school clubs</li> <li>Enthusiasm for physical activity</li> <li>Extra-curricular programme enriched</li> <li>Increased activity opportunities for the children</li> <li>Children more active more often</li> <li>A wider range of more non-traditional activities</li> <li>Children developed their planning skills through Dance</li> <li>G&amp;T children stretched and challenged</li> <li>Children have greater understanding of diet, health, training approaches to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>Continue to run existing programme but increase pupil participation</li> <li>Look additional activities and equipment to sustain and develop opportunities in school that could build upon the new programme now in place in both the curriculum and extra-curricular programme</li> </ul>

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5. increased participation in competitive sport	<ul style="list-style-type: none"> <li>Children experience the benefits of participation in competition (See actual impact for further details)</li> </ul>	<ol style="list-style-type: none"> <li>Organise and take part in an additional, increased range of inter-school competitive opportunities including: <ul style="list-style-type: none"> <li>Participation in the Competition Programme as part of GDFT 'PE and Sport Premium Offer'</li> <li>Working with the SGO to co-ordinate the inter school events.</li> </ul> </li> <li>Provide transport to attend events</li> </ol>	(see figure above in Section 3)		<p>Termly calendar of sports competitions completed by PE leader and uptake of various groups.</p> <p>Sainsbury's School Games Kite Mark achieved</p> <p>Competition Registers</p>	<p>Increased pupil:</p> <ul style="list-style-type: none"> <li>Experience of competition against others</li> <li>Experience and understanding of rules and scoring systems</li> <li>Experience and understanding of how to work as a team</li> <li>Experience of how to handle winning and losing and the importance of good sportsmanship</li> <li>Confidence</li> <li>Participation in after school clubs</li> <li>Enjoyment of sport and games across the school</li> <li>Opportunities to participate in a wider variety of activities</li> <li>Engagement in competition</li> <li>Awareness of the importance of physical activity and health</li> <li>Socialisation with other children from diverse background</li> <li>Pupils experienced the feeling of achieving their best</li> <li>Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Build upon this years' programme</li> <li>Look at developing competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all</li> </ul>

Completed by:

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Idea and template originally developed by Stuart Allison

