

Evidencing the Impact of Primary PE and Sport Premium

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”

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

Measure against 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

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work **with** teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- run sport competitions
- increase pupils’ participation in the School Games
- run sports activities with other schools

You should not use your premium funding to:

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming



2018/19 Sport Premium Improvement Plan



School: St Pauls	No. Pupils KS1/KS2: 294	Sport Premium Funds	
Big Objective : To pursue the relevance and sustainability of HQ PA, PE and SS within the school community.		Total Sport Premium	£18,674
5 Key Outcomes 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, C4L, five a day, walk to school....</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>) RAG rating key Emerging Established Embedded		External Specialist Support (Sport Impact)	£8,400
		Other	£10,274

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Successful Introduction of New Scheme of work for all teachers to use. Increase in numbers in participation in Level 2 Sports Competition Successful activity days with introduction to new sports	Sports Council to have a greater influence on decisions made for the school Training given by SI specialist for Old scheme for shorter lessons and New scheme for longer lessons to successfully integrate the two

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Key Outcomes Select 1-5	Success Criteria (standards to judge success)	Key Actions	Termly RAG	Impact	Evidence	Next steps (sustainability)
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Yearly Plan

<p>1.</p> <p>1 (cont'd)</p>	<p>Review / update / implement revised PE Curriculum</p> <p>SMSA & staff actively promoting use of sports equipment in the playground(s):</p> <p>SAS: Year 5/6 Sports Leaders trained by Sport Impact to support 'peers' in physical activity at lunch times:</p> <p>Extra Curricular A/S clubs available</p> <p>SAS: 'Girls Active' programme developed (PW):</p> <p>Inclusive activities available for SEND children (SI calendar):</p> <p>SAS: All children experience Level 1 competition within their PE curriculum lessons (end of unit):</p> <p>Sports Council termly review of activity programmes:</p>	<ul style="list-style-type: none"> Set programme of extra-curricular activities for all year groups Identify Pupil Premium / less active children and encourage to attend clubs: Maintain 2 hours of PE per week for all classes: ensure updated Curriculum Map is referenced Liaison with lunchtime sports staff to set up / deliver clubs: Meeting schedule with Sports Council set to review activity programmes; SEND children informed of all available activities & scheduled SI competitions (SJ): Sports Leaders trained / deliver programme of lunchtime activities (PW): Liaison with class teachers to identify 'target' girls for specific Girls Active programme (SJ): SJ to manage Sports Council meetings (dates set): 	<p>Emerging</p> <p>Embedded</p> <p>Embedded</p> <p>Emerging</p> <p>Embedded</p> <p>Emerging</p>	<p>SAS - Numbers of children engaged in physical activity; particularly at lunch time and after school increases:</p> <p>Wider range of activities available for all children:</p> <p>Sports Leaders developing additional skills and responsibilities through the year:</p> <p>SAS - All lunchtime sports staff engaged in physical activity delivery: All children participate in at least 1 club / activity per term:</p> <p>All children experience participation in competitions at Level 1:</p> <p>SAS - More Girls engaged in Physical Activity programmes: all KS 2 girls offered chance to attend Girls Active club:</p>	<ul style="list-style-type: none"> Registers Minutes of meetings Survey results (Sports Council) Feedback (written & verbal) Meeting notes from SENCO Records of Level 1 competitions completed from all year groups - : Review of all sports programmes via Sports Council reps: 	<p>Review how Getset4PE is going in the Autumn.</p> <p>Give Teachers a chance to review and make any changes at Staff INSET</p> <p>Give students a chance to review the clubs during last session.</p> <p>Speak to Sports Council about which activities we could try that we don't currently do</p>
		<p>:</p> <ul style="list-style-type: none"> All PE documents aligned 			<ul style="list-style-type: none"> PE documentation aligned with whole 	

<p>2</p> <p>2 (cont'd)</p>	<p>PE recognised as a key subject to support whole school development:</p> <p>Sports Council having greater influence on PE / Extra-curricular policy in the school:</p> <p>Sports Day given even bigger focus for whole school / SAS celebration:</p> <p>SAS becomes part of daily school life:</p> <p>Delivery of successful whole school Sports days: Successful retention of Gamesmark Gold award:</p>	<p>with whole school policies and areas of development:</p> <ul style="list-style-type: none"> Sports Council given greater profile / importance: Regular celebration of individual successes (PE lessons / SAS 'Mile a Day' / school team successes etc): Sports Leader programme / training continues throughout the year: Set regular report dates for PE / SAS information into newsletters / web site: Invite 'agencies' to promote health & wellbeing at sports day: Completion of Gamesmark application: Maintain registers from all activity areas: 	<p>Embedded</p> <p>Emerging</p> <p>Embedded</p> <p>Embedded</p>	<p>Regular focus on PE / Physical Activity programmes:</p> <p>PE recognised as a key subject to deliver most topics (cross-curricular theme based):</p> <p>Pupil voice (Sports council) seen as important channel to share children's views on whole school issues:</p> <p>Children understand / accept the importance and value of all PE / Physical Activity (SAS) programmes as part of their healthy, active lifestyles:</p> <p>Greater involvement of children & parents at sports day:</p> <p>All children engaged in SAS programmes throughout the year:</p> <p>PE / school sport / SAS programmes achieve higher profile & recognition across the school:</p> <p>Recognition of more sporting achievements from across all ability bands:</p>	<p>school development policies:</p> <ul style="list-style-type: none"> SAS programmes incorporated into all Healthy School focus areas: Sports Council minutes shared with children / SLT / Governors / Parents: Notice boards / newsletters / website highlight all aspects of PE / Physical / SAS programmes: Recording of Daily Mile / Personal Challenges across the school (SJ): 	<p>Sports Council to specifically vote on extra-Curricular activities for Autumn Term</p> <p>Start School Games Mark early next year to ensure possible GLD/Platinum application</p>
<p>3</p>	<p>All teaching staff become confident & competent in the delivery of new curriculum GETset4PE</p>	<ul style="list-style-type: none"> Programme of support planned, delivered & evaluated by PW to all staff throughout the year: PW to deliver 	<p>Emerging</p>	<p>Standards of PE delivery and provision improve: Individual, high quality PE lessons are delivered by teachers:</p>	<ul style="list-style-type: none"> Observations, Feedback and written lesson reviews: Link to school Perf. Man agenda: 	<p>Staff INSET on new Curriculum in September</p> <p>New Teachers Targeted for Autumn Term</p>

	<p>Year 3 and Year 1 NQTs will be targeted in the Autumn Term</p>	<p>demonstration lessons / team teach through a 6-week programme of support:</p> <ul style="list-style-type: none"> • Time allocated to give feedback / areas of development: • INSET delivery by PW in target areas • Links made between curriculum activity and SAS programme(s): 	<p>Embedded</p>	<p>Activity levels in all PE lessons increase: Confidence and competence of all staff (specifically NQT's) increase: All children receive a positive learning experience in all lessons - evidenced through verbal feedback: Children make progress in all lessons: Independent Learning opportunities, peer assessment personal challenges are included in all PE lessons:</p>	<ul style="list-style-type: none"> • Possible video evidence used as a method to improve teaching / learning standards: • Discussions with children: • Development of Assessment criteria based on revised curriculum programme: 	
<p>4.</p>	<p>Review and implementation of revised PE Curriculum (See 1):</p> <p>SMSA & Lunchtime sports staff actively promoting use of sports equipment / areas with all children:</p> <p>Sports areas (playground) utilised to its full potential:</p> <p>Revised extra-curricular programme implemented across the school:</p> <p>Sports Council survey to review extra-curricular activity successes:</p>	<ul style="list-style-type: none"> • Review of current Curriculum Map: • Include all Level 1 Competition opportunities in all units of work: • Monitoring system developed to track all participants: • Create lunchtime 'Activity Programme' for all year groups: • Develop additional links with external clubs (Gamesmark Gold): • Sports Council to survey children re: extra-curricular programme successes and developments: • SAS - Staff survey re: availability to deliver extra-curricular activities: • Dukes Meadows Tennis coaching 	<p>Established</p> <p>Established</p> <p>Established</p> <p>Embedded</p> <p>established</p>	<p>Curriculum programme reflects current thinking:</p> <p>All children experience Level 1 competition regularly:</p> <p>New activities are introduced to cater for all needs / abilities:</p> <p>Greater engagement of girls in activity:</p> <p>More children participating in activities after school:</p> <p>More Club Links developed:</p> <p>More involvement of HIU children in all activities:</p>	<ul style="list-style-type: none"> • Revised Curriculum Map downloaded onto shared area: • Staff INSET to raise awareness of changes / expectations for all staff: • Registers of all participants maintained and collated: • Sports Council monitor activity choices and amend if necessary: • Extra-curricular registers: 	<p>INSET to be given TO SMSAs regarding activities for break time</p>

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<p>5.</p> <p>5. (cont'd)</p>	<p>Greater numbers of children participating in Level 2 competitions throughout the year:</p> <p>Leaders trained to support curriculum and competition delivery at Level 1:</p> <p>SAS: Completion of additional B & C team competitions at Level 2:</p>	<ul style="list-style-type: none"> • SJ to check SI Competition Calendar to identify Level 2 competition entries: • Identify Inclusive activity competitions: • Selected events (activity, venue & dates) shared with SLT for agreement: • All Level 2 dates included in the school Calendar: • PE notice board updated regularly with event information: • Parents informed via newsletters / web site etc: • Leader training programme compiled and agreed by SLT: class teachers informed: • B & C team fixtures arranged: 	<p>Established</p> <p>Embedded</p> <p>established</p>	<ul style="list-style-type: none"> • Children given the opportunity to represent their school at Level 2: • Try to represent at all 6 Cluster Events throughout the year: • Additional inclusive activity events entered eg Boccia / Pentathlon: • All children participate in competition experiences at Level 1: • SAS - All children participate in regular physical activity through competitions: • More children experience Inter (Level 1) competitions: • Leadership responsibilities given to all children to manage lunchtime competitions: • SAS - More Girls (via Girls Active programme) active through the school: 	<ul style="list-style-type: none"> • Registers from all clubs and competition events: • Match reports etc: • Photos on Sport Notice Board / web site: • Results and reports shared in school assemblies: • Leader register maintained: 	<p>Log total numbers of competition Participants and aim to beat for next year. Look at SI calendar early and plan in competition dates.</p>
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In school support could include:

- Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews, which will support Ofsted inspections
- Visioning and long term planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.
- Strategic Leadership support for PE Subject Lead
- Teacher/coach lesson support/mentoring
- Play and Engage: Parental Engagement. Parent /carer and child fun, themed physical literacy sessions
- Delivery of extra-curricular clubs
- Curriculum planning and assessment
- Quality assurance
- Training of young leaders

Sport Impact - External Specialist Support

- Professional development : In school twilight, half day or full day workshops bespoke to the needs of the school
- Support with transition phases
- Support with funding bids to enhance the strategic development of PE, sport and healthy active lifestyles
- Enhanced School Games provision
- Major Sports Festivals (3x Brentford Sports Days, Tennis)
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support
- Hounslow PE Learning Day
- Half a term of tennis coaching (Dukes Meadows)
- Enhanced Change4Life support
- Governors Workshop – “Sport Premium – The Governing Body’s Role”
- 3 Cluster Subject Leaders Forums

