

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



School: St Pauls	No. Pupils KS1/KS2:	Sport Premium Funds				
<p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, 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>) <p>RAG rating key</p> <table style="display: inline-table; border: none;"> <tr> <td style="background-color: red; color: white; padding: 2px 10px;">Emerging</td> <td style="background-color: yellow; padding: 2px 10px;">Established</td> <td style="background-color: green; color: white; padding: 2px 10px;">Embedded</td> </tr> </table>		Emerging	Established	Embedded	Total Sport Premium	£ 19,070.00
		Emerging	Established	Embedded		
		External Specialist Support (Sport Impact)	£ 8640			
Other	£ 10,430					

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Delivery of successful activity days.</p> <p>Training of Leaders to help at lunchtime.</p> <p>All children experiencing Level 1 competition within lessons.</p> <p>Increased number and majority of students participating in Level 2 competition</p>	<p>Training of teachers for new curriculum as a Staff Inset and Teacher Training</p> <p>SMSA actively promoting use of equipment at break times and lunchtimes</p>

<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:</p> <p>Delivery of Successful whole school Activity Days</p> <p>Successful retention of School Games mark Gold award:</p>	<ul style="list-style-type: none"> • All PE documents aligned with whole school policies and areas of development: • 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>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>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> • PE documentation aligned with whole school development policies: • 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: 	<p>£900</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 demonstration lessons / 		<p>Standards of PE delivery and provision improve:</p> <p>Individual, high quality PE lessons are delivered by teachers:</p> <p>Activity levels in all PE lessons increase:</p>		

	<p>All Teaching staff become confident in the delivery of REAL PE mini Sessions using Skills Cards</p>	<p>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>Confidence and competence of all staff (specifically NQT's) increase:</p> <p>All children receive a positive learning experience in all lessons - evidenced through verbal feedback:</p> <p>Children make progress in all lessons:</p> <p>Independent Learning opportunities, peer assessment personal challenges are included in all PE lessons:</p> <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> • Observations, Feedback and written lesson reviews: • Link to school Perf. Man agenda: • Possible video evidence used as a method to improve teaching / learning standards: • Discussions with children: • Development of Assessment criteria based on revised curriculum programme 		
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<p>4.</p>	<p>Review and implementation of New PE Curriculum (getset4PE) (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>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> <p>Evidence will come in the forms of...</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: 		
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<p>5.</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: 		<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: <p>Evidence will come in the forms of...</p> <ul style="list-style-type: none"> • Match reports etc: • Photos on Sport Notice Board / web site: • Results and reports shared in school assemblies: • Leader register maintained 		
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<p>Name of Sport Impact Specialist:</p>	<p>Headteacher signature:</p>	<p>Date:</p>	<p>PE Subject Lead signature:</p>	<p>Date:</p>
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Meeting national curriculum requirements for swimming and water safety

	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
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

Sport Impact - External Specialist Support

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
- 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
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support

<p style="text-align: center;">1</p> <p style="text-align: center;">The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">The profile of PE & sport being raised across the school as a tool for whole school improvement</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Broader experience of a range of sports & activities offered to all pupils</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">Increased participation in competitive sport</p>
<p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> • M&E targeted children? data? • Intervention activities? What has been the difference? <p><i>Are you providing HQ outcomes for YP through PE & sport?</i></p> <ul style="list-style-type: none"> • Can pupils retain info, apply skills and adapt tasks? • Do staff give opportunities for pupils to think & work independently? <p><i>What physical activity opps are on offer & for whom?</i></p> <ul style="list-style-type: none"> • Play & Engage, Disc ME, five a day, walk to school 	<p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> • Vision in place • Promoted within school/ Govs/ parents • Strategic development • transition phase support <p><i>Does your PE & Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> • Any new PE activities used across school/subject areas? • School values being promoted? <p><i>Do you have strong leadership & management of PE, Physical Activity & Sch sport?</i></p> <ul style="list-style-type: none"> • Clear overview of CPD needs • M&E quality of PE lessons? • M&E progress of children? 	<p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> • Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities • Variety of activities? Individual, creative and team? <p><i>How good is the teaching and learning of PE in your school?</i></p> <ul style="list-style-type: none"> • Staff more confident /competent? How do you know? • Increased staff K&U of what children need to learn? • Pupil progress? Data? 	<p><i>Are you providing a rich, varied & inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> • Additional pupils participating in L 1 / L 2 activities? No's? • Additional clubs being offered? Outcomes 	<p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p>

CPD PE & Sport	✓	Sport Participation	No's
Sport Premium: The Governing Bodies Role	✓	Yr 5/6 Cross Country Relays	
Action Planning	✓	Yr 5/6 Cross Country	
PE Subject Leader Forums (cluster)	✓	Yr 5/6 Hi 5 Netball (prelim & final)	✓
Primary Schools PE Training Day	✓	Yr 5/6 Best Football (prelim & final)	✓
Change4Life Sports Clubs (Deliverer's training)		Yr 5/6 Girls Football	✓
Aegon Tennis LTA		Yr 5/6 Sportshall Athletics (prelim & final)	✓
		Yr 5/6 Quadkids Athletics (prelim & final)	✓
		Yr 5/6 Tag Rugby (prelim & final)	✓
Other Sport	No's	Yr 5/6 Quicksticks Hockey	✓
Dukes Meadows Tennis	4x30	Yr 5/6 Keysteps Gymnastics	
London Welsh Rugby		Yr 3/4 Keysteps Gymnastics	
Cluster Competitions		Yr 5/6 3v3 Basketball	✓
		Yr 5/6 Best Kwik Cricket (prelim & final)	✓
		Yr 5/6 Girls Kwik Cricket	✓
		Yr 5/6 Tri Golf	✓
		Yr 3/4 Tennis Festival	✓
Intra School	No's	Yr 3/4 Primary Sports Day	✓
		Yr 2 Primary Sports Day	✓
		KS1 & KS2 Primary Dance Festival	
		Yr 3/4 Primary Sports Day	✓
		Yr 2 Primary Sports Day	✓