

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The 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.

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

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 important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

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 the school website.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming

**This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.**

Once completed it should be published on your website.

<b>Academic Year:</b>	2016 - 2017
<b>Total Funding Allocation:</b>	£
<b>Actual Funding Spent:</b>	

## PE and Sport Premium Action Plan

Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <li>Establish play leader systems where chn can use the skills taught in clubs to teach others.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on one area of PE striking and fielding, wall and ball games etc. Professional to teach a group of year 6 chn who are interested in leading other children within the school.</li> <li>Work with these chn for 1 term teaching them the skills and the games for them to teach the skills to other year groups throughout the week.</li> <li>Have the skills for rugby, football and tennis.</li> </ul>	<p>£1000 for outside agencies to teach leaders the initial skills.</p>	<ul style="list-style-type: none"> <li>A rota of games and year groups practising these skills/games throughout the lunch time. E.g tennis – mon yr1, tues yr2, wed yr3, thurs yr5, fri 4+.</li> <li>Chn will be busy and enthused during lunchtimes, learning new skills.</li> <li>The year 6 chn will gain teaching and leadership skills.</li> </ul>
<ul style="list-style-type: none"> <li>Re-establish the CFL club and implement changes and ideas given by SGO.</li> </ul>	<ul style="list-style-type: none"> <li>To meet with SGO and gather ideas on the CfL clubs.</li> <li>Take on board these ideas and create groups for these.</li> </ul>	<p>£1000 for training – staff to hold extra curricular</p>	<ul style="list-style-type: none"> <li>An after school CfL club will be available.</li> <li>Other staff will know the aims of CfL clubs and will push the ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Previous CfL clubs happened within school time. Perhaps we need to look into after school clubs to make it a healthy choice.</li> <li>• Get other members of staff on board with this so it can work regularly with consistent staff members with an aim.</li> </ul>	activities.	<p>surrounding why you should take part.</p> <ul style="list-style-type: none"> <li>• Chn will be more aware of a healthy lifestyle and will work collaboratively in creating displays surrounding good choices.</li> <li>• Liaise with healthy school's leader to create competitions and events that can take place combining the two.</li> </ul>
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**Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <li>• To create an assessment tool to mark against the progression framework.</li> </ul>	<ul style="list-style-type: none"> <li>• To review the progression skills created last year.</li> <li>• Discuss with CT's if the skills they were teaching were completed and if they were suitable for the year group. Had they done the previous steps?</li> <li>• Using the overview of the school and Classroom Monitor create an easy, manageable way to assess the chn.</li> </ul>	£1500 to buy assessment / planning tool for staff. Time for CB.	<ul style="list-style-type: none"> <li>• Teachers will be able to assess chn against the school progression skills and have clear evidence linked to classroom monitor.</li> </ul>
<ul style="list-style-type: none"> <li>• To continue to monitor the planning of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• CB to continue to check CT plans and have the terms PE planning in before the term begins.</li> <li>• Are they teaching the correct</li> </ul>		<ul style="list-style-type: none"> <li>• CT plan effectively and efficiently for their class based around the skills that should be taught in that particular point in the term.</li> </ul>

	skill at the correct level? Are the skills noted within the planning?		
<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <li>Continue to hire blocks of PE specialists to support different staff members in other areas of the PE curriculum alongside Tennis that has now been taught to the current year 4 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with the Tennis coach in the next year group with different teachers to forward the skills.</li> <li>Get into contact with other outside agencies that would be interested to do the same. Rugby? Rounders? Dance? Athletics? Netball?</li> </ul>	£2500 to hire other outside agencies to upskill staff.	<ul style="list-style-type: none"> <li>Staff will be able to deliver high quality lessons based around a sport.</li> <li>Staff can adapt the games and skills taught to other areas of their PE teaching.</li> <li>Staff will work collaboratively to share the skills they have learnt.</li> </ul>
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			
Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <li>Competitions will continue so the profile of the school can continue to rise.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous communication with SGO and local schools.</li> <li>Create opportunities to go to and host tournaments.</li> </ul>	£1000 towards transport and staff to attend.	<ul style="list-style-type: none"> <li>Chn will feel a sense of pride in competing for their school.</li> <li>Most, if not all, children will take part in some sort of competitive sport within or outside of school.</li> </ul>
<ul style="list-style-type: none"> <li>Continue employment of specialist coaches to work alongside staff.</li> </ul>	<ul style="list-style-type: none"> <li>To employ other outside agencies to offer extensive range of skills and games taught to the children.</li> <li>Make sure staff are aware they</li> </ul>	As above – indicator 3.	<ul style="list-style-type: none"> <li>Chn will reach a higher level of skills than expected.</li> <li>Chn will enjoy different areas of PE.</li> </ul>

are learning from these outside agencies too.

### Indicator 5: Increased participation in competitive sport

Objective	Key Actions	Allocated funding	Anticipated outcomes
<ul style="list-style-type: none"> <li>Continue to enter competitions and allocate funding for transport and staff to attend.</li> </ul>	<ul style="list-style-type: none"> <li>Continuous communication with SGO and local schools.</li> <li>Create opportunities to go to and host tournaments.</li> </ul>	As above	<ul style="list-style-type: none"> <li>Chn will feel a sense of pride in competing for their school.</li> <li>Most, if not all, children will take part in some sort of competitive sport within or outside of school.</li> </ul>
<ul style="list-style-type: none"> <li>A specific area on the school's website will be dedicated to events and activities that the children take part in.</li> </ul>	<ul style="list-style-type: none"> <li>CT to take photos of events and activities taking place and them be added to the website with a small caption underneath.</li> </ul>	£200 to have our ICT team keep on top of PE events.	<ul style="list-style-type: none"> <li>Chn and parents will be able to look at and discuss the sport that has been going on within the academy.</li> </ul>
<ul style="list-style-type: none"> <li>Develop house competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Try to create a competitive PE aspect to the houses. At the end of every half term all houses can focus on a team game.</li> <li>A Friday afternoon out every halfterm would have to occur.</li> <li>In their houses they can play each other practising the 'skills' and between the houses they choose a team to</li> </ul>	£2000 spent on equipment.	<ul style="list-style-type: none"> <li>Chn will want to take part in the house competitions.</li> <li>Chn will gain team skills, and debate their way into the teams.</li> <li>Throughout the year it will become evident that the chn will gain a community within their houses and look forward to fun competitions.</li> </ul>

	<p><i>compete against the other house.</i></p> <ul style="list-style-type: none"> <li><i>E.g Autumn 1 – handball – oysters vs starfish dolphins vs Seahorses. Winners from each play in the final to become champions. Can be presented during house points assembly.</i></li> <li><i>To create year group opportunities of competitions too. After every teaching a games skills, one PE lesson should consist of competition between the 2 classes.</i></li> </ul>		
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## PE and Sport Premium Impact Review

<b>Indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps

<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
<b>Indicator 5: Increased participation in competitive sport</b>				
Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps