

Primary Physical Education and Sport Premium 'One Stop Shop'

'Evidencing Impact and Accountability'

Amount of Grant Received – Year 2: £ 9613

Date: May 11th

2014-2015

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 how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Participation rates in such activities as games, dance, gymnastics, swimming and athletics Curriculum	- PE hall Timetable - Curriculum map - Professional dialogue/teacher surveys - Pupil discussions/questionnaires - YST Quality Mark –Silver - Displays - PE teacher resources schemes/annotated lesson plans	Review the quality of our curriculum including: - Breadth and Balance (Statutory Entitlement – Sept. 2014) 2 hours per week - Quality of teaching and learning (Lesson planning and observation) - Staff Professional Learning (CPD programme) - Access to facilities / resources - Pupil needs (Pupil Voice) - Gifted in PE Discussions with individual pupils and liaison with parents / carers	- Employing specialist teachers of Physical Education - Improving staff professional learning to upskill teachers and teaching assistants - Financial support to the Christchurch School Sport Partnership to provide further training through the Christchurch CPD programme - Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement - Christchurch Primary Leadership Academy to train Bronze Ambassadors who have provided a pupil voice for PE and school sport in our school - Swimming transport cost (coach)	£ 6,974 PE leader cost £ 2,500 Christchurch school Sport partnership (CSSP) YST self-evaluation tool (YST membership, part of CSSP) £200+ (made up from pupil premium)	- Increased pupil participation - Enhanced, inclusive curriculum provision-differentiation for SEND - More confident and competent staff - Enhanced quality of teaching and learning - Increased capacity and sustainability - Improved standards - Positive attitudes to health and well-being - Improved behaviour and attendance - Improved pupil attitudes to PE - Positive impact on whole school improvement - Easier pupil management - Enhanced communication with parents / carers - Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values - Positive impact on middle leadership

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Extra-Curricular	- After school registers - Lunchtime registers - Pupil governors voice - Clubs timetable - Fit club - Extra-curricular/tournaments Sports analysis doc - School games Kitemark Silver	Review the quality of our extra-curricular provision including: - Range of activities offered - Ensure the enhancement and extension of our curriculum provision - Inclusion - The promotion of active, healthy lifestyles - Quality and qualifications of staff providing the activity - Access to facilities (on-site / off-site) - Midday supervisors trained to organise and support playground games - Use monitoring tool to analyse participation and attendance rates - Develop and implement a young sports leaders programme - Pupil needs/interests (Pupil Voice) - Christchurch school sport Partnership - Talent provision - Staff Professional Learning (CPD)	- Employing local coaches to provide extra-curricular sporting opportunities such as dance, basketball, tennis, football fencing. - Providing high quality professional learning for adults to run sports teams, after school clubs and intra-school opportunities - Providing PE clubs run by Teachers/LSA such as gymnastics, netball and football - Providing CPD for midday supervisors to introduce multi-activities at lunchtimes - Introducing a before school activity programme - Identify pupils who are G&T and refer to local clubs	Cost paid by parents for some clubs Part of CPD package Free clubs run by teachers/LSAs	- Increased pupil participation - Enhanced, extended, inclusive extra-curricular provision - More confident and competent staff - Enhanced quality of delivery of activities - PE physical activity and school sport have a high profile and are celebrated across the life of the school - Increased staffing capacity and sustainability - Positive attitudes to health and well-being - Improved behaviour and attendance and reduction of low level disruption - Improved pupil attitudes to PESS - Positive impact on whole school improvement - Easier pupil management - Enhanced communication with parents / carers - Clearer talent pathways - Increased school-community links - Sporting Values - Positive impact on middle leadership

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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>	- Schools own data/registers - Sports analysis spreadsheet - SGO - Competition events calendar - Photos displayed at school and on website - Competition reports - School Games Mark-Silver kietmark - CSS Newsletter	- Review our strategy for engaging in competition - Engage with our School Games Organiser – Dan Moody (SGO) - Engage more staff / parents / volunteers / young leaders - Improve links with other schools - Promote competitive opportunities for all pupils across school (year 2-6) in both intra and inter school formats) - The school sport partnership to implement fair play award at competitions using the Spirit of the Games Values - Ensure that all sports coaches and instructors are quality assured - Satellite clubs	- Paying staff to run competitions, or to increase pupils' participation in national school games competitions - Over 50% of young people represent their school in tournaments - Over 60% of children go to school clubs - The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches	PE leader costs From Christchurch partnership costs	- Increased pupil participation - Extended provision - Increased staffing capacity - 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

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How inclusive the physical education curriculum is	- Curriculum plan - Long, medium and short-Term plans - Planning for Gifted and SEND pupils - Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) - Disability swimming gala	Review the quality of our curriculum including: - Breadth and Balance - Accessibility of all the activities - Use of TA's to support learning - Quality of teaching and learning - Staff Professional Learning (CPD) - Working alongside PE leader - Access to facilities / resources - Pupil Needs (Pupil Voice) Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE	- Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum - Introducing basic movement skills in the Early Years / Foundation Stage – Story sizes 10 mins daily - CPD for staff to increase subject knowledge and confidence in PE	Part of CPD package	- A more inclusive curriculum which inspires and engages all pupils - More confident and competent staff - Enhanced quality of teaching and learning - Increased capacity and sustainability

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The range of provisional and alternative sporting activities	- Curricular and extra-curricular plans - Registers of participation - Fit club - Sports analysis spreadsheet - Wake and shake group	Review the quality of our extra-curricular provision including: - Range of activities offered - The enhancement and extension of our curriculum provision - Inclusion - The promotion of active, healthy lifestyles - Quality and qualifications of staff providing the activity - The time of day when activities are offered - Access to facilities (on-site / off-site) - Pupil needs/interests (Pupil Voice) - Partnerships and links with clubs - Talent provision - Staff Professional Learning (CPD) Discussions with individual pupils and liaison with parents / carers	- Employing a LSA to lead before-school clubs for disabled pupils and for those with SEND - Introducing an in-school physical activity programme - Paying for transport and access to indoor leisure facilities (swimming transport) - Introducing new initiatives - Purchasing specialist equipment and teaching resources to develop a non-traditional activity - Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence - Buying into local, existing sports networks CSSP	Part of PE leader costs Part of CSSP costs	- Extended, alternative provision - Engaged or re-engaged disaffected pupils - Increased pupil participation - More confident and competent staff - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Improved standards - Positive attitudes to health and well-being - Improved behaviour and attendance and reduction of low level disruption - Improved pupil attitudes to PESS - Positive impact on whole school improvement - Enhanced communication with parents / carers - Increased school-community links - Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values - Positive impact on middle leadership

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Partnership work on physical education with other schools and other local partners <i>The school contributes funding to sustain the Christchurch School Sport Partnership. This contribution enables the partnership to deliver the elements highlighted in the 'Effective Use of the Funding Column'</i>	- Membership of networks - School / Subject Action Plans / minutes - YST - Attendance at PE conference - YST CPD - School – club Links data - CPD Programme - Competition Calendar - Newsletters - Candoco Dance Project outline - SSP SLA	- Review our partnerships and membership of networks - Do you attend local forums? YES - Identify any new possible partnerships - Use PE Conference to review, evaluate and plan for next year.	- Engage in festivals and competitions (throughout the year). - Calendar of competitions and festivals in addition to School Games - Programme of quality assured CPD opportunities for staff to raise confidence and competence in teaching PE and sport. - The Christchurch Sports Awards - Christchurch PE Conference which is an opportunity to look back at the successful year we have had, share good practice, complete a sports audit on how the primary sport premium has been used this year and plan for next year. - Christchurch Dance Festival and dance project. - Primary Leadership Academy to train Bronze Ambassadors	Part of CSSP cost	- Increased staff knowledge and understanding - More sustainable workforce including young leaders. - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Participation in partnership events including the Dance Festival and Sports Awards. - Increased range of opportunities - The sharing of best practice - Increased pupil awareness of opportunities available in the community - Positive impact on middle leadership

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Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)	- Whole School Plan / SEF - PE Subject Plan - Whole school policies / PE policies - SIAMS report	- 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: - Academic achievement (e.g. literacy and numeracy) - Behaviour and safety - Attendance - Health and well-being	- Paying the most effective staff an enhanced allowance to lead improvements in PESS - Providing CPD on how to teach PE effectively - Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge - Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning - Cultural competitions such as the medal/logo and flag design competition	PE leader costs	- Whole school targets met more effectively - 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 - Good citizenship promoted - Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values - Positive impact on Middle Leadership

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