

Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

Amount of Grant Received – Year 1: £

Date:

| Area of Focus | Evidence | Action Plan | Effective Use of the Funding | Funding Breakdown | Impact |
|--|--|---|--|--|--|
| <p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p> | <p style="text-align: center;">(Sign-posts to our sources of evidence)</p> | <p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p> | <p style="text-align: center;">(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p> | <p style="text-align: center;">(How much spent on each area)</p> | <p style="text-align: center;">(The difference it has made / will make)</p> |
| <p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p> | <ul style="list-style-type: none"> Schools own data / registers | <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> <i>Time available</i> <i>Quality of teaching and learning (Lesson planning and observation)</i> <i>Staff Professional Learning (PL)</i> <i>Access to facilities / resources</i> <i>Pupil needs (Pupil Voice)</i> <i>Gifted in PE</i> <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p> | <ul style="list-style-type: none"> Employing specialist teachers of Physical Education Improving staff professional learning to upskill teachers and teaching assistants Paying the most effective teachers an enhanced allowance to lead improvements in PE and School Sport Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | <p>£</p> | <ul style="list-style-type: none"> Increased pupil participation Enhanced, inclusive curriculum provision 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 Other |

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| Extra-Curricular | <ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data | Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> Discussions with individual pupils and liaison with parents / carers | <ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities • Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes • Introducing an in-school physical activity programme • providing pupils who are gifted and talented in sport with expert, intensive coaching and support • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ | <ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • 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 • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • Other |

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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> | <ul style="list-style-type: none"> Schools own data / registers SGO Calendar of events / fixture lists School Games Kitemark | <ul style="list-style-type: none"> Review our strategy for engaging in competition Engage with our School Games Organiser (SGO) Engage more staff / parents / volunteers / young leaders Improve links with other schools Satellite clubs | <ul style="list-style-type: none"> Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions Paying for transport for fixtures and festivals | £ | <ul style="list-style-type: none"> 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 Other |
| How inclusive the physical education curriculum is | <ul style="list-style-type: none"> 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) | Review the quality of our curriculum including: <ul style="list-style-type: none"> <i>Breadth and Balance</i> <i>Accessibility of all the activities</i> <i>Use of TA’s to support learning</i> <i>Quality of teaching and learning</i> <i>Staff Professional Learning (PL)</i> <i>Access to facilities / resources</i> <i>Pupil Needs (Pupil Voice)</i> <i>Other</i> 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 | <ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Introducing basic movement skills in the Early Years / Foundation Stage PL for staff to increase subject knowledge and confidence in PE Employing a specialist teacher to lead after-school clubs for disable pupils and for those with SEND Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ | <ul style="list-style-type: none"> 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 Other |

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| <i>The range of provisional and alternative sporting activities</i> | <ul style="list-style-type: none"> Curricular and extra-curricular plans Registers of participation | Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> <i>Range of activities offered</i> <i>The enhancement and extension of our curriculum provision</i> <i>Inclusion</i> <i>The promotion of active, healthy lifestyles</i> <i>Quality and qualifications of staff providing the activity</i> <i>The time of day when activities are offered</i> <i>Access to facilities (on-site / off-site)</i> <i>Pupil needs/interests (Pupil Voice)</i> <i>Partnerships and links with clubs</i> <i>Talent provision</i> <i>Staff Professional Learning (PL)</i> <i>Other</i> Discussions with individual pupils and liaison with parents / carers | <ul style="list-style-type: none"> Employing a specialist teacher to lead after-school clubs for disabled pupils and for those with SEND Introducing an in-school physical activity programme including walking programme Paying for transport and access to indoor leisure facilities 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 | £ | <ul style="list-style-type: none"> 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 Other |

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| Partnership work on physical education with other schools and other local partners | <ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors’ minutes / reports | <ul style="list-style-type: none"> • Review our partnerships and membership of networks • Do you attend local PESS forums? • Identify any new possible partnerships | <ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ | <ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • Positive impact on middle leadership • Other |

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| Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC) | <ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies | <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> | <ul style="list-style-type: none"> • Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement • Paying the most effective staff an enhanced allowance to lead improvements in PESS • Providing PL 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 | £ | <ul style="list-style-type: none"> • 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 • Other |

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| <p><i>Review the impact that the funding has had on other factors</i></p> | <ul style="list-style-type: none"> • Used afPE Framework for Review to generate PESS Action Plan • Staff PL Record • SMT QA strategies for planning • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) | <ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PESS • On-going review of impact on Professional Learning for PE and Sport | <ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current provision strengths and areas for development • Employing evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans | <p>£</p> | <ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • Will help to identify the added value of the funding • Will support the identification of other areas of need to direct funding spend towards to enhance overall provision |

Further links to support you

Ofsted

www.ofsted.org

[Preparing a school self-evaluation summary \(Jan. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(Jan. 2014\)](#)

[Physical Education Survey Visits \(Dec. 2013\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(Dec. 2013\)](#)

CfBT

www.cfbt.com

Association for Physical Education (afPE)

www.afpe.org.uk

Free Downloads:

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

New 2014 National Curriculum:

[New 2014 National Curriculum](#)

Membership:

[afPE School Membership Form](#)

afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (To apply for this award please contact simon.leach@afpe.org.uk)



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Qualifications:

[Level 2/3 Qualifications & Diploma in Physical Education and School Sport](#)

[Level 5 Certificate in Primary School Physical Education Specialism](#)

[Level 6 Award in Primary School Physical Education Subject Leadership](#)

Professional Learning Opportunities:

[afPE Professional Learning Events](#)

[afPE 2014 National Physical Education & School Sport Conference](#)

Department for Education

www.education.gov.uk

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)