



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

Amount of Grant Received –: £ 9660

Date: November 2016 Reviewed July 2017

Area of Focus <i>Including the 7 key factors to be assessed by Ofsted</i>	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)
<p>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<ul style="list-style-type: none"> • Attendance sheets • Horse riding register • Swimming register 	<p>Encourage the development of physical interests eg horse riding, swimming, outside play.</p> <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> 	<ul style="list-style-type: none"> • Employing specialist teachers of swimming, horse riding • Improving staff professional learning to up skill teachers and teaching assistants (swim safety, rebound therapy) 	<p>£ 2000 £ 1500</p> <p>£ 320 £ 1500</p>	<ul style="list-style-type: none"> • Increased pupil participation – attendance in horse riding and swimming • Enhanced, inclusive curriculum provision • More confident and competent staff – additional training in rebound therapy provided • Enhanced quality of teaching and learning • Increased capacity and sustainability – more relevantly trained staff • Improved standards • Positive attitudes to health and well-being • Improved pupil attitudes to PE • Positive impact on whole school improvement

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Extra-Curricular	<ul style="list-style-type: none"> • 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>The time of day when activities are offered</i> • <i>Pupil needs/interests</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> Discussions with individual pupils	<ul style="list-style-type: none"> • Providing high quality professional learning for adults supporting learning (ASL's) to run sports teams and lunchtime activities • Providing midday supervisors to introduce multi-activities at lunchtimes • Providing additional resources to facilitate the interests and activities of the pupils 	£ 500 5-7yrs £1000 7-11yrs £ 1500 - bike	<ul style="list-style-type: none"> • Increased pupil participation – pupils at lunchtimes carrying out more physical activities (bikes, scooters, football, tennis etc) • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff – LSAs comfortable and confident in supporting the pupils. • Enhanced quality of delivery of activities – activities delivered on a rota system to ensure quality of delivery. • Increased staffing capacity and sustainability • Improved standards – pupils becoming more capable and confident in their physical activities. • Positive attitudes to health and well-being • Improved behaviour and reduction of low level disruption – fewer incidents seen due to more engagement. • Positive impact on whole school improvement • Easier pupil management – pupils are organised and active.

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<p>Participation and success in competitive school sports</p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p>	<ul style="list-style-type: none"> Schools own data / registers Calendar of events 	<ul style="list-style-type: none"> Review our strategy for engaging in external sporting activities Engage with our School Games Organiser (SGO) Improve links with other schools 	<ul style="list-style-type: none"> Engagement with SGO for the authority Competition with other local special schools 	£ 0	<ul style="list-style-type: none"> Increased pupil participation – football competition, wheelchair basketball. Extended provision Improved positive attitudes to health and well-being and PESS
<p>How much more inclusive the physical education curriculum has become</p>	<ul style="list-style-type: none"> Curriculum plan Long, medium and short-Term plans 	<p>Review the quality of our curriculum including:</p> <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</i> <p>Discussions with individual pupils Check equipment to ensure it meets the needs of our pupils</p>	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum (to include sensory equipment / apparatus) Introducing basic movement skills in the Early Years / Foundation Stage PL for staff to increase subject knowledge and confidence in PE 	£ 90 £ 750	<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 – including sensory interaction. Increased capacity and sustainability

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<p><i>Growth in the range of provisional and alternative sporting activities</i></p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Review the quality of our extra-curricular provision including:</p> <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 of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities</i> • <i>Pupil needs/interests</i> • <i>Staff Professional Learning (PL)</i> <p>Discussions with individual pupils</p>	<ul style="list-style-type: none"> • Introducing in-school physical activity programmes • transport and access to indoor leisure facilities • Introducing new initiatives • Purchasing specialist equipment and teaching resources to develop a non-traditional activity 	£500	<ul style="list-style-type: none"> • Extended, alternative provision – use of local leisure centre and St Peters sports hall • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff • Enhanced quality of delivery of activities – working alongside trainers and coaches • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and reduction of low level disruption



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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 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Identify any new possible partnerships 	<ul style="list-style-type: none"> • Links with SGO • Games and competition with other special schools 	£ 0	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • Enhanced quality of provision • Increased range of opportunities



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<p>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral social and cultural skills (SMSC)</p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Planning • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PE and School Sport (PESS) to whole school priorities • 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>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Providing PL on how to teach PE effectively • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning 	£ 0	<ul style="list-style-type: none"> • 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



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<p>Review the impact that the funding has had on other factors</p> <p>Inspectors also take account of the following factor: The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health</p>	<ul style="list-style-type: none"> • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) 	<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 PE and School Sport (PESS) 	<ul style="list-style-type: none"> • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>£ 0</p>	<ul style="list-style-type: none"> • Has further evidence of impact to support the effective use of the funding • Has helped to identify the added value of the funding • Has allowed the identification of other areas of need to direct funding spend towards to enhance overall provision