

# Primary PE and Sport Premium

## Evidencing the Impact of the PE and Sport Premium

<b>Key Priority: PE - To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress.</b>				
Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	Evidence	Next Steps
<b>Professional Development</b> <ul style="list-style-type: none"> <li>Professional learning for all staff across the school - P.E. specialist to develop and implement a learning plan to support up-skilling through a collaborative approach.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are much more confident and competent to deliver high quality P.E.</li> <li>Good practice is shared and feedback sought which drives the effective development of P.E.</li> <li>Children feel they have improved their skills in P.E.</li> <li>There is a wide range of sporting activities available.</li> </ul>	Specialist coach: <b>£1001 to date</b>	<ul style="list-style-type: none"> <li>Staff evaluation sheets.</li> <li>Chris Whitmore CPD &amp; feedback.</li> <li>P.E. participation questionnaires.</li> <li>Office club records &amp; calendar of events.</li> </ul>	<b>What:</b> To ensure the quality of all PE lessons is good or outstanding. <b>Who &amp; how:</b> <b>VM</b> to conduct learning walks & lesson observations.
<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>Plan and develop a P.E. curriculum that is broad and engaging for all and meets the requirements of the national curriculum, including the previous purchase of Val Sabin plans &amp; workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are more confident and competent to deliver high quality P.E. for all – use of very clear Val Sabin plans &amp; feedback from VM.</li> <li>Pupils enjoy trying new activities.</li> </ul>	Val Sabin Curriculum Planning:	<ul style="list-style-type: none"> <li>Staff evaluation sheets</li> <li>Clear plans</li> <li>P.E. participation questionnaires</li> </ul>	<b>What:</b> To ensure most staff are confident and competent to use a range of teaching and learning styles in PE to match lesson content <b>Who &amp; how:</b> <b>VM</b> to conduct a staff audit to evaluate this.
<b>Achievement of pupils</b> <ul style="list-style-type: none"> <li>Develop a simple assessment tool to support staff in planning lessons that ensure progress is being made with all pupils.</li> <li>Create a paired observation strategy to ensure consistent judgements are made.</li> </ul>	<ul style="list-style-type: none"> <li>AfL is used by staff in PE – developed by Mitch Edwards (a previously used Sports specialist).</li> <li>Progress in P.E. is monitored &amp; staff assess pupil attainment termly using Val Sabin assessments &amp; then enter data onto Symphony grids.</li> <li>Pupil's progress is fully reported to parents and carers.</li> </ul>	Specialist coach & Val Sabin Planning: <b>See above</b>	<ul style="list-style-type: none"> <li>Progress and attainment data – Symphony</li> <li>P.E. participation questionnaires</li> </ul>	<b>What:</b> To ensure staff continue to feel confident using AfL in all lessons. <b>Who &amp; how:</b> <b>VM</b> to carry out learning walks & lesson observations, focusing on AfL. <b>What:</b> To ensure Symphony assessment grids are completed termly & that these match VS assessments closely enough. <b>Who &amp; how:</b> <b>VM</b> to prompt &

# Primary PE and Sport Premium

- Pupils enjoy and achieve in PE.

monitor.

**Key Priority: School Sport - To increase opportunities for participation, including for our SEND pupils, in a range of extra-curricular and competitive opportunities.**

Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	Evidence	Next Steps
<p><b>Extra-Curricular activity</b></p> <ul style="list-style-type: none"> <li>• Audit, plan and develop before school, lunch and after school activities, using staff and coaches.</li> <li>• LAs trained to organise and support playground games at playtime.</li> <li>• Outside agency (Si-Sports Ltd) to organise and support playground games at lunchtime.</li> <li>• Increase the number of extra-curricular opportunities</li> <li>• Use monitoring tool to analyse participation and attendance rates.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of extra-curricular opportunities has increased and includes those requested by pupils.</li> <li>• The extracurricular opportunities include those for our SEND pupils – Boccia &amp; New Age Kurling specifically for SEND pupils.</li> <li>• Engagement, enjoyment &amp; behaviour at lunch and break times has improved with pupils taking part in increased activity.</li> <li>• PE physical activity and school sport have a high profile and are celebrated across the life of the school.</li> </ul>	<p>Si Sports Ltd (lunchtime sports &amp; dance coach): <b>£6100</b></p>	<ul style="list-style-type: none"> <li>• P.E. participation questionnaires.</li> <li>• WP analysis of increased opportunities this year.</li> <li>• SP (Outdoor Learning Co-ordinator) observations at lunch and playtimes.</li> <li>• Office records.</li> <li>• Newsletters.</li> </ul>	<p><b>What:</b> To target pupils with poor attendance and /or challenging behaviour to take part in sports – monitor impact on attendance &amp;/or incidences of challenging behaviour. <b>Who &amp; how:</b> <b>KS</b> (KS1) and <b>AA &amp; GM</b> (KS2) to identify target children based on poor attendance &amp; challenging behaviour. <b>VM</b> to put in place regular sports opportunities for identified target children – link to intra comp? <b>What:</b> To place even greater celebration of sporting achievement in assembly. <b>Who &amp; how:</b> <b>AS, KS &amp; VM</b> to continue to improve the young leaders team. <b>What:</b> To develop even further, the young leaders programme (support and strengthen the role of young leaders in planning &amp; running lunch activities). <b>Who &amp; how:</b> <b>VM</b> to discuss a way forward based on information from SPPAN conference.</p>
<p><b>Competitive opportunities</b></p> <ul style="list-style-type: none"> <li>• Promote competitive opportunities for all pupils across school (year 3 – 6, year 2 tasters) in inter school formats as well as more emphasis on competition in P.E. lessons.</li> <li>• Implement a reward system that celebrates achievements</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of one competitive fixture per fortnight.</li> <li>• Increase from 43% (2014/15) to 80% this year in sports &amp; physical activity clubs including competitions and tournaments.</li> <li>• Pupils recognise the wider benefits of participating in sport and consider it an important part of their development.</li> </ul>	<p>Leicester &amp; District Primary Schools Football Association Membership (football, cricket, rugby): <b>£300</b></p> <p>Transport to competitive sport: <b>£1000</b></p>	<ul style="list-style-type: none"> <li>• Participation rates.</li> <li>• P.E. participation questionnaires.</li> <li>• Office club records &amp; calendar of events.</li> </ul>	<p><b>What:</b> To develop further opportunities for intra school competitions. <b>Who &amp; how:</b> <b>VM and ML</b> to discuss how this could be improved &amp; plan for the beginning of the next academic year.</p>

# Primary PE and Sport Premium

in sport e.g. effort & sportsmanship.				
<b>Key Priority: Health and wellbeing – To use physical activity to improve pupils' health, wellbeing and educational outcomes.</b>				
Actions and strategies	Impact and sustainable outcomes	Resources/ Cost	Evidence	Next Steps
<p><b>Awareness of healthy lifestyles</b></p> <ul style="list-style-type: none"> <li>Develop the importance of a healthy active lifestyle within our ethos.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils understand about making healthy lifestyle choices that are celebrated and shared.</li> <li>Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff, and extended to parents and carers.</li> </ul>		<ul style="list-style-type: none"> <li>Advanced Healthy Schools certificate.</li> <li>Curriculum (Science &amp; P.E.).</li> </ul>	<p><b>What:</b> To develop and use a monitoring tool to assess physical activity.  <b>Who &amp; how:</b> <b>VM</b> to identify a way forward using a bleep test at beginning and end of each academic year.  <b>What:</b> To identify opportunities to engage the least active.  <b>Who &amp; how:</b> <b>AS, KS &amp; VM</b> to discuss a way of identifying the least active. <b>VM</b> to implement a Change4life programme based on information from SSPAN conference. Consider the role of young leaders in encouraging positive attitudes among peers.</p>