



Primary Physical Education and Sport Premium 'One Stop Shop'

'Evidencing Impact and Accountability'



Date: September 2016 – July 17

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)
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<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p> <p>Green – pupils making excellent progress across all key Stages of the curriculum.</p> <p>All pupils participate in 2 hours of physical education each week</p>	<p>Schools own data / registers – CASPA data</p> <p>AfPe file/PE co-ordinators file</p>	<p>Review the quality of our curriculum including:</p> <p>Continuously review the quality and appropriateness of resources in line with the new SoW.</p> <p>Providing staff training both internally and externally on aspects of the SoW staff may need to develop.</p> <p>Pupil feedback</p> <p>Liaise with Dave Rohman (School Games co-ordinator) to track participation levels. Use schools games website to store information</p>	<p>PCA was put forward to represent Blackpool at the Lancashire Sports Awards. The school was nominated in the secondary school of the year award for physical education across Lancashire</p> <p>Involved in the Special Schools Sports Association led to increased opportunities for Level 2 competitions. This included having more B and C teams</p> <p>PCA represented Blackpool in the Lancashire Youth Games (Level 3 Games). PCA came 1st place in the KS 2 inclusive gymnastic event for a second year on the row and also won the Key Stage 3 inclusive orienteering competition</p> <p>Pupils access a wide range of extra curricular clubs including horse riding, circuit training, multi skills, football, running, dance and tag tugby</p> <p>Continue to develop pathways for pupils to take part in community sports e.g. PAN ability Blackpool Community Trust teams and the Polar Bears swimming club.</p> <p>More pupils took part in extra curricular clubs than the previous year.</p>	<p>£3000</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 pupil attitudes to PE • Pupils progress in PE is excellent with over 90% of the pupils throughout the school making expected or above progress.
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			<p>School was awarded the Sainsbury’s School Games ‘Gold award’ for the 4th year.</p> <p>PCA swimming team won the regional Panathlon championships. They then went on to win the North of England championships in Sheffield.</p> <p>Only Special school to enter a ‘B’ team in the under 14’s Lancashire schools league</p>		
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<p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our ‘RAG’ Rating)</p>	<p>(Sign-posts to our sources of evidence)</p>	<p>(Based on our review, key actions identified to improve our provision)</p>	<p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>(How much spent on each area)</p>	<p>(The difference it has made / will make)</p>

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<p>Extra-Curricular - Green</p>	<ul style="list-style-type: none"> • After school registers • Newspaper cuttings • AfPe evidence file • Feedback from parents – questionnaire’s 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered – look to offer a wide range of activities</i> • <i>Ensure the enhancement and extension of our curriculum provision – comes in line with School Games calendar</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles – MEND programme, work with the schools learning mentor and health practitioner</i> • <i>Quality and qualifications of staff providing the activity – in line with AfPe guidelines</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice) – school council given the opportunity to comment on the quality of clubs on offer</i> 	<ul style="list-style-type: none"> • School continues to make strong links with the Blackpool Community Trust. This has led to the Trust providing clubs for targeted sets of pupils. • Increased extra curricular offer both a lunch time and after school. • Wide range of staff involved in the delivery of after school clubs • Specific sets/groups of pupils had access to an increased amount of extra curricular clubs linked to their specific needs e.g. aqua aerobics • Specialist sports coaches hired to help deliver a range of activities and to a high standard. Coaches to work alongside PCA staff to aid ‘ staff upskilling’ • Used to hire local facilities to ensure a range of activities can be delivered. • Increased opportunity for pupils to take part in national competitions e.g. People’s FA cup. • Used to support pupils going on a sporting residential – swimming team stopped in Sheffield overnight before competing in the North of England Championships. 	<p>£2000</p>	<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 • Pupils aspirations improved
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<p>Participation and success in competitive school sports</p> <p>Green</p>	<ul style="list-style-type: none"> • Schools own data / registers • SGO • Calendar of events / fixture lists • afPE evidence file 	<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 	<ul style="list-style-type: none"> • Paying staff or external sports coaches to run competitions, to increase pupils’ participation in national school games competitions • Coaches to help deliver pre competition training. • Up skilling of staff. • Membership of the Special School Sports association, which organise competitions throughout the year. • Use of external coaches to deliver pre competition training. • Awarded the ‘Sainsbury’s School Games Gold award for the fourth year on the run • Boys under 14’s football team won the Lancashire school’s league. • Under 16’s Girls football team won the Lancashire school’s league. • PCA won the regional and national Panthalon swimming championships • Football team won the Blackpool Community Trust inclusion tournament. 	<p>£ 600</p>	<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 • Positive impact on middle leadership

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			<ul style="list-style-type: none"> Football team represented Lancashire FA in the People’s FA in the northern finals held in Manchester. Key Stage 2 gymnastic team won the Level 3 competition at the Lancashire Youth Games. The KS 3 orienteering team also won their competition. 		
<p>How inclusive the physical education curriculum is</p> <p>Green</p>	<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) 	<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 (Pupil Voice)</i> <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers 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 CPD for staff to increase subject knowledge and confidence in PE Individual personalised curriculum programmes for pupils not making expected progress. 	£300	<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
<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our ‘RAG’ Rating)</p>	<p>Evidence</p> <p>(Sign-posts to our sources of evidence)</p>	<p>Action Plan</p> <p>(Based on our review, key actions identified to improve our provision)</p>	<p>Effective Use of the Funding</p> <p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>Funding Breakdown</p> <p>(How much spent on each area)</p>	<p>Impact</p> <p>(The difference it has made / will make)</p>
		<p>Review the quality of our extra-curricular provision including:</p>	<ul style="list-style-type: none"> Paying for transport and access to indoor leisure facilities 	£1600	<ul style="list-style-type: none"> Extended, alternative provision

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<p>The range of provisional and alternative sporting activities</p> <p>Green</p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<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> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • 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 • Use of external coaches to offer a range of extra curricular activities. • Developed the range of extra curricular clubs on offer and in curriculum time • ‘Wheels for All’ programme introduced to curriculum sessions for targeted pupils in Key Stage 3 and 4. 		<ul style="list-style-type: none"> • 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 • Positive impact on middle leadership • Other
<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our ‘RAG’ Rating)</p>	<p>Evidence</p> <p>(Sign-posts to our sources of evidence)</p>	<p>Action Plan</p> <p>(Based on our review, key actions identified to improve our provision)</p>	<p>Effective Use of the Funding</p> <p>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p>Funding Breakdown</p> <p>(How much spent on each area)</p>	<p>Impact</p> <p>(The difference it has made / will make)</p>
<p>Partnership work on physical education with</p>	<ul style="list-style-type: none"> • Membership of networks 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks 	<ul style="list-style-type: none"> • Buying into existing local sports networks 	<p>£300</p>	<ul style="list-style-type: none"> • Increased staff knowledge and understanding

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<p><i>other schools and other local partners</i></p> <p>Green</p>	<ul style="list-style-type: none"> • School / Subject Action Plans / minutes • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Make positive links with a local high school and primary school • Attend subject leader meetings with the other schools within the MAT. 	<ul style="list-style-type: none"> • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement. • Developing lasting links with external sporting clubs. • Working alongside the MAT school including subject leader meetings • Playing friendly fixtures with other Special Schools • Use of Twitter and social media to highlight the work done with community partners. • Links made with St Mary’s sixth form. Pupils from PCA accessed facilities at the high school. • Local primary school (Thames) completed a six week inclusion block where pupils from both schools were taught together. • Links made with South Shore Academy – played sporting fixtures giving PCA pupils opportunities to play against mainstream pupils. • Continue to share good practice amongst other MAT schools through shared training opportunities. 	<ul style="list-style-type: none"> • 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
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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> <p>Amber</p>	<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> ▪ 	<ul style="list-style-type: none"> • 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 	<p>£200</p>	<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 • Positive impact on Middle Leadership

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<p><i>Review the impact that the funding has had on other factors</i></p> <p>Green</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 		<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



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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](#)



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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)

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](#)