

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Date: September 2014 – July 15

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> <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>School Ofsted report May 2015 stated:</p> <p><i>Primary sports funding provides pupils with extended opportunities to try different sports and develops staff’s skills to deliver them. Pupils engage highly successfully in a variety of competitive sports during and outside the school day to which staff willingly give of their own time.</i></p> <p>Involved in the Special Schools Sports Association led to increased opportunities for Level 2 competitions.</p> <p>Pupils access a wide range of extra curricular clubs.</p> <p>Developed pathways for pupils to take part in community sports e.g. PAN ability Blackpool Community Trust teams.</p> <p>Purchased Gymnastics equipment</p> <p>Taken from the Ofsted report May 2015:</p> <p><i>This is accomplished not least through</i></p>	<p>£ 1,500</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 • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values

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			<p><i>the outstanding curriculum, in particular the performing arts which are a strong feature of the academy’s provision. Pupils love to participate in performance through drama, music and sport with many achieving individual success</i></p>		
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Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

<p>Extra-Curricular - Green</p>	<ul style="list-style-type: none"> • After school registers • Newspaper cuttings • AfPe evidence file 	<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"> • Pupils attended an extra curricular multi skills club at Highfield Humanities College for weekly sessions delivered by specialist coaches. These skills sessions are accessed by pupils in Key Stages 2,3 and 4 and the specialist coaches work alongside Park schools HLTA’s and Support assistants in delivering the sessions. The club is community based with other mainstream and Special Schools also in attendance. • Coaches provide support at the FA Mash Up weekly football club. Up to 20 pupils regularly attend the club • Developed excellent links with Midegeland Road riding school. All girls in Key Stages 2, 3 and 4 had the opportunity to attend sessions 	<p>£2,500</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
<p style="text-align: center;">Area of Focus</p> <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;">Evidence</p> <p style="text-align: center;">(Sign-posts to our sources of evidence)</p>	<p style="text-align: center;">Action Plan</p> <p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p>	<p style="text-align: center;">Effective Use of the Funding</p> <p style="text-align: center;">(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">Funding Breakdown</p> <p style="text-align: center;">(How much spent on each area)</p>	<p style="text-align: center;">Impact</p> <p style="text-align: center;">(The difference it has made / will make)</p>

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

<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, or 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. School was awarded ‘PE school of the year in Blackpool’ Ofsted 2015 stated: <i>A notable feature of PCA is the care and support pupils show for each other and the mutual respect of staff and pupils. As a result, pupils’ self-worth grows. Their confidence and ability to express their views is remarkable. Pupils thoroughly enjoy performing to wide audiences in the brass band, choir and theatrical performances. They are rightly proud of their sporting achievements, often against mainstream schools or community teams. During the inspection, a number of pupils attended the Lancashire special schools cross-country running competition and came away with both the Key Stage 2 and Key Stage 3 first prizes.</i> 	<p>£ 300</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 Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values Positive impact on middle leadership Other
<p>How inclusive the physical education curriculum is</p>	<ul style="list-style-type: none"> Curriculum plan Long, medium 	<p>Review the quality of our curriculum including:</p>	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive 	<p>£ 800</p>	<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils More confident and competent staff

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Green	<ul style="list-style-type: none"> 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) 	<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>	<p>curriculum</p> <ul style="list-style-type: none"> • CPD for staff to increase subject knowledge and confidence in PE • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement. 		<ul style="list-style-type: none"> • Enhanced quality of teaching and learning • Increased capacity and sustainability • Other
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The range of provisional and alternative sporting activities Green	<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 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-</i> 	<ul style="list-style-type: none"> • 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 • Use of external coaches to offer 	£ 200	<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

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

		<p>site)</p> <ul style="list-style-type: none"> • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (PL) • Other <p>Discussions with individual pupils and liaison with parents / carers</p>	<p>a range of extra curricular activities.</p> <ul style="list-style-type: none"> • Developed the range of extra curricular clubs on offer and in curriculum time • Ofsted 2015 stated: • Teachers and teaching assistants are very generous with their time at the vast range of lunchtime and after-school clubs on offer and pupils take full advantage of the rich variety of sessions they can attend such as street dance, Let's Get Cooking, health and fitness as well as the many musical, theatre and sports clubs. 		<ul style="list-style-type: none"> • 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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<p>Partnership work on physical education with other schools and other local partners</p> <p>Green</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • Attendance at PE Forums • afPE PL • YST PL 	<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 	<p>£ 200</p>	<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

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

	<ul style="list-style-type: none"> • School – club Links data • Governors’ minutes / reports 				<p style="text-align: right;">community</p> <ul style="list-style-type: none"> • Positive impact on middle leadership
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Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

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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>Green</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> ▪ <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 • 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 <ul style="list-style-type: none"> • Ofsted report 2015 stated: • <i>Pupils make great strides in their communication skills and in their personal and social development because of the outstanding care, guidance and support they receive from all staff of the academy and the other professionals who work with them.</i> 		<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



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



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

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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 <p>In May 2015 the school was graded as ‘Outstanding in all areas’</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



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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](#)

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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'Evidencing Impact and Accountability'



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](#)