

Amount of Grant Received – Year 1: £9000

Date: 09 July 2014

<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 how our funding has been used to support delivery of our Action Plan, 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><i>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</i></p> <p><i>Curriculum</i></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"> Improving staff professional learning to upskill teachers and teaching assistants Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement Introducing an in-school progressive physical activity programme 	<p>£ 1700</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 Positive impact on middle leadership

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<i>Extra-Curricular</i>	<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>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> Discussions with individual pupils and liaison with parents / carer	<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 • Introducing an in-school progressive physical activity programme 	£ 500	<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 • Positive impact on middle leadership

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<i>Participation and success in competitive school sports</i> <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 Calendar of events / fixture lists 	<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 	£ 600	<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
<i>How much more inclusive the physical education curriculum has become</i>	<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> 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 – LEAP into Life PL for staff to increase subject knowledge and confidence in PE Employing a specialist teacher to lead intervention groups Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	£ 1500	<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

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<i>Growth in the range of provisional and alternative sporting activities</i>	<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-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> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing a specialist teacher to lead intervention groups • Introducing an in-school physical activity programme • Paying for transport and access to indoor leisure facilities - swimming • Introducing new initiatives • Purchasing specialist equipment and teaching resources to develop a non-traditional activity – orienteering, Forest School and countryside adventure • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks 	£3000	<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 • Positive impact on middle leadership

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<i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</i>	<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 • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum • Other Subject Leads 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 PL on how to teach PE effectively • Employing 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 	£ 500	<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

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<i>Partnership work on physical education with other schools and other local partners</i>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • Attendance at PE Forums • School – club Links data • Governors' minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • 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 	£ 250	<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

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<i>Review the impact that the funding has had on other factors</i>	<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 evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans 	£ 250	<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

KEY:

RED = No or very poor provision in this area

AMBER = Some good provision in this area but some key developments required

GREEN = Outstanding provision for this area of focus