



# Primary Physical Education and Sport Premium

*'Evidencing Impact and Accountability'* Partney Primary School – September 2016 – July 2017

<b>Area of Focus</b>  <i>Including the 7 key factors to be assessed by Ofsted</i>  (Our 'RAG' Rating)	<b>Evidence</b>  (Sign-posts to our sources of evidence)	<b>Action Plan</b>  (Based on our review, key actions identified to improve our provision)	<b>Effective Use of the Funding</b>  (Summary of how our funding will be used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	<b>Funding Breakdown</b>  (How much spent on each area)	<b>Impact</b>  (The difference it has made / will make)
<p><b><i>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</i></b></p> <p><b>Curriculum</b></p>	<p>Schools own data / registers</p>	<p>Review the quality of our sports Provision with Provider:</p> <ul style="list-style-type: none"> <li>• <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i></li> <li>• <i>Quality of Teaching and learning</i></li> <li>• <i>Staff Professional Learning (PL)</i></li> <li>• <i>Access to facilities / resources</i></li> <li>• <i>Gifted in PE</i></li> <li>• <i>Other</i></li> </ul> <p><b>Increase</b> the participation of children in KS1 across PE curriculum and extra-curricular activities.</p> <p>Link to Offer:</p>	<ul style="list-style-type: none"> <li>• Employing specialist teachers of Physical Education (Part of Sports Partnership)</li> <li>• Improving staff professional learning to upskill teachers and teaching assistants (Part of Sports Partnership)</li> <li>• Employing expert advice to audit our present partnership present new ideas and direction for our scheme of work.</li> </ul>		<p>Evidence that can be used:</p> <ul style="list-style-type: none"> <li>• Increased pupil participation (registers)</li> <li>• Enhanced, inclusive curriculum provision (assessment/progression)</li> <li>• More confident and competent staff (staff voice Staff questionnaire CfBT)</li> <li>• Enhanced quality of teaching and learning (training and resources)</li> <li>• Increased capacity and sustainability (training)</li> <li>• Improved standards (Assessment)</li> <li>• Improved behaviour and attendance (Registers)</li> <li>• Improved pupil attitudes to PE (Pupil Voice)</li> <li>• Positive impact on whole school improvement (Behaviour/responsibility)</li> <li>• Enhanced communication with parents / carers (assessment/reports)</li> <li>• Positive impact on middle leadership</li> </ul>



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<b>Extra-Curricular</b>	<ul style="list-style-type: none"> <li>• After school registers</li> <li>• Fixture list data</li> <li>• Pupil Voice data</li> </ul>	<p>Routinely review our extra-curricular events and competitions/festival with our Impact reports which embed the use of Pupil and Parent view.</p> <p>Use this to shape future choice of activity and identify need.</p>	<ul style="list-style-type: none"> <li>• Employing local coaches to provide extra-curricular sporting opportunities</li> <li>• Providing high quality professional learning for adults supporting learning (ASL's) to run intra-school opportunities (JB Sports)</li> <li>• Identifying G &amp; T pupils on the main participation list</li> <li>• Providing pupils who are gifted and talented in sport with expert, intensive coaching and support (Residential)</li> </ul>	£300 JB Sports	<p>Evidence can be used:</p> <ul style="list-style-type: none"> <li>• Increased pupil participation (register interest)</li> <li>• Enhanced, extended, inclusive extra-curricular provision</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of delivery of activities (QuestionnaireGDFT and inter-school competition)</li> <li>• Increased staffing capacity and sustainability - Pupil voice – monitoring of clubs</li> <li>• Improved standards - assessments</li> <li>• Positive attitudes to health and well-being – higher attendance at clubs/PE Noticeboard</li> <li>• Improved behaviour and attendance and reduction of low level disruption – registers/behaviour books</li> <li>• Improved pupil attitudes to PESS – attendance/pupil voice/registers</li> <li>• Positive impact on whole school improvement see SDP</li> <li>• Enhanced communication with parents /carers – clubs included in report</li> <li>• Clearer talent pathways – G &amp; T residential – Lincolnshire Sport – Interschool sports (LEAP)</li> <li>• Increased school-community links – range of clubs,</li> </ul>



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<b>Participation and success in competitive school sports</b>  <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"> <li>Schools own data / registers</li> <li>JB Sports</li> <li>Calendar of events / fixture lists</li> </ul>	<ul style="list-style-type: none"> <li>Employ JB Sports to provide organisation for intra-school sport with local schools</li> <li>Engage more staff / parents / volunteers / young leaders</li> <li>Improve links with other schools</li> <li>Code of conduct for parents and staff attending events.</li> </ul>	<ul style="list-style-type: none"> <li>Paying JB Sports coaches to run competitions.</li> <li>Paying for transport for fixtures and festivals.</li> </ul>	£ 300 Transport based on 3 x events per term	<ul style="list-style-type: none"> <li>Increased pupil participation (school fixture register/folder)</li> <li>Improved positive attitudes to health and well-being and PESS – registers noticeboard - reports</li> <li>Clearer talent pathways – team registers</li> <li>Positive impact on middle leadership (see folder/diary/fixtures/reporting)</li> </ul>
<b>How much more inclusive the physical education curriculum has become</b>	<ul style="list-style-type: none"> <li>Curriculum plan</li> <li>Planning for Gifted and SEND pupils</li> <li>Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age)</li> </ul>	Replenish playtime and PE equipment to ensure SEND access.  Identify pathways for G&T children  Use PE related activities to engage and enthuse SEND children across rest of curriculum.	<ul style="list-style-type: none"> <li>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum</li> <li>Introducing basic movement skills in the Early Years / Foundation Stage</li> <li>PD for staff to increase subject knowledge and confidence in PE (KS1)</li> <li>Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement (See above)</li> </ul>		<ul style="list-style-type: none"> <li>An overt use of PE across the curriculum to inspire and engage all pupils</li> <li>Enhanced quality of teaching and learning – assessments, learning walks and observations</li> <li>Increased capacity and sustainability – assessments, learning walks and observations</li> </ul>



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<p><b><i>Growth in the range of provisional and alternative sporting activities:</i></b></p> <p><b><i>Further Develop our swimming programme to include provision for non-participants and talented swimmers</i></b></p>	<ul style="list-style-type: none"> <li>• Curricular plans</li> <li>• Registers of participation</li> </ul>	<p>Review the quality of our swimming curricular provision including:</p> <ul style="list-style-type: none"> <li>• <i>Groupings offered</i></li> <li>• <i>Inclusion</i></li> <li>• <i>The promotion of active, healthy lifestyles</i></li> <li>• <i>The length of time each group receives</i></li> <li>• <i>Access to facilities (on-site / off-site)</i></li> <li>• <i>Creation of KS1 swimming scheme including EYFS sessions (Spring Term)</i></li> <li>• <i>Further sessions for talented swimmers that have already met statutory at end of KS2</i></li> </ul>	<ul style="list-style-type: none"> <li>• Employing a specialist teacher to lead swimming</li> <li>• Paying for transport and access to indoor leisure facilities</li> <li>• Purchasing specialist equipment and teaching resources to develop a non-traditional activity</li> <li>• Increasing links with local swimming clubs/water safety organisations</li> </ul>	<p>£ 3000</p>	<ul style="list-style-type: none"> <li>• Extended curriculum provision (timetables and scheme of work)</li> <li>• Engaged or re-engaged disaffected pupils (registers)</li> <li>• Increased pupil participation (registers)</li> <li>• More confident and competent staff (observations, assessment questionnaire)</li> <li>• Enhanced quality of delivery of activities (timings)</li> <li>• Increased staffing capacity and sustainability</li> <li>• Improved standards (assessment)</li> <li>• Positive attitudes to health and well-being (Pupil Voice)</li> <li>• Improved behaviour and attendance and reduction of low level disruption (Staff/class books)</li> <li>• Improved pupil attitudes to PESS (Pupil Voice)</li> <li>• Positive impact on whole school improvement (Behaviour/School Council)</li> <li>• Enhanced communication with parents / carers (assessment reporting)</li> <li>• Increased school-community links (JSTC and Swimming comps)</li> <li>• Positive impact on middle leadership</li> </ul>



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					(Report/Staff appraisal) • Other
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<b>Partnership work on physical education with other schools and other local partners</b>	<ul style="list-style-type: none"> <li>• Membership of networks</li> <li>• Allison consultancy report</li> <li>• School – club Links data</li> <li>• Governors' minutes / reports</li> </ul>	Increase participation with local schools within inter-sport competition run by JD Sports.  Participate in local competitions run by Coastal Sports Partnership.  (Target 3 per term to cover Year 2-6)  Increase 'friendly' matches	<ul style="list-style-type: none"> <li>• Buying into JD Sports</li> </ul>	£ 300	<ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding (arranging matches)</li> <li>• Enhanced quality of provision (CPD and training CfBT)</li> <li>• Increased pupil participation in competitive activities (register of sports fixtures)</li> <li>• Increased range of opportunities (fixture list)</li> <li>• The sharing of best practice CPD school partnerships and training meetings</li> <li>• Increased pupil awareness of opportunities available in the community – noticeboard promotion of clubs and newsletters etc</li> <li>• Positive impact on middle leadership (Reports/Staff appraisal)</li> </ul>



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<b>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</b>	<ul style="list-style-type: none"> <li>• Whole School Plan / SEF</li> <li>• PE Subject Plan</li> <li>• Whole school policies / PE policies</li> </ul>	<ul style="list-style-type: none"> <li>• Review the contribution of PESS to whole school priorities</li> <li>• Ensure the vision for PESS is developed to reflect contribution to SMSC</li> <li>• Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum</li> <li>• Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE</li> <li>• Share effective practice</li> <li>• Ensure professional learning opportunities are identified as required to up skill staff</li> <li>• Identify and report in the SEF the positive impact that PESS has on:               <ul style="list-style-type: none"> <li>▪ <i>Academic achievement (e.g. literacy and numeracy)</i></li> <li>▪ <i>Behaviour and safety</i></li> <li>▪ <i>Attendance</i></li> <li>▪ <i>Health and well-being</i></li> <li>▪ <i>SMSC</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement (Allison Consultancy)</li> <li>• Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge</li> <li>• Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning.</li> </ul>	£ 4,500 (Partnership)	Evidence can be shown by: <ul style="list-style-type: none"> <li>• Whole school targets met more effectively</li> <li>• Academic achievement enhanced</li> <li>• Pupils understand the value of PESS to their learning across the school</li> <li>• Staff across the school can start to make the links across subjects and themes including PE</li> <li>• Pupil concentration, commitment, self-esteem and behaviour enhanced</li> <li>• Positive behaviour and a sense of fair play enhanced</li> <li>• Good citizenship promoted</li> <li>• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>• Positive impact on Middle Leadership</li> <li>• Other</li> </ul>



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<p><b>Review the impact that the funding has had on other factors</b></p> <p><b>Inspectors also take account of the following factor:</b>  <b>The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils' health</b></p>	<ul style="list-style-type: none"> <li>• Staff Training Record</li> <li>• Meeting observations/minutes</li> <li>• Pupil voice</li> <li>• Pupil progress (achievement and attainment) for certain pupils</li> <li>• Attendance data (curriculum and extra-curricular)</li> </ul>	<p>Use School Council to promote and record attitudes and health awareness.</p> <p>Reporting School Council minutes to Parents and children in Golden assembly will raise the profile of awareness of obesity, smoking and other activities that undermine pupils' health.</p>	<ul style="list-style-type: none"> <li>• Employing expert advice to evaluate the school's current provision strengths and areas for development (Partnership)</li> <li>• Employing evaluation tools to measure and monitor progress and impact (Tracker)</li> </ul>	<p>£ 4,500</p>	<p>Evidence can be shown by</p> <ul style="list-style-type: none"> <li>• Impact of leading activities on individuals e.g. councillors confidence and skills – assembly books</li> <li>• Identify surprise/unexpected consequences and detail in yearly report and Golden assembly.</li> </ul>





### Further links to support you

#### Ofsted

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

[Preparing a school self-evaluation summary \(April. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(April. 2014\)](#)

[Physical Education Survey Visits \(April. 2014\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(April. 2014\)](#)

#### CfBT

[www.cfbt.com](http://www.cfbt.com)

#### Association for Physical Education (afPE)

[www.afpe.org.uk](http://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](mailto: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 2014 National Physical Education & School Sport Conference](#)

### **Department for Education**

[www.education.gov.uk](http://www.education.gov.uk)

[www.education.gov.uk/publications](http://www.education.gov.uk/publications)

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

### **Other useful links**

[www.bhf.org.uk](http://www.bhf.org.uk)

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)