



Edenham CE Primary School

Primary PE and Sport Grant Audit 2016-2017 + Strategy 2017-2018



DfE Vision for Pupils

That **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure that we should aim to achieve self-sustaining improvement in the quality of PE and sport in our school. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools should see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that schools should use the premium to *develop or add to the PE and sport activities that the school already offers or make improvements now that will benefit pupils joining the school in future years* .

For example, schools can use their funding to:

- hire qualified sports coaches to work with teachers or provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life_clubs
- run sport competitions or sports activities with other schools

Schools should not use it to;

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming.

Section 1 - Allocated Funding, 2017-2018

Total Amount anticipated Sept 1st 2017 – Aug 31st 2018; £17,000 (lump sum) + £1040 (£10 per pupil, Jan 17 census) = £18,040

Summary	Amount Allocated
<p>A. Additional teaching time – S.Oakley (developing wide range Games and PE skills, knowledge and understanding. Cross Country, Football, Netball, Hockey, Volleyball, Cricket, Rounders, LaCrosse coaching). Supporting the organisation of intra and inter school sports events. Preparing teams for such events.</p> <p>B. CPD support for NQT and wider support for all staff following departure of longstanding PE leader Aug 31st, 17). Support for induction of new PE Leader (from Jan 1st, 18)</p> <p>C. Additional teaching cover to provide release for induction of new PE leader (also new to school).</p>	- £6500
<p>D. Subscription to Phunky Foods to support teaching and learning within EYFS and KS1, health and wellbeing and benefits of a healthy, balanced diet.</p>	- £950 subscription and consumable resources
<p>E. Audit of PE and outdoor games resources; investment in replacing old and damaged equipment, and purchase of new high quality equipment.</p>	- £2000
<p>F. i) Subsidy for clubs and attendance at sports events to enable maximum pupil participation.</p> <p>ii) Raise and maintain profile of wider range of sports in school community, celebration and sharing of individual talents</p>	- £2500
<p>G. Support for G and T pupils – attendance at enrichment events or specialist training</p>	- £500
<p>H. Employment of specialist Outdoor Education leaders – to continue and sustain development of Learning Outside the Classroom for pupil and staff.</p>	- £3850 (35 weeks x £110 per week)
Total Anticipated Expenditure;	£16,250
Anticipated Carryforward;	£1,790

Key Indicator 1; The engagement of all pupils in regular physical activity, at least 30 mins per day.				Percentage of total allocation:
				16 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
<p>Pupils will participate in regular physical activity in a range of contexts, including active playtimes and within the curriculum.</p> <p>Pupils will understand the benefits of a healthy lifestyle – including healthy eating, physical activity and their contribution to overall wellbeing.</p>	<ul style="list-style-type: none"> • Subscription to Phunky Foods and weekly tuition using supporting materials. • Train Y5 as Positive play Leaders, and maintain Positive Play at lunchtimes. • Train Y6 and Y5 as Peer Mediators. • Audit PE and outdoor playtime resources – replace and restock where necessary. 	<p>D E</p> <p>£2950</p>	<ul style="list-style-type: none"> • Improved amount of physical activity carried out by our children, • Pupils have an improved knowledge & understanding of health and wellbeing, • More opportunities for children to engage in regular physical activity. 	

Key Indicator 2; The profile of PE and sport being maintained across the school.				Percentage of total allocation:
				8 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
A wide range of pupils will continue to be motivated and keen to participate in sport both in school, and out of school during time of change in PE Leadership in school.	<ul style="list-style-type: none"> • Ensure attendance at local and county sports events continues following departure of well-established PE lead, and during familiarisation of new PE lead. • Mentoring and G + T support from Student sports mentors in local secondary schools during sports tournaments and festivals. • Increase celebration of individual sports achievements in and out of school • Carry out a home-school survey of sports participation; identify strengths and areas for support/ action. 	Fi) £1500	<ul style="list-style-type: none"> • Increased number of pupils recognised for success in PE as well as sports events + out-of-school success. • Pupils lead collective worship about their sports activities outside school, and why they are motivated to participate. • The notice boards are full of information about matches/clubs/results • Pupils are keen to get involved in school and when opportunities arise outside school. • Ensure Golden time treats prioritise physical activity events – karate/ dance/ taikwanndo/ bouncy castle assault course etc. 	

Key Indicator 3; Increased confidence, knowledge and skills of staff new to the school in teaching PE and sport				Percentage of total allocation:
				41 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
All pupils will have access to quality teaching in PE, by teachers as well as sports specialists	<ul style="list-style-type: none"> • Staff to take up CPD opportunities for PE twice per year including attending Cricket coaching and Snag golf. • Staff attend CPD through Inspire+ or local partnership opportunities. • Induction and training for new PE leader. course – to improve leadership in PE Coaches to work with staff and pupils 	A B C £6500	<ul style="list-style-type: none"> • More secure subject knowledge for existing teaching and support staff where appropriate, and confident that staff new to school can provide effective PE teaching. • Increased confidence and secure subject leadership skills enabling the subject leader to lead future developments for PE and Sport. • Specialist provision of specific activities for pupils has provided additional CPD for staff. 	

Key Indicator 4; Broad experience of a range of sports and activities offered to as many pupils as possible.				Percentage of total allocation:
				6 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
All pupils will identify with at least one sport of area of physical activity that they enjoy and participate in on a regular basis.	<ul style="list-style-type: none"> • Arrange a pupil survey to ascertain what pupils would like. • Involve external coaches to provide clubs this year – (staff capacity reduced due to new staff/ changes in sports leadership etc.) • Maintain contact with local secondary schools and ensure pupils participate in any sports events offered. 	F ii) £1000	<ul style="list-style-type: none"> • Pupils will have attended a range of taster events at local secondary schools or through visiting coaches in school. (for example, indoor rowing, multiskills, javelin, lacrosse, swimming) • PE leader will know what pupils would be keen to participate in and actions identified and implemented wherever possible. 	

Key Indicator 5; Increased participation in competitive sport				Percentage of total allocation:
				3 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
<p>Both boys and girls will have been involved in and motivated by involvement in competitive sports events.</p> <p>Pupils who are G+T for sports outside school, have shared their experiences and successes at competitive level, have been enabled to attend both events and training and have continued to make progress in their learning.</p>	<ul style="list-style-type: none"> Maintain contact with local secondary schools and ensure pupils participate in any sports events offered. Provide learning support for pupils who regularly participate in higher level training or events for their sport (gymnastics/ football/ riding/ motocross) to ensure they don't fall behind . 	<p>G</p> <p>£500</p>	<ul style="list-style-type: none"> The majority of Pupils have attended at least 1 (KS1) or 2 (KS2) range of competitive events locally, inhouse or county areas. (for example, indoor rowing, fall, cricket rounders, netball, crosscountry) Pupils who are talented in any field are making good progress, maintaining their training and enabled to do so with support from school . 	

Other Indicator for Edenham; Regular learning through outdoor physical activity				Percentage of total allocation:
				21 %
Intended Impact	Actions	Funding Allocation	Evaluation: Evidence + Impact	Sustainability and possible next steps
<p>Pupils will understand that physical activity can take place at any time, in addition to sport and PE.</p> <p>Pupils will development enjoyment of spending time outdoors.</p>	<ul style="list-style-type: none"> All pupils in KS1 will have access to Forest School at least once per week. All pupils in KS2 will have access to forest school for at least 3 terms per year. Teachers will plan and use as many opportunities as possible for taking learning outside the classroom. 	<p>H</p> <p>£3800</p>	<ul style="list-style-type: none"> Pupils report that they enjoy learning outside, and can describe the benefits of it for their health and wellbeing. 	

PE and Sport Audit

July 2017 – JShore – PE Leader

Questions	Level Emerging Established Embedded	Information and Next Steps
1. Does your school have a vision for PE and school sport?	Established	This vision is part of our PE Policy and is embedded firmly in our school culture and planning for wide ranging opportunities. However, from Sept 2017 three of four classes will have new teaching teams, including a new PE leader from January; we will review our vision once again when that role is embedded. In the meantime, our key priority this year is to maintain standards in regular PE and Physical opportunities and, our links with local festivals and competitive events.
2. Does your PE and sport provision contribute to overall school improvement?	Embedded	PE and Sports provision has always been of good quality in our school. Performance at intraschools events has been highly successful in many sports year on year, and a significant number of pupils start and maintain involvement in local and county sports clubs outside school, following introduction in school. The level of success in these events is directly cited by parents and pupils as contributing to increased motivation to learn, pupil awareness of the importance of commitment and persistence, resilience and team work.
3. Do you have strong leadership and management of PE and school sport?	Emerging	A new designated PE leader will take up role from January following the departure of our longstanding and very experienced PE leader. Our specialist sports teacher will advise and support staff in the interim period between July 2017 and January 2018.
4. Do you provide a broad, rich and engaging PE curriculum?	Established	Yes, we provide a broad and engaging PE curriculum. The children's opinions are taken into account when we plan in advance for provision in our curriculum. We also seek ever opportunity to utilise skills in our school community as often as possible,

5. How good is the teaching and learning of PE in your school?	Emerging	The teaching and learning of PE to date is good or outstanding in the majority of lessons and over time. Monitoring of lessons has been carried out by PE leader and HT during 2016-2017 and targets identified where necessary. The new school year will see new demands as new team is established.
6. Are you providing high quality outcomes for young people through PE and school sport?	Established	The school has a number of specialists who have worked with our pupils and staff for a number of years – these specialists will support new staff in the coming year to develop knowledge and understanding. A range of sports clubs and festivals are regular events on the calendar and provide breadth.
7. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?	Emerging	A range of sports are offered to all children throughout the year. All children are offered subsidised access to the fee paying clubs. The school enters a large number of sports competitions and events providing children with the opportunity to compete against other schools.
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Embedded	The importance of physical activity is embedded in PE, PSH and Science curriculum. Children are taught the dangers for smoking, alcohol and Drugs; the importance of healthy eating and a balanced diet; awareness of the effects of physical activity on their bodies; that physical activity can be embedded in daily activity as well as in sport.
9. Does your school know how to effectively utilise the new PE and school sport funding?	Emerging	The school employ a PE specialist to teach games lessons to all pupils to help raise the standard of the teaching of PE. This teacher advises staff, in support of the PE leader and will continue to support teachers and support staff during transition period. Established PE leader was supporting school in using funding effectively. New PE leader will require support and professional develop to ensure their understanding of the sports grant and its focus is embedded once again within the new team