

Primary Physical Education and Sport Premium
Danemill Primary School 'Evidencing Impact and Accountability'

Amount of Grant Received – £9,690

Date: September 2016 – July 2017

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p>Including the 7 key factors to be assessed by Ofsted (Our 'RAG' Rating)</p> <p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<p>(Sign-posts to our sources of evidence)</p> <p>Schools own data registers / Photos / evidence on the website</p> <p>Curriculum Map</p> <p>PE Observations</p>	<p>(Based on our review, key actions identified to improve our provision)</p> <p>Review the quality of our curriculum including:</p> <p>Time available for PE – expectation our pupils all have access to 2 hours in curriculum time.</p> <p>Quality of teaching and learning (lesson planning / observation / implementing assessment)</p> <p>Staff CPD</p> <p>Access to facilities / resources</p> <p>Pupil Needs (Pupil Voice)</p> <p>Targeting specific groups: FSM, G&T, SEN</p> <p>To ensure that children meet then end of KS2 expectation for swimming (improving on last year's data)</p> <p>*To develop a 'health and wellbeing) unit of work within the PE curriculum to improve children's knowledge and understanding of health and fitness.</p>	<p>(Summary of what our funding has been used for including effective uses identified by Ofsted*)</p> <p>Specialist teachers to deliver quality first Swimming, Basketball and Football teaching</p> <p>Continued CPD for coaches / staff teaching their own PE lessons and teachers with school.</p> <p>Development of the use of assessment with joined expertise from DSAT.</p>	<p>(How much spent on each area)</p> <p>£5455</p>	<p>The difference it has made / will make)</p> <p>Increased pupil participation in all groups e.g. SEN, FSM, Enhanced, inclusive curriculum provision</p> <p>More confident and competent staff</p> <p>Enhanced quality of teaching and learning</p> <p>Increased capacity and sustainability</p> <p>Improved standards</p> <p>Positive attitudes to health and well being</p> <p>Improved behaviour and attendance</p> <p>Improved pupil attitudes to PE</p> <p>Positive impact on whole school improvement</p>

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Extra-Curricular	Lunchtime registers After school registers Pupil Voice data Range of clubs each term School match fixtures/results/awards Data Analysis School games Website	Review the quality of our extra – curricular provision including: To provide a greater range of activities To ensure we provide a range of after school clubs for all age ranges and abilities The promotion of active, healthy lifestyles Quality and qualifications of staff providing the activity To improve access to facilities (on-site / off site) To identify needs/interests (Pupil & Parent Voice Survey completed August 2016) *To develop leadership/umpiring skills for G&T pupils/sports leaders *To strengthen partnerships with local primary and secondary schools *To provide a wider range of clubs to target specific groups of pupils e.g. FSM, SEND and to also develop parent partnerships through PE	To use sports coaches / staff to deliver a range of high quality extra-curricular clubs. To develop the use of our sports ambassadors and sports leaders to deliver lunch time multi-sports activities for KS1 pupils (building on their 'Play Maker' Qualification they have received) Providing for pupils of all abilities and groups (FMS, SEND, G&T) with the opportunity to take part in competitive sport and clubs. Using additional funding e.g. MINI GALs Project/Energy club to engage a wider range of pupils. Developing leadership skills within pupils – sports ambassadors/change for life champions.	£748	Increased pupil participation Enhanced, extended, inclusive extra-curricular provision Enhanced quality of delivery of activities by specialist staff Improved standards Positive attitudes to health and well-being Positive impact on whole school improvement Enhanced communication with parents / carers / pupils (regarding clubs, competitions, transport etc.) Clearer talent pathways Increased school-community links

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<p>Including the 7 key factors to be assessed by Ofsted (Our 'RAG' Rating)</p> <p>Participation and success in competitive school sports</p> <p>(includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</p>	<p>(Sign-posts to our sources of evidence)</p> <p>Schools own data / registers Calendar of events / fixture lists</p>	<p>(Based on our review, key actions identified to improve our provision)</p> <p>Review our strategy for engaging pupils in competition through DSAT (including non-elite competitions) Engage with our School Games Organiser (SGO) and LSLSSP organiser Engage more staff / parents / volunteers / young leaders Improve links with other schools (locally, across DSAT and SWH) Promote pupils awards and achievements of competitive sport through school website and PE newsletter.</p> <p>To increase the amount of B and C teams entered into competitions to allow a greater percentage a pupils the opportunity to represent the school in competitive sport.</p>	<p>(Summary of what our funding has been used for including effective uses identified by Ofsted*)</p> <p>Paying for staff/coaches to run/host competitions, or to increase pupils' participation in national school games competitions</p> <p>Paying for transport for fixtures and festivals</p>	<p>(How much spent on each area)</p> <p>£1,489</p>	<p>The difference it has made / will make)</p> <p>Increased pupil participation Extended provision Improved positive attitudes to health and well-being Clearer talent pathways Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</p>
<p>How inclusive the physical education curriculum is</p>	<p>Curriculum plan/map</p> <p>Long, medium and short term plans</p> <p>Planning for Gifted and SEND pupils Assessment reports and evidence</p>	<p>Review the quality of our curriculum including:</p> <p>Breadth and Balance Accessibility of all the activities Use of TA's to support learning Quality of teaching and learning Access to facilities / resources</p> <p>Pupil Needs (Pupil Voice)</p> <p>Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE</p>	<p>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum (e.g. fundamental movement skills equipment to support big moves interventions etc.)</p> <p>Introducing basic movement skills in the Early Years / Foundation</p> <p>Stage including training costs to improve teachers/coaches subject knowledge. To use coaches to lead inclusive after school clubs for all pupils</p>	<p>£500</p>	<p>A more inclusive curriculum which inspires and engages all pupils</p> <p>Enhanced quality of teaching and learning</p> <p>Increased capacity and sustainability</p>

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*Continue to Develop interventions to narrow the gap for children with fine/gross motor difficulties / low self-confidence sport e.g. big moves, change for life club, mini gals project.

including SEND and FSM pupils. To continue to develop interventions throughout the school in PE.

To buy into additional interventions/provision e.g. balance ability, change for life resources.

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The range of provisional and alternative sporting activities	Curricular and extra-curricular plans Registers of participations Extra-curricular and competitive sport data	Review the quality of our extra-curricular provision including: Range of activities offered The enhancement and extension of our curriculum provision inclusion The promotion of active, healthy lifestyles Quality and qualifications of staff providing the activity The time of day when activities are offered Pupil / parents voice needs / interests revised to help develop alternative clubs to engage a wider range of pupils e.g. cheerleading table tennis. Partnerships and links with clubs Talent provision Staff Professional Learning (PL)	Using PE coaches/staff to lead after school clubs for a range of pupils. Paying for transport and access to indoor leisure facilities introducing new initiatives (e.g. awards, promoting activities/achievements on school website) Purchase specialist equipment and teaching resources to develop non-traditional activities Using specialist PE coaches to increase subject knowledge and confidence in staff delivering clubs. Buying into local, existing sports networks	£498	Extended, alternative provision Engaged or re-engaged disaffected pupils Increased pupil participation Enhanced quality/delivery of activities improved standards Positive attitudes to health and well-being Improved behaviour and attendance Positive impact on whole school improvement Enhanced communication with parents / carers Increased school-community links

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Partnership work on physical education with other schools and other local partners	School / Subject Action Plans Attendance at PE Forums and Conferences School – club Links data Governors' minutes / reports	Review our partnerships and membership of networks PE leaders attends Local PESS meetings (family schools and DSAT) Identify any new possible partnerships within the community. Work alongside other coaches within the DSAT to share coaching expertise to deliver alternative sports/clubs	Buying into existing local sports networks Using local clubs/schools to engage/inspire children in a wider range of sport outside of school. To develop a bank of resources through DSAT to share best practise and moderate the quality of PE teaching-link to assessment criteria (CPD to be provided for staff that are teaching PE and will need to fill out assessment spreadsheets.	£500	Increased staff knowledge and understanding More sustainable workforce Enhanced quality of provision Increased pupil awareness of opportunities available in the community Positive impact on middle leadership Other

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Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills (SMSC)	Whole school Action Plan PE Subject Plan Whole school policies / PE policies	<p>Develop the PE action plan in line with whole school priorities.</p> <p>Ensure your vision for PESS is developed to reflect contribution to SMSC – Evidence from Race for Life and Sport Relief.</p> <p style="background-color: cyan;">Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum – Especially Healthy schools coordinator to develop health and wellbeing.</p> <p>Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE – Especially for 'Health and wellbeing' e.g. cooking, healthy schools.</p> <p>Share effective practice</p> <p>Ensure professional learning opportunities are provided as required to up skill staff</p> <p>Identify the positive impact that PESS has on:</p> <ul style="list-style-type: none"> • Academic achievement (e.g. literacy and numeracy) • Behaviour and safety • Attendance <p><i>Health and well-being</i></p> <ul style="list-style-type: none"> • SMSC 	<p>Evaluate areas for improvement in the PE curriculum e.g. health and wellbeing.</p> <p>Employing specialist coaches to work with coordinator and teachers in lessons to increase their subject knowledge and improve quality of teaching.</p> <p>To work alongside subject leaders/SLT to develop the teaching/learning of 'health and wellbeing'.</p>	£250	<p>Pupils understand the value of PESS to their learning across the school</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced</p> <p>Positive behaviour and a sense of fair play enhanced</p> <p>Good citizenship promoted</p> <p>Positive impact on school development plan.</p>

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Review the impact that the funding has had on other factors	Staff PL Record Lesson Observations Pupil Voice Pupil Progress (achievement and attainment) Attendance data (curriculum and extra – curricular) Website	On-going review of provision for each of the following areas: <ul style="list-style-type: none"> • Achievement • Quality of Teaching • Behaviour and Safety • Leadership and Management • Quality of the curriculum On-going review of the profile of PESS On-going review of impact on professional learning for PE and Sport	Using evaluation tools to measure and monitor progress and impact (data).	£250	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 needs 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

Health Schools Tool Kit

Learning through PE and School Sport

Other Useful links

www.bhf.org.uk

Healthy Schools Tool Kit

Change4Life

Energy Club