**Exemplar template – Evidencing the impact of the PE and Sport Premium**

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| **Key Priority: PE –**   |  | | --- | | **To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress** | | | | | | | | |
| **Actions and strategies** | **Impact and sustainable outcomes** | | **Resources/**  **Cost** | **By who** | **By when** | **Progress** | **Evidence** |
| **Professional development**   * CPD for whole staff on dance package IMOVES * PE subject leader to support teachers in delivering gymnastics on equipment * Engage specialist training and resources for twilight input. | * All staff are confident and competent to deliver high quality PE in **all areas** of the PE curriculum * All staff are confident and competent with the ICT based IMOVES dance package * The quality of all PE lessons is good or outstanding * Good practice is shared and feedback sought which drives the effective development of PE   All children feel confident to participate in PE | | £800 (for 3 years) | RH/AJ /SA | July 2017 | All staff have taught imoves this year and used the resources creating a very focussed objective for CPD in early September 17.  RH has been able to work with some teachers in discussion about use of and set up of gymnastics equipment. | Pupils more engaged in dance. For example dance performances in class assemblys to parents.  Teachers more confident teaching dance, verbal feedback is that children are activie longer and finding dance challenging. Music is more engaging for all children including boys.  Taking part in YST case study for IMoves |
| **Curriculum Development**   * Plan and develop a PE curriculum that is broad and engaging for all with links to new long term plans where appropriate and meets the requirements of the 2014 national curriculum   • Children leaving year 6 to swim beyond the National Curriculum required 25m  • Children to have access to a self rescue programme | * All staff are confident and competent to deliver high quality PE for all * Most staff are confident and competent to use a range of teaching and learning styles in PE to match lesson content * All pupils confident to try new activities * Ensure key drivers identified in PE planning and cross curricular links made where possible (focus year 3 and 4 and KS1) * Children tracked from year 3/4 to ensure on track and given opportunities for booster sessions before Year 6 Term 6 as necessary. | | Release time for RH | RH /KW |  | Year 5/6 plans in place with addition of Imoves dance units accessible  Year 3/4 long term plan in place Imoves dance units now accessible | Lesson observations  Sports Crew interviews  Teacher surveys  KW recording progress on |
| Management allowance for sports leader to release leader to coordinate subject and grant funding.  Release time to observe and team teach with staff in aspects of PE they may not be so confident with. | * To lead the subject effectively and ensure sport is promoted within school and children participate at all levels. To be seen in the awarding of a silver/gold kite mark. | | £2,045.17 | RH |  | RH been released to look at curriculum and attend conferences to discuss increasing activity and the obesity strategy. | PE conference  Comprehensive extra curricular club timetable  Introduction of new schemes to PE curriculum  Grant funding analysed |
| **Key priority: School Sport Assessment– To streamline assessment and make it more consistent throughout school** | | | | | | | |
| **Actions and strategies** | | **Impact and sustainable outcomes** | **Resources/**  **Cost** | **By who** | **By when** | **Progress** | **Evidence** |
| **Achievement of pupils**   * Develop a simple assessment tool through the use of Classroom Monitor to support staff in planning lessons that ensure progress is being made with all pupils * Create a paired observation strategy to ensure consistent judgements are made | | * Assessment for learning is used by all staff in PE * There is a sound assessment process which staff and other employed coaches are confident to use that accurately assesses pupil’s progress * Progress in PE is monitored and provision is provided to raise standards where needed * Pupil’s progress is fully reported to parents and carers. * The majority of pupils make good or outstanding progress in PE. * All pupils enjoy and achieve in PE * Gifted and Talented pupils are identified and extended. | Classroom monitor training  Every other week staff meeting to fill in classroom monitor together to ensure consistency of judgements.  Agilitas G and T club part of total £1,863.75 spend | KS1/2 teachers | July 17 | Fortnightly development has focused initially on increasing familiarity with classroom Monitor in respect ofMaths, English and Science. To be extended to other subjects andused to aid report writing in July 2017  EYFS teachers are using classroom Monitor to record “evidence” against the ELGS. | EYFS profile information  Gifted and Talented sports club – invitation only |
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| **Key Priority : School Sport - To increase opportunities for participation, including for our young SEND pupils, in a range extra-curricular and competitive situations** | | | | | | | |
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| **Extra Curricular activity**   * Consider the sustainability of the playground leader programme * Increase the breadth of extracurricular opportunities accessible to all children * Implement a promotion campaign of Playground Leaders * Use monitoring to analyse success of children transisting from Change4Life to other school clubs, * Maintain the Sainsbury School Kitemark GOLD award | | * The range of extracurricular opportunities is increased and includes those that appeal to all pupils * The extracurricular opportunities include those for our SEND pupils which responds to their wants and needs * Engagement and enjoyment at lunch and break times increases * Pupils activity at lunch and break times increases * Leadership of pupils increases as they are more confident to guide playtime games. * PE physical activity and school sport have a high profile and are celebrated across the life of the school | Agilitas playground leader part of total £1,863.75 spend  Development of participation ethos through clubs  Equipment £443.96 |  |  | Agilitas in every Tuesday to guide playground leaders and increase confidence | Observations  Participation rates  Pupil discussion  Playground Leader rotas  Sports crew  Gold Award achieved |
| **Competitive opportunities**   * Promote competitive opportunities for all pupils across school (year 2 – 6) in both intra and inter school formats * Implement a reward system that celebrates achievements in sport eg effort, fair play, teamwork | | * 20% of young people represent their school. * 10 % of young people are part of community clubs that the school has links to * All talented students are signposted to appropriate sports clubs or other pathways * Pupils recognise the wider benefits of participating in sport and consider it an important part of their development * The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches * Sports Colours and sports award recognise the contribution and commitment of pupils. | Gold membership of Agilitas sports.  £1,562  Supply teachers to cover staff release for competitions part of  £1,556.52 | All staff  Agilitas  All clubs affiliated with | Jul 17 | Entered more teams giving more children opportunity to play competitive sport against other schools. Placings for several sports have improved (G and T )  Particularly successful in  Cross country  Rugby  Volleyball  Hockey | Participation rates  Feedback from community clubs  – hockey take up particularly high SHC  -Dancing classes  For example  Parental feedback  Parental survey |
| **Key Priority: To use PE, School sport and physical activity to impact on whole school priorities** | | | | | | | |
| **Actions and strategies** | | **Impact and sustainable outcomes** | **Resources/**  **Cost** | **By who** | **By when** | **Progress** | **Evidence** |
| **Awareness of healthy lifestyles**   * Continue to run Change4Life clubs at lunchtime identifying participants through questionnaires and communication with staff * Monitor the impact of Change4Life club on transition to extra curricular sports clubs. | | * All pupils consistently make healthy lifestyle choices that are celebrated and shared * Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers * All pupils meet the nationally recommended activity levels. | NH then GW to staff Change4Life club weekly.  £618.45 | NH / GW | Jul 17 | Change4Life continues to run transition to other clubs limited. Change4 life is at a lunchtime extra curricular tend to be before and after school so need to look at timings of clubs.  End of term assembly planned to raise the profile of those who have taken part in Change4life and celebrate their achievements. | Observations  Participation rates  Pupil discussion  Parental feedback  Behaviour logs  Attendance registers |

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| * Provide opportunities for KS2 to develop their leadership skills through the playground Leader programme. * Develop a whole school approach to rewarding pupils, building on sport values to improve school ethos and pupils social and moral development. | * PE, physical activity and school sport are contributing towards improving leadership and independence skills. * Pupils understand the contribution of physical activity and sport to their overall development * School values and ethos are complemented by sporting values |  | RH  Lunchtime Supervisors  Learning mentors  SENdco |  | The Playground leader programme has impacted confidence as children regularly lead the warm up in clubs.  Sports Crew run and organise house activities independently seeking advice and support where needed. | Attendance registers  Pupil discussion  Progress and attainment data  Use of physical activity to increase positive behaviour attitudes  Sports awards and colours celebrated in newsletter |