

White Mere Community Primary School

Physical Education and Sport Premium 2016-2017

Total Funding Allocated - £8,648

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles 4. broader experience of a range of sports and activities offered to all pupils.	Review the quality of our curricular provision including: <ul style="list-style-type: none"> • Range of activities offered • Teaching resources for curriculum provision • Inclusion • Quality and qualifications of staff providing the activity • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (PL) 	<ul style="list-style-type: none"> • Introducing new initiatives. • Purchase specialist equipment to deliver scheme of work. • Develop a whole school curriculum overview for PE which is progressive. • Buy into local, existing sports networks (GSSP). • Provide provision for less able children through resources, as well as attendance at Sportsability festivals (as organised by the GSSP). • Identify relevant CPD opportunities for staff and ensure attendance. 	£3,500	£3,500
Evidence:	- The curriculum has been updated to ensure a more skills-based approach. - AfL is now embedded within the PE curriculum. - School bought into GSSP in order to continue our curriculum development and support. - School increased the range of sports available to pupils through an expanded range of sports clubs.			
Actual Impact on pupils (following review):	- Our current curriculum development supports and addresses the needs of our children. - AfL is now incorporated in key areas across the school, resulting in more individualised learning for pupils.			
Sustainability/Next steps:	- Develop our provision for talented pupils through our partnership work, but also on a daily basis in school. - Feed Gifted and Talented pupils into relevant talent camps. - Work with parents of Gifted and Talented children more closely to ensure participation/attendance at relevant camps. - Develop AfL across all key phase groups. - Further develop pupil voice in PE.			

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3. increased confidence, knowledge and skills of all staff in teaching PE and sport.	Review the quality of our curricular provision including: <ul style="list-style-type: none"> • Quality and qualifications of staff providing the activity • Staff Professional Learning (PL) 	<ul style="list-style-type: none"> • Termly walkabouts/monitoring for PE. • Employ specialist PE/qualified coaches to work alongside teachers to increase subject knowledge and confidence. • Work with swimming staff, using School Swimming Charter, to ensure that swimming is taught more effectively. • Identify relevant CPD opportunities for staff and ensure attendance. 	£1,000	£1,000
Evidence:	<ul style="list-style-type: none"> - Through GSSP, School Sport Coaches have continued to work alongside teachers to upskill them. - PE co-ordinator has developed his skill set and has cascaded this down to members of staff. 			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> - Better results/rankings at some festivals/tournaments. - Teachers are delivering more high quality PE and school sport. - Staff subject knowledge ensures that the needs of all children are being met. 			
Sustainability/Next steps:	<ul style="list-style-type: none"> - JN and JS to support class teachers in delivering PE following recent expansion of PE team. - JN and JS to look to develop a Girls' Football Club. - Continue to increase staff confidence in all areas of PE and school sport – staff departures mean some of the gains have been lost and need to be revisited. - Develop use of specialised coaches within school. 			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Review the quality of our current curriculum including: <ul style="list-style-type: none"> • Breadth and Balance • Accessibility of all the activities • Use of TA's to support learning • Quality of teaching and learning • Staff Professional Learning (PL) • Access to facilities / resources • Pupil Needs (Pupil Voice) 	<ul style="list-style-type: none"> • Purchase specialist equipment to deliver scheme of work. • Develop a whole school curriculum overview for PE which is progressive. • Ensure that the curriculum is fully inclusive and that the Whole School Inclusion Policy refers to PE. • Audit and begin to purchase specialist equipment and teaching resources to further develop a fully inclusive curriculum • Upskill teachers to lead curriculum PE, including disabled and SEND pupils. • Employ expert advice to evaluate strengths & weaknesses in PESS and implement plans for improvement (GSSP) 	£500	£500
Evidence:	<ul style="list-style-type: none"> - Updated skills based curriculum is up and running. This is fully inclusive. - Staff showed greater confidence when delivering, evaluating and discussing PE - Nicola Noble advised on PESS 			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> - Updated skills based curriculum approach meets the needs of all children. - Staff are more knowledgeable about progression in PE and can adapt tasks accordingly. - Quality of Teaching and Learning has improved. 			

	- Some children (particularly in key stage 2) are becoming involved in the AfL process
Sustainability/Next steps:	- Develop opportunities for staff CPD and allowing time to feedback on completion of these to other relevant staff members. - Continue to increase staff confidence in all areas of PE and school sport – staff departures mean some of the gains have been lost and need to be revisited. - Develop AfL and involvement of all children in identifying their own success.

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2. the profile of PE and sport being raised across the school as a tool for whole school improvement.	Improve the quality of pupil's physical literacy at KS1.	Bigger focus on, and repetition of, basic fundamental movement skills throughout key stage 1 curriculum. Relevant staff to attend Basic Movement training course (GSSP).	£500	£500
Evidence:	- KS1 staff worked with JN to enhance the quality of their PE delivery.			
Actual Impact on pupils (following review):	- Children are showing developing confidence/awareness in PE, but we will need a longer period of time to assess the impact of the curriculum.			
Sustainability/Next steps:	- Key Stage 1 staff training in physical Literacy/Basic Fundamental Movement skills because staff departures mean some of the gains have been lost and need to be revisited. - Development of AfL within Key Stage 1 curriculum as staff departures mean some of the gains have been lost and need to be revisited.			

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1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles 4. broader experience of a range of sports and activities offered to all pupils.	Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> • 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 • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs 	<ul style="list-style-type: none"> • Carry out a whole school survey to establish what clubs the children would like to attend. • Develop an after-school club timetable. • Promote physical activity at lunchtimes and playtimes. • Introduce playground equipment boxes. • Purchase specialist equipment and teaching resources. • Employ specialist PE or qualified coaches to work alongside teachers to increase subject knowledge and confidence. • Buy into local, existing sports networks (GSSP). 	£500	£500

	<ul style="list-style-type: none"> • Talent provision • Staff Professional Learning (PL) 			
Evidence:	<ul style="list-style-type: none"> - Children given the opportunity to identify the clubs they want to have in school. - The range of after-school clubs is much-expanded. - The range of equipment available for children to use during break/play times is much greater. - Bought into GSSP. 			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> - Children have shown increased confidence in sports. - Greater participation figures. 			
Sustainability/Next steps:	<ul style="list-style-type: none"> - Ensure more entries into Gateshead festivals/tournaments. - Further improve access to resources during play/lunch times. - Continue to buy into GSSP. 			

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5. increased participation in competitive sport	Increase pupil's participation in the School Games.	<ul style="list-style-type: none"> • Ensure attendance at School Games events organised by GSSP. • Establish a Sports Committee to organise a whole school 'School Games Day' with a specific cultural element. 	£500	£500
Evidence:	- School Games Day was organised and a success.			
Actual Impact on pupils (following review):	- Pupils greatly enjoyed the whole school sports day which had a significant impact on enthusiasm for participation in sports.			
Sustainability/Next steps:	<ul style="list-style-type: none"> - Establish a new Sports Committee for the next academic year. - Establish a budget for the work carried out by the School Sports Committee. 			

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5. increased participation in competitive sport	<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>	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our SSP, School Games Organiser (SGO) and School Sports Co-ordinator (SSCo) based at our cluster secondary school • Engage more staff / volunteers / young leaders • Improve links with other schools 	£500	£500
Evidence:	<ul style="list-style-type: none"> - Following engagement with our GSSP, school has maintained its level of participation in competitive sports. - Due to significant changes in the school, links with Carr Hill Primary School have strengthened but wider links need to be established in the coming year. 			

Actual Impact on pupils (following review):	- Every child in the school has been able to access some competitive school sport throughout this academic year.
Sustainability/Next steps:	- Enter additional tournaments, e.g. cricket, to allow the involvement of 'C' teams. - Plan tournaments for the academic year and involve all staff in organising for/attending these. - Develop interaction with our cluster and cluster secondary school as staff departures mean some of the gains in this area have been lost and need to be revisited.

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement.	Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities. • Ensure our vision for PESS is developed to reflect contribution to SMSC in 2014 curriculum. • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum. • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE. • Share effective practice. • Ensure professional learning opportunities are provided as required to upskill staff. • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> - Academic achievement (e.g. literacy and numeracy) - Behaviour and safety - Attendance - Health and well-being - SMSC 	£750	£750
Evidence:	<ul style="list-style-type: none"> - A skills based curriculum is up and running across the key phases - Effective practice was shared – VB led in FS/KS1, JN and JI in KS2 - KS1 staff in particular expressed greater confidence in delivering PE in a way which impacted on children's wider development. 			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> - Staff agreed there was an impact but the strength of the link between PESS and success in whole school priorities need to be examined further. - Enhanced PE sessions were delivered, especially in KS1. 			
Sustainability/Next steps:	<ul style="list-style-type: none"> - Professional Learning Opportunities to upskill staff. - More in depth review the contribution of PESS to whole school priorities (behaviour, attendance etc.) and how this can be enhanced. - Significant staff departures (all of FS/Yr 1/Yr3/Yr5) mean some of the gains have been lost and need to be revisited. 			

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4. broader experience of a range of sports and activities offered to all pupils	Encourage pupil participation during playtimes and lunchtimes, by introducing Playground Buddies and new sports/activities, as well as training for lunchtime supervisors.	Playground Buddies to be selected. Purchase relevant equipment. Organise training for lunchtime buddies & supervisor through the GSSP.	£750	£750
Evidence:	- Lunchtime buddies involved in organising and developing this area. They took ownership of this for a term.			
Actual Impact on pupils (following review):	- Children were much more active during playtimes and lunchtimes. This caused fewer issues for lunchtime supervisors. - Older children developed their leadership and organisational skills by planning for and delivering active playtimes/lunchtimes.			
Sustainability/Next steps:	- Involve Year 5 children in Buddy training (through GSSP). - Develop a rota of activities will last the whole year. - Pupil Voice-What do children want to do in the yard? - Purchase playground equipment.			

Completed by: **Chris Boddy (Sept 2017 only)**

Date: **01/09/2016**

Review Date: **01/09/2017**

