

## PE AND SPORT FUNDING

Amount of Grant Received:

£20,380

September 2017 – July 2018



AREA OF FOCUS Including the 7 key factors to be assess by Ofsted	EVIDENCE (Sign posts to our sources of evidence)	ACTION PLAN (Based on our review, key actions identified to improve our provision)	EFFECTIVE USE OF FUNDING (Summary of what our funding has been used for, including effective uses identified by Ofsted)	IMPACT (The difference it has made/will make)	Impact evaluation
<p><b>PROMOTING HEALTH AND FITNESS</b></p> <ul style="list-style-type: none"> <li>• Raising the profile of HEALTH and FITNESS                             <ul style="list-style-type: none"> <li>○ Start of the day Fitness Friday</li> <li>○ Terrific Training (circuits) at playtimes focussed on identified children</li> <li>○ Increased emphasis on DPA through staff meetings</li> <li>○ Family Funs course led by PE leader and PSA</li> <li>○ Regular opportunities for children to take part in sporting activities</li> </ul> </li> <li>• Encourage developing FREDICE values throughout the school population</li> </ul>	<p>Long Term Plans</p> <p>Discussions with children</p> <p>Sports council meetings</p> <p>Children have more opportunities in sport</p>	<p><b>Monitor impact of Family Funs intervention with key families.</b></p> <p><b>Review teaching of DPA following CPD and evaluate use of resources</b></p>	<p>Purchasing Family Funs training materials and resources. 2x members of staff trained to deliver programme.</p> <p>Resourcing for effective DPA – new resources provided to support staff in the delivery of DPA following CPD</p> <p>Release time for PE Leaders to work alongside teachers to develop DPA</p>	<ul style="list-style-type: none"> <li>• Teachers feel more confident in teaching of PE and have access to a bank of resources to assist in its implementation.</li> <li>• Children are given more opportunities to participate in physical activity.</li> <li>• Health and Fitness are given a sharper focus and the profile is raised across the school community.</li> <li>• There are more opportunities for children to take part in competitions.</li> <li>• Families are encouraged to take part in Health and Fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children have had wide ranging opportunities to get involved in sporting activity: after school clubs, competitions, play and lunch times, before school club, golden time, etc.</li> <li>• Health and fitness has been promoted weekly in school and children were keen to get involved with Fitness Friday, etc.</li> <li>• The school has entered as many competitions as possible and children were rotated to ensure a range of children are representing the school.</li> <li>• Continued focus needed on the use of Family FUNs, Terrific Training and DPA.</li> </ul>
<p><b>DEVELOPMENT OF TRUST WIDE PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Encouraging children to have a life-long love of health and fitness</li> <li>• Ensure rich curriculum that supports children’s development and interest</li> </ul>	<p>PE team meetings</p> <p>Pupil interviews</p> <p>Discussions with staff</p>	<p>Specialist planning supports non specialists to teach PE confidently with impact on children’s health and fitness</p>	<p>Release time for PE leads/specialists to meet and develop good practice and support staff in the implementation of this across The Trust</p>	<ul style="list-style-type: none"> <li>• Successes and planning is shared to ensure excellent provision across the sites.</li> <li>• The profile of sport is raised so that all children are involved in some aspect of healthy living or fitness.</li> <li>• Families are signposted to sporting opportunities in the local area.</li> <li>• Families engage readily in sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning by specialist teachers has been shared across the trust and ensured high quality provision in PE</li> <li>• Class teacher planning has been shared across Year Group teams (Trust wide) and was reviewed and supported by specialist teachers</li> <li>• The curriculum was developed and reviewed with the support of specialist</li> </ul>

					<p>teachers to ensure children's skills and interests were developed effectively</p> <ul style="list-style-type: none"> <li>• Fitness and sports clubs have been regularly advertised through school (leaflets/adverts in entrance/assemblies) and some regular clubs were held in school hall during evenings/weekends</li> <li>• Development and trial of the 'Phys' initiative.</li> </ul>
<p><b>INTER-SCHOOL AND INTER-HOUSE SPORT</b> Encouraging competition within and across schools</p>	<p>Lunchtime/playtime competitions run in line with national/international competitions</p> <p>Sports council running activities</p> <p>Young Leaders running activities</p>	<p>Encouraging a healthy approach to competition, developing personal best</p>	<p>Cost of specialist PE leader and sports coach to provide lunchtime supervision to support the sports council in running competitions</p> <p>Cost of staffing to accompany children to fixtures and tournaments</p>	<ul style="list-style-type: none"> <li>• Children can participate in competitive sports in an environment they feel safe and comfortable in.</li> <li>• Local sport partnerships are involved in supporting competitions.</li> <li>• Opportunities to take part in competition are accessible for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Children of all abilities were able to access competitive sport as there were opportunities for 'friendlies' and inter-school competitions</li> <li>• There have been well-organised inter-school competitions (Sports Day) enabling many children to have their first taste of a competitive event</li> </ul>
<p><b>IMPROVING FITNESS AND INCREASED PARTICIPATION</b></p> <ul style="list-style-type: none"> <li>• Olympic Legacy – inspire children to take part in sport</li> </ul>	<p>Activities provided at playtimes and lunchtimes to encourage children to be active (including Terrific Training – circuits for selected children)</p> <p>A wide range of sports after school clubs available for all children e.g football, multi sports, netball and dance</p>	<p>Children to be offered opportunity to gain competition experience within a safe environment of school and peers</p> <p>SEN events attended to ensure inclusion for all children</p>	<p>Cost of specialist PE leader and coach to provide lunchtime supervision to support the sports council</p>	<ul style="list-style-type: none"> <li>• All children are exposed to a variety of sports and encouraged to participate.</li> <li>• Opportunities for participation are designed for all levels of ability to ensure they are accessible for all children.</li> </ul>	<ul style="list-style-type: none"> <li>• Some local clubs have showcased and advertised their provision in assemblies - children have been encouraged to join up as there were specialist sports available via this route that cannot be offered in school (martial art, for example)</li> <li>• A range of sporting clubs have been on offer and change throughout the year in order to offer some sporting activities that all children would be keen to get involved in e.g. cricket</li> </ul>

<p><b>INCREASED PARTICIPATION – CURRICULUM</b></p> <p>Skill development in:</p> <ul style="list-style-type: none"> <li>• Multi-skills / physical literacy</li> <li>• Tag Rugby</li> <li>• Netball</li> <li>• Dance</li> <li>• Gymnastics</li> <li>• Athletics</li> <li>• Cricket</li> <li>• Swimming</li> <li>• Basketball</li> <li>• Orienteering</li> </ul> <p><b>EXTRA CURRICULAR ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Tag Rugby</li> <li>• Netball</li> <li>• Football</li> <li>• Cross Country</li> <li>• Dance</li> <li>• Athletics</li> <li>• Cricket</li> <li>• Hockey</li> </ul>	<p>Curriculum plans</p> <p>Assessment grids</p> <p>Lesson observations</p> <p>Pupil progress meetings</p> <p>SATs results / PE participation analysis</p>	<p>Enter CSL/Wiltshire competitions to include;</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Contact clubs and coaches</li> <li>• Netball</li> <li>• Tag Rugby</li> <li>• Wheelchair basketball</li> <li>• Multi-sports</li> <li>• AGaT events</li> <li>• Hockey</li> </ul>	<p>Membership fee for Collaborative School Network, Youth Sport Trust and School Games</p> <p>Employing a specialist teacher of Physical Education – 1 hour a week</p> <p>After School Clubs</p> <p>Improving staff professional learning to up skill teachers and teaching assistants</p> <p>High quality swimming tuition subsidised by the school</p>	<ul style="list-style-type: none"> <li>• All children have the opportunity to participate in order to encourage them to take up the sport outside of school.</li> <li>• Teachers subject knowledge and confidence is improved</li> <li>• Health and well-being is promoted across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The Football Association have come in lead football sessions for KS1 and develop teachers’ skills to provide high quality sessions in the future</li> </ul>
<p><b>INCREASE PARTICIPATION AND SUCCESS IN COMPETITIVE SCHOOL SPORTS</b></p> <ul style="list-style-type: none"> <li>• Girls football</li> <li>• Tag Rugby – Y5/6 and Y3/4</li> <li>• Netball</li> <li>• Football</li> <li>• Cricket</li> <li>• Cross country</li> <li>• Hockey</li> <li>• Tri-golf</li> <li>• Multi-skills</li> <li>• Orienteering</li> <li>• Athletics</li> </ul>	<p>Before school registers</p> <p>Certificates for participation in lunchtime activities</p> <p>After school registers</p> <p>Record children who take part in external competitions and ensure a variety of children attend planned events</p> <p>Target Disadvantaged children to include in competitions and enrichment opportunities</p>	<p>Review the quality of our extra-curricular provision including: - range of activities offered</p> <p>Ensure the enhancement and extension of our curriculum provision</p> <p>Inclusion</p> <p>The promotion of active, healthy lifestyles</p> <p>Quality and qualifications of staff providing the activity</p>	<p>Festivals and School Games competitions</p> <p>Cover for staff to attend festivals / competitions</p>	<ul style="list-style-type: none"> <li>• Children enter more competitions and have better outcomes e.g. win more competitions over the coming year.</li> <li>• An increasing number of children are inspired to join in with clubs and competitive sports.</li> <li>• Children understand the importance of working as a team and how to improve their own performance.</li> <li>• Children demonstrate a strong sense of fair play.</li> </ul>	<ul style="list-style-type: none"> <li>• We have attended a good number of competitions and festivals this year, enabling a larger number of children to participate. Those that haven’t been selected to represent the school were often encouraged to join internal or external clubs or arrange inter /intra school competitions.</li> <li>• Children have been able to bring their learning from sporting events into classroom/playground situations to reinforce fair play and provide opportunities for children to encourage one other.</li> <li>• Children’s sporting achievements have been celebrated regularly throughout the school year, through sporting assemblies.</li> </ul>

		<p>The time of day when activities are offered</p> <p>Pupil needs/interest – Sports Council</p> <p>Links with clubs</p>			
<p><b>RANGE OF PROVISIONAL AND ALTERNATIVE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Tag Rugby</li> <li>• Football</li> <li>• Multi-sports</li> <li>• Netball</li> </ul>	<p>Curricular time and extra-curricular.</p> <p>Registers of participation</p>	<p>Review the quality of our extra-curricular provision including: - range of activities offered</p> <p>Ensure the enhancement and extension of our curriculum provision</p> <p>Inclusion</p> <p>The promotion of active, healthy lifestyles</p> <p>Quality and qualifications of staff providing the activity</p> <p>The time of day when activities are offered</p> <p>Pupil needs/interest – Sports Council</p> <p>Links with clubs</p>	<p>Employing local coaches to provide extra-curricular sporting opportunities.</p> <p>Introducing new initiatives and pathways to community clubs.</p> <p>Release time for PE leader to hold meetings</p>	<ul style="list-style-type: none"> <li>• Children access a range of sporting activities and explore ones they enjoy in more depth.</li> <li>• Disaffected pupils are re-engaged in sport and fitness</li> <li>• Links are developed between school and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Close links with local sporting clubs (out of school) mean that we can refer children to teams/clubs that they may enjoy and compete/perform at a higher standard than school can offer. Attending competitions can also help as coaches can see the children in action and invite them to join a club if they are skilled or talented.</li> </ul>

<p><b>INCREASE QUALITY OF TEACHING / LEARNING / ASSESSMENT &amp; TEACHER TRAINING / PE SPECIALISATION PURCHASING PE &amp; SCHOOL SPORT CPD &amp; MATERIALS</b></p>	<p>Teacher mentoring – all year</p> <p>Lesson Observations</p> <p>Learning Walks</p>	<p>Review timeline for this – how long will this be required?</p> <p>Review areas of PE requiring mentoring.</p> <p>Develop quality of Gymnastics teaching through CPD about effective use of apparatus</p>	<p>PE Subject Leader and PE Trust Lead to attend Primary PE Conference</p>	<ul style="list-style-type: none"> <li>• Teachers feel more confident in teaching PE and promote a range of sporting activities including dance and gymnastics.</li> <li>• Teacher subject knowledge and skills are improved.</li> <li>• Subject leader demonstrates knowledge of subject standards</li> <li>• Attainment and progress is enhanced across the curriculum</li> <li>• Assessment accurately informs future planning</li> </ul>	<ul style="list-style-type: none"> <li>• Dance is given a high profile by interested, skilled staff and a club run which is designed to rehearse for a competition and the whole school performance</li> <li>• The individual needs of children are well-met and carefully recorded on planning. Teachers highlight what is being taught to ensure skills are introduced in a progressive way in each year group.</li> <li>• Specialist staff support class teachers to plan effectively for high-quality sequences of learning.</li> <li>• Assessment frameworks designed by specialist staff support class teachers to make accurate judgements about children's progress</li> <li>• Mentoring of specific children through sporting activity has had a positive effect on their attainment across the curriculum.</li> </ul>
<p><b>EQUALITY AND INCLUSION – DISABLED / SEN / PP AGAT OPPORTUNITIES HARD TO REACH</b></p>	<p>Curriculum / lesson plans</p> <p>Planning for Gifted and SEND pupils</p> <p>Pupil Progress meetings – PE interventions</p> <p>Alternative clubs registers</p> <p>Celebration and support of AGAT e.g. footballers going to Lithuania.</p> <p>Family FUNS engagement</p>	<p>Review the quality of our curriculum including:</p> <p>Accessibility of all the activities</p> <p>Use of TAs to support learning</p> <p>Quality of teaching and learning through observations</p> <p>Check equipment to ensure it meets the needs of our pupils</p>	<p>Training and resourcing Family FUNS programme for targeted families</p>	<ul style="list-style-type: none"> <li>• The PE curriculum is inclusive and is designed to inspire and engage all pupils.</li> <li>• Children with SEND will have opportunities across the year to attend events.</li> <li>• Opportunities to extend and develop talents are embedded.</li> <li>• Harder-to-engage children are inspired through the use of visiting athletes and sporting heroes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND are interested and excited about sport and can experience competition in an appropriate and inclusive way</li> <li>• Assemblies showing variety of sports have been used to inspire children to try new sports</li> </ul>

		PE Policy ensures whole school inclusion.  Ensure access for AGAT			
<b>PARTNERSHIP WORK ON PE WITH OTHER SCHOOLS AND LOCAL PARTNERS / CLUBS</b> BUYING INTO LOCAL NETWORKS AND COMMUNITY SPORTS COACHING LINKS WITH LOCAL SECONDARY PE STAFF TO IMPROVE PE AND SPORTS PROVISION	Membership of networks  School / Subject Action Plans  School – club Links data	Review our partnerships and membership of networks with view to paying for West Wiltshire Partnership Sport Provision	Specialist Sports coach to support staff with planning and delivery of high quality PE teaching.	<ul style="list-style-type: none"> <li>• Staff knowledge and understanding is increased</li> <li>• Quality of provision is enhanced</li> <li>• Participation in competitive activities is increased.</li> <li>• Best practice is recognised and shared</li> <li>• Children have a increased awareness of the opportunities in the community</li> <li>• There is a demonstrable impact on the effectiveness of subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>• CSL meetings have resulted in friendly competitions between local schools being set up</li> <li>• Local links have supported and encouraged children to take part in local sporting events</li> <li>• Local network meetings have provided support for subject leaders in progress towards sporting marks/awards</li> <li>• Local network meetings have provided time to discuss changes in subject standards and curriculum approaches</li> </ul>
<b>CROSS CURRICULAR LINKS TO CONTRIBUTE TO PUPILS ACHIEVEMENTS AND SPIRITUAL, MORAL, SOCIAL CULTURAL UNDERSTANDING</b> <ul style="list-style-type: none"> <li>• Science</li> <li>• PSHE</li> <li>• Speaking and listening</li> <li>• IT</li> <li>• Mathematics</li> <li>• PROMOTE AWARENESS OF HEALTH RELATED ISSUES</li> <li>• Obesity, smoking etc.</li> </ul> <b>INITIATIVES</b> <ul style="list-style-type: none"> <li>• Young leaders</li> <li>• Lunch club</li> <li>• Huff and puff</li> <li>• Sports Council</li> </ul>	Whole School Plan / SEF  PE Subject Leader documents Whole school policies / PE policies  Subject leader evaluations  Pupil voice - sports council	Review impact of Specialist teacher  Use of Learning Behaviours( cogs) from FUNS applied across curriculum  Other Subject leaders to identify how their subject areas can contribute to learning in PE  Academic achievement (e.g. literacy and numeracy)	Specialist coach to support 1-1 mentoring for vulnerable children through sport.	<ul style="list-style-type: none"> <li>• Achievement is improved</li> <li>• Children understand the positive impact of physical activity on their wider learning</li> <li>• Staff make links between PE and other subjects across the curriculum</li> <li>• Concentration, commitment, self-esteem and behaviour are enhanced</li> <li>• Positive behaviour and sense of fair play are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• DPA has been used to motivate and re-engage children throughout the day enabling children to have more focus on their learning in class</li> <li>• Cross curricular links have been made with PE in Maths and science (healthy living in science/ use of basic skills in maths e.g. times table star jumps etc.)</li> <li>• Children take great pride in being great team players and demonstrate a strong sense of fair play</li> <li>• Children have a secure understanding of how to live a healthy life and the vast majority enjoy being active</li> </ul>

		Behaviour and safety Health and well-being			<ul style="list-style-type: none"><li>• Playtimes are active. There are directional games going on every day and these zones are busy. There has been an increase in physical activity.</li></ul>
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