

## Exemplification Support Document: Primary PE and Sport Premium Indicators

<b>Academic Year:</b> September 2017 - August 2018				<b>Total fund allocated:</b> £18010
<b>Key indicator 1: Engagement of all pupils in regular physical activity</b>				Percentage of total allocation: 28.79%
<b>School focus with clarity on intended <b>impact on pupils:</b></b>	<b>Actions to achieve</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>- Introduce breakfast club to encourage more pupils to attend school earlier and get involved in activities.</li> <li>- Develop scoot to school in order to get more pupils travelling to school under their steam rather than being dropped off in a car.</li> <li>- Introduce the daily mile to get <b>all</b> pupils undertaking at least 15 minutes of additional activity per day.</li> </ul>	<ul style="list-style-type: none"> <li>- Additional member of catering staff to order food, prepare and supervise.</li> <li>- Identify a staff member to undertake activities (possibly a TA or external coach initially).</li> <li>- Introduce activities in which all pupils can be involved (e.g. wake up and shake)</li> <li>- Purchase 20 scooters to introduce scooting in school.</li> <li>- Identify course for daily mile.</li> </ul>	<ul style="list-style-type: none"> <li>£785</li> <li>£200</li> <li>40 x £30 = £1200</li> <li>Additional track required = £3000</li> </ul>	<ul style="list-style-type: none"> <li>- 55 pupils attending breakfast club which includes 'Wake up and Shake' session - 97% attendance (previously 94%).</li> <li>- TA and coach working together with nearly all the pupils above involved.</li> <li>- More pupils getting involved in scooting with over 100 now.</li> <li>- ALL pupils involved in 15 minutes of additional activity every day.</li> </ul>	<ul style="list-style-type: none"> <li>- Aim to increase numbers at breakfast club - possibly minimal charge for breakfast to cover food costs.</li> <li>- TA to work with another member of staff in order to up-skill so no requirement for external coach - employing the coach as an additional TA is being explored.</li> <li>- Continue to work closely with parents to increase the number of pupils who own scooters - 25 pupils asked for them for Christmas.</li> <li>- Daily mile firmly embedded in school day.</li> </ul>

			<b>WIDER IMPACT AS A RESULT OF ABOVE</b> <ul style="list-style-type: none"> <li>✓ Pupils are more active in PE lessons - take part without stopping to rest.</li> <li>✓ Standards achieved in PE NC are improving with over 95% achieving end of KS attainment target</li> <li>✓ Attitudes to learning improved - better concentration in lessons.</li> <li>✓ SAT results improved - see data.</li> </ul>	
<b>Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 7.38%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</li> <li>- Extra notice boards in main entrance to raise the profile of PE and Sport for all visitors and parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievements celebrated in assembly (match results + notable achievements in lessons etc.).</li> <li>- Different classes to do dance/gymnastics displays.</li> <li>- Buy notice boards and arrange to have them fixed.</li> </ul>	£700	<ul style="list-style-type: none"> <li>- All pupils at some point in the year have taken part in assembly.</li> <li>- Parents have attended 6 assemblies.</li> <li>- The notice boards are full of information about matches/clubs/results and pupils are keen to get</li> </ul>	The SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.

<p>- Role models - local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>	<p>- Ascertain which local personalities the pupils relate to and invite them into school.</p>	<p>£630</p>	<p>involved.          - To date there have been 4 local personalities who have spoken in assembly and the local football hero took an after school session alongside the regular teacher.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self esteem.</li> <li>✓ See notes in Indicator 1 about attendance and attitudes to learning with better performance in SATs.</li> <li>✓ There are over 30 extra pupils attending clubs in the community which is complimenting activities in school and in the curriculum.</li> <li>✓ Increased self esteem/confidence are having an impact on learning across the curriculum.</li> </ul>	
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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				Percentage of total allocation: 26.37%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>- In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The following staff will undertake the afPE accredited courses and disseminate to other staff:</p> <ul style="list-style-type: none"> <li>- Two TAs (1 is already a Level 3 qualified gymnastics coach) to undertake Level 2 and 3 qualification.</li> <li>- One HLTA to undertake the Level 5 qualification.</li> <li>- Subject leader to undertake Level 5 and 6 qualification.</li> <li>- One teacher to undertake Level 3 Dance Qualification.</li> </ul>	<ul style="list-style-type: none"> <li>- Baseline pupils so that impact can be measured over time.</li> <li>- Identify the local centres who are running these courses.</li> <li>- Ensure all identified staff are enrolled.</li> <li>- Establish dates when cover is required and appoint cover staff.</li> <li>- Ensure that time is provided for school based working.</li> </ul>	<p>£3750</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>- Better subject knowledge for both TAs with the HLTA confident to take a more active role in lessons/lunchtimes etc.</li> <li>- Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</li> <li>- Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets</li> <li>✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</li> </ul>	<ul style="list-style-type: none"> <li>- Whilst the funding continues at least one HLTA/TA will attend Levels 2/3 and if appropriate, Level 5.</li> <li>- One teacher will attend the 5/6 NB. Only staff with QTS can attend the Level 6 - this will be offered top teachers who are aspiring subject leaders.</li> <li>- This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</li> </ul>

<b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 11.10%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</li> <li>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Undertake all PL which is offered through the sports partnership/LA/ National Associations (afPE &amp; YST)/ NGBs/ Awarding Organisations with an aim to get more staff up-skilled and involved.</li> <li>- Arrange a pupil survey to ascertain what pupils would like.</li> <li>- Involve external coaches to work with staff in clubs.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>- 6 more staff involved in extra-curricular activities and all teachers feel more confident teaching new activities.</li> <li>- 4 new clubs (table tennis, skateboarding, cycling, girls rugby) now running with an uptake of over 30 pupils (17 of which have never attended before).</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons</li> <li>✓ Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.</li> <li>✓ 95% of pupils say they enjoy PE and Sport and want to get involved in more activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</li> <li>- The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.</li> </ul>

			✓ Pupils who were disaffected in school are now engaged and want to take part.	
<b>Key Indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 6.91%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</li> <li>- Engage more girls in inter/intra school teams particularly those who are disaffected.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify staff member to work alongside FA coach to develop years 5/6 girls football team.</li> <li>- Arrange which evening for practices which don't interfere with other commitments (for example attendance at mosque).</li> <li>- Arrange friendly competition - inter/intra school - use the local sport partnership.</li> <li>- Ensure all coaches have level 2/3 PESSPA qualifications - arrange attendance at appropriate courses.</li> </ul>	<ul style="list-style-type: none"> <li>£300</li> <li>£220</li> <li>£275</li> <li>£450</li> </ul>	<ul style="list-style-type: none"> <li>- 35 girls involved in practices.</li> <li>- 20 girls played 4 matches against local schools.</li> <li>- Number of boys taking part continues to increase with almost 75% now involved in at least one sport.</li> <li>- 12 Muslim pupils have now taken part in competitive opportunities and school is working with parents to possibly change mosque times on match evenings - positive outlook so far.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>✓ Improved standards in invasion games in curriculum time</li> <li>✓ More girls are keen to</li> </ul>	<ul style="list-style-type: none"> <li>- Member of staff to take charge of the girls football club.</li> <li>- The above member of staff to attend Level 2 FA coaching course.</li> </ul>

			<p>take part with a noticeable difference in attitudes to PE and sport.</p> <p>✓ All staff have commented on the better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports.</p>	
<p><b>Other Indicator identified by school: Additional Swimming</b></p>				<p>Percentage of total allocation: 19.43%</p>
<ul style="list-style-type: none"> <li>- To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</li> <li>- All remaining non swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</li> <li>- All pupils can perform safe rescue over a varied distance so they are confident and safe in water.</li> </ul>	<ul style="list-style-type: none"> <li>- Renegotiate additional pool space over a term or plan for a suspended time table week for a 5 day swimming focus.</li> <li>- Ensure staff attend Swim England professional learning swimming teachers course to accommodate increase in numbers.</li> <li>- To utilise the coach based at the swimming pool to work alongside teachers.</li> </ul>	<p>£3500</p>	<ul style="list-style-type: none"> <li>- 68% of pupils can swim over 50 metres.</li> <li>- 100% of pupils increased their distance swimming by 10 metres.</li> <li>- 95% of pupils can swim 25 metres at year 6.</li> <li>- 95% of pupils can rescue a peer from 5 metres to 50 metres.</li> </ul>	<ul style="list-style-type: none"> <li>- The Governors have agreed to ensure that they will ring fence funding to ensure the maximum amount of pupils leave the school being able to swim 25 metres.</li> <li>- Where appropriate SEND funding will be allocated to non swimmers.</li> <li>- The teachers will work together to ensure all staff involved are confident and secure in teaching swimming.</li> </ul>



Click [HERE](#) to download the 'Evidencing the Impact of the Primary PE and Sport Premium' Website Reporting Tool.

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