



Evidencing the
Impact of Primary PE
and Sport Premium.



The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

- 1.the engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles
- 2.the profile of PE and sport being raised across the school as a tool for whole school improvement
- 3.increased confidence, knowledge and skills of all staff in teaching PE and sport
- 4.broader experience of a range of sports and activities offered to all pupils
- 5.increased participation in competitive sport

Under the Ofsted Schools Inspection Framework 2015, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Schools are required to publish details of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Schools must include the following:

- how much PE and sport premium funding you received for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review.

Each school should aim to achieve the following objective: **OBJECTIVE:** To achieve **self-sustaining improvement** in the quality of PE and sport in primary schools. Please see Figure 1 (below): A process model to support your thinking.



How to use the Primary PE and Sport Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Lifeclubs
- run sport competitions
- increase pupils' participation in the School Games
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming.

Reflection of what we have achieved during 2015/2016

Key priorities to date	Key achievements / What worked well	Key learning / What will change next year
The profile of PE and sport being raised across the school as a tool for whole school improvement.	PE was included in whole school action plan. Profile of sport included and highlighted in areas of development.	Continue to review subject alongside school strategic plan to ensure PE has a focus when developing a whole school approach to sport.
Increased confidence, knowledge and skills of staff in teaching PE and sport.	Through use of excellent sport coaches, two companies used throughout the year to up-skill teachers in a range of sports.	To continue using the coaches but for all teachers to be up-skilled in the teaching of different sports.
Engaging all pupils in regular physical activity.	Accessing competitions through St Helen's sports partnership allowed more children to enjoy sport and build confidence in physical ability. Children were very proud and enthused to take part in school competitions. Along with one other St Helens school, we attended the highest number of sports competitions. Continued regular lessons with sports coaches - a variety of sports taught. We were once awarded the Sainsbury's School Games Gold award.	Continue the excellent partnership we have with SGO's and enter as many competitions as we can.
To promote healthy lifestyles.	Change 4 Life club ran all year for Year 3 children and other children disengaged in sport. 6 Year 5 children trained as leaders for this and ran it each dinner time.	Continue to run the programme.

Provision and budget for 2016/2017

Total fund allocated: £10,225plus £100 from Edge Hill

PE and Sport Premium Key Outcome Indicator	School Focus / Planned Impact on pupils	Actions to achieve	Planned funding	Evidence
1. Engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles.	C4L club to be delivered daily to Year 3 children increasing pupil activity levels. Wake Up and Shake Up delivered daily in the hall from 8.40-8.55am Continue links with Edge Hill.	Year 5 children trained to deliver C4L. DB to lead WUSU sessions daily. Edge Hill undergraduate to take on placement in school.	No cost (£100 given to school for having EH student)	C4L leaders plans. Regular attendance of Edge Hill trainee. Feedback forms from children completed.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement	Develop sport leaders in Year 3-5 to enhance Level 1 competition and playtime experience To maintain and develop display around school. Staff to be positive role models.	Ensure a number of children are provided training and have the opportunity to assist / run playtime competitions and Level 1 comps. PE display outside Y5RH classroom. Staff take part in whole school activities.	£200 For Sports leader jumpers	Level 1 data on website. Photos of leadership in action Display Staff participation evidenced on photos.

<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff will be more confident in delivering PE sessions resulting in the pupils having a high quality experience.</p>	<p>PE units of work and individual lesson plans provided for all staff. PE specialists employed - Lucy for Dance Chris for Cricket and Allstars for Gymnastics and other sports. Access to access termly CPD in PE.</p>	<p>£9,000</p>	<p>Units of work on staff share. Attendance at CPD session with evaluation forms completed.</p>
<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>Introduce more KS1 and lower KS2 clubs. Introduce OAA to the children in KS2. Sports coaches to broaden the sports they cover.</p>	<p>Focus on inclusive activities. Develop problem solving / orienteering to children in KS2.</p>		<p>Registers of attendance. Units of work. Orienteering course in place.</p>
<p>5. Increased participation in competitive sport</p>	<p>Develop teams for and enter a wide variety of LV2 events and qualify for LV3. Increase B and C team participation.</p>	<p>Enter all SSP School Games events and promote through website. Strive to increase LV3 participation. Also, improve LV1 School Games</p>	<p>£1,000 for transport to and from the event.</p>	<p>SGO table of competition entered.</p>