

Summary Table: Evidencing the impact of the Sport Premium

Amount of Grant Received – £8000

Date: April 2017

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<i>Including the 7 key factors to be assessed by Ofsted</i>	(Sign-posts to our sources of evidence)	(Based on our review, key actions identified to improve our provision)	(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	(How much spent on each area)	(The difference it has made / will make)
<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<p>Medium Term Plans</p> <p>Timetables</p> <p>Pupil voice/interviews</p> <p>Schools own data / registers</p> <p>Questionnaires</p>	<ul style="list-style-type: none"> • <i>Time available – all classes to receive 1 half terms of gymnastics and yoga with specialist teachers</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Lead Gymnastics instructor to demonstrate basic Gymnastics to be delivered by teaching staff.</i> • <i>Access to facilities / resources</i> <ul style="list-style-type: none"> - <i>Local swimming pool and sports hall</i> - <i>School Gym</i> - <i>Orienteering (OAA)</i> - <i>Forest school</i> - <i>Residential trip inc (OAA)</i> <p><i>Pupil needs (Pupil Voice)</i></p> <ul style="list-style-type: none"> - <i>Questionnaire to be given to children re gymnastics, yoga and games</i> - <i>School Council discussion on Curriculum.</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<p>Employing specialist teachers of Physical Education</p> <ul style="list-style-type: none"> • Improving staff professional learning to upskill teachers and teaching assistants • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • • Providing of PE kits to vulnerable families to ensure inclusion 	<p>Qualified Sports coaches. Gymnastics and games £4000</p> <p>£2000 hiring of various venues and transport to fixtures.</p> <p>£250 spent on various sporting/games equipment</p> <p>£450 towards funding of Residential trips.</p>	<p>Increased pupil participation</p> <ul style="list-style-type: none"> • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of planning teaching and learning. • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance. • Healthy choices • Improved pupil attitudes to PE • Positive impact on whole school improvement • Enhanced communication with parents / carers • Positive impact on middle leadership <p>Children feel valued and included (suitable PE kit)</p>

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<p>Extra-Curricular</p>	<ul style="list-style-type: none"> • After school registers • Pupil Voice data • Questionnaires 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion (access for all pupils after school clubs)</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity.</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs (EFC)</i> • <i>Staff Professional Learning</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities. • New Equipment • Repair of old equipment • Transport links for pupils who are keen to participate but cannot attend due to transport issues. 		<p>Increased pupil participation</p> <ul style="list-style-type: none"> • Enhanced, extended inclusive extra curriculum provision • More confident and competent staff • Enhanced quality of delivery of activities. • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement – team games/pride in school teams • Easier pupil management • Enhanced communication with parents / carers • Increase school community links • Increased opportunities to develop communication skills of ASD pupils.

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Participation and success in competitive school sports <i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i>	<ul style="list-style-type: none"> Schools own data / registers Calendar of events / fixture lists YST calendar of Intra and Inter competitions External accreditation Gold Award 	<ul style="list-style-type: none"> Attend inter school competitions Organise intra school competitions Engage more staff/ parents / volunteers / young leaders Improve links with other schools 	<ul style="list-style-type: none"> Paying for transport for fixtures and festivals . Trophies, medals and awards Registration in Knowsley SSP 	Transport and registration to competitions £400	<ul style="list-style-type: none"> Increased pupil participation Extended provision 10 inter school completions entered. (gold award) Positive attitudes towards competition and team work Improved positive attitudes to health and well-being and PE Increased opportunities to develop communication skills of ASD pupils.
How inclusive the physical education curriculum is	<ul style="list-style-type: none"> Curriculum plan Long, medium and short-Term plans Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) 	Review the quality of our curriculum including: <ul style="list-style-type: none"> <i>Breadth and Balance</i> <i>Accessibility of all the activities</i> <i>Use of TA's to support learning</i> <i>Quality of teaching and learning</i> <i>Staff Professional Learning (PL)</i> <i>Access to facilities/ resources</i> <i>Pupil Needs (Pupil Voice)</i> Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Introducing basic movement skills in the Early Years / Foundation Stage /soft play /yoga/Physio/OT PL/AT for staff to increase subject knowledge and confidence in PE 		<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils has now been developed and is monitored and changed according to different cohorts and possible competitions. Staff confidence in leading PE sessions Enhanced quality of teaching and learning Sports mark award Specialised Curriculum to meet needs of ASC and SEMH needs.

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		our pupils Ensure our Whole School Inclusion Policy refers to PE			
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<i>The range of provisional and alternative sporting activities</i>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation • Participation in range of sports 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Schools for health gold award</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Introducing an in-school physical activity programme. • Paying for transport and access to indoor leisure facilities • Introducing new initiatives – orienteering and new age curling. • Purchasing specialist equipment and teaching resources to develop a non-traditional activity (boccia) • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks KSSP development 		<ul style="list-style-type: none"> • Extended, alternative provision – orienteering course set up for KS2/3 • Staff training in orienteering and map reading skills. • Engaged or re-engaged disaffected pupils through sports • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Positive impact on whole school improvement • Increased school-community links

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<p><i>Partnership work on physical education with other schools and other local partners</i></p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • Attendance at PE Forums • Governors' minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Identify any new possible partnerships 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>KSSP costing - £1000</p>	<ul style="list-style-type: none"> • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice – support with action plans, resources and planning

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<p><i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills (SMSC)</i></p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Ensure your vision for PESS is developed to reflect contribution to SMSC • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE • Subject folder updated and reviewed termly. • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge 		<ul style="list-style-type: none"> • Academic achievement enhanced – Team groups work harder in all areas of curriculum to become team of the week and win most merit points sleuth • Sports Day – KS3 sports leaders. • ASDAN accreditation • Pupils understand the value of PE use of group and team work in all areas of curriculum improved on Residentials. • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Healthy 4 schools eating monitors and assemblies.

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<p><i>Review the impact that the funding has had on other factors</i></p> <p><i>Health and Fitness of all children</i></p> <p><i>Health and fitness – vulnerable and obese children</i></p>	<ul style="list-style-type: none"> • Staff PE Record • SMT QA strategies for planning • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PE within the school • On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current provision strengths and areas for development • KSSP – evaluation and support for Kite mark • KSSP support with funding for grants. • Employing evaluation tools to measure and monitor progress and impact using B squared. • Securing time for the subject leader to undertake reviews and construct further development plans • Develop ASD pupils in all areas. 		<ul style="list-style-type: none"> • Daily healthy food monitors at lunch time targeting good food choices. • Rewards linked to sleuth, Dojo and awards. • Increased awareness of Healthy diets/calories and the link to exercise. • Pupil specific targeted goals in gym sessions.