**PE & Sports Funding**

Up until the academic year 2019/2020, the Government has committed to giving all schools an annual sum of money to allow them to develop sports provision and help increase pupil participation in sporting activity. The national vision is for “*All pupils leaving primary school [to be] physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport*.”

We recognise the contribution of PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children. Our funding enables us to continue to extend our provision for all our pupils and develop confidence and competence in staff.  In a staff survey (July 2015), teachers felt that PE had been greatly improved due to the input of funding and felt more confident teaching the subject as their training needs were being met.

The money currently equates to £8000 per school per year plus an additional £5 per child. To support our wider vision and plans for PE and sport, we plan to spend the grant in the ways identified below.

**Evidencing the impact of PE and Sport Premium**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Amount of grant received** | £9327.00 | **Amount of Grant spent** | £9600.00 excluding additional PPA PE costs£15960.00 when including additional PPA PE costs | **Date** | Updated March 2017 |
| **Key Priorities:**1. High Quality PE
2. School Sport
3. Health and Well-being
4. Whole School Priorities
 |
| **Progress:*** Red – needs addressing
* Amber – addressing but further improvement required
* Green – achieving consistently
 |
| **Key Priority 1: High quality PE*** *To improve the quality of teaching and diversity of the curriculum in order for pupils to make regular and sustained progress*
 |
| **Actions and Strategies** | **Evidence** | **Cost** | **Impact and sustainability** | **Progress (RAG)** |
| **Professional development** |
| * Develop and implement a professional learning plan, appropriate for the needs of all staff (and PSCL coaches), to enable them to deliver high quality PE and physical literacy
* PE subject leader to support identified staff and ensure that support is targeted appropriately
* PE coordinator to signpost staff to CPD opportunities within the borough and partnership
* PE specialist (PSCL coaches) employed to deliver PPA PE to all classes in the school
 | * Lesson observations
* Staff audit
* Teacher surveys
* Staff professional learning (CPD)
* Using expert advice to evaluate strengths and weaknesses within PE
 | £8360.00 |  All staff are confident and competent to deliver high quality (indoor) PE |  |
| All external PSCL Sports Coaches are confident and competent to deliver high quality (outdoor) PE |  |
| The quality of all PE lessons (both indoor and outdoor) is good or outstanding | Indoor XOutdoor / |
| All children feel confident to participate in PE |  |
| Good practice is shared and feedback is sought which drives the effective development of PE |  |
| Positive impact on whole school improvement |  |
| **Curriculum development** |
| * Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the National curriculum
* Develop a PE curriculum that is inclusive and caters for all relevant of SEND, including those gifted in PE
* Audit equipment to ensure it meets the need of the pupils and curriculum
 | * Lesson observations
* Accessible, high quality resources sand SoW to support the delivery of the PE curriculum
* Staff audit
* Equipment audit/equipment
 | £2000.00 | There is a sound assessment process which staff are confident to use, the accurately assesses pupils progress\*Speak to ST\* |  |
| The majority of pupils make good or outstanding progress in PE |  |
| All pupils enjoy and achieve in PE |  |
| **Key Priority 2: School Sport*** *To increase opportunities for participation, including SEND pupils, in a range of extra-curricular and competitive opportunities*
 |
| **Actions and Strategies** | **Evidence** | **Cost** | **Impact and sustainability** | **Progress (RAG)** |
| **Extra-curricular Activity** |
| * Audit, plan and develop inclusive before, lunchtime and after school activities using, volunteers, PSCL coaching staff and young leaders
* Develop and implement a young sports leaders programme
* Increase the number and range of extracurricular activities
* Develop partnerships with local community clubs
* Provide further opportunities for pupils who are gifted and talented in PE and sport
* Use expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement
 | * Observations of external delivers
* Participation rates
* Extracurricular registers
* Extracurricular plan
* School club links
 |  | The range of extracurricular opportunities is increased and included those requested by pupils |  |
| The extracurricular opportunities include those for our SEND pupils which responds to their wants and needs |  |
| Engage or re-engage disaffected pupils |  |
| Increase staffing, capacity and sustainability |  |
| Increase school / community club links |  |
| Increase pupil awareness of opportunities available in the community |  |
| PE, physical activity and school sport, have a high profile and are celebrated across the school |  |
| Clearer talent pathways |  |
| **Competitive opportunities** |
| * Promote competitive opportunities for all pupils across school in both intra and inter school format
* Ensure that all sports coaches and instructors employed to support School Sports are quality assured
* Make links with community clubs
 | * Participation rates
* Increase staffing capacity
* Funding transport to take pupils to external events
* Programme of level 1 activity (intra-school)
* Feedback from clubs
 | £50.00 | Data showing the number of children representing the school at events this yearYear 6 – 45%Year 5 – 30%Year 4 – 14%Year 3 – 9%Year 2 – 0%Year 1 – EYFS – 0% |  |
| Data showing the number of children that attend community clubs within the local areaYear 6 – 61%Year 5 – 63%Year 4 – 62%Year 3 – 67%Year 2 – 75%Year 1 - EYFS -  |  |
| Data showing the number of children that attend an (one or more) after school PSCL sports club held at St Thomas’ CE.Year 6 – Year 5 – Year 4 – Year 3 – Year 2 – 38%Year 1EYFS - |  |
| Pupils recognise the wider benefits of participating in sport and consider it an important part of their development |  |
| The extracurricular sports provision is of high quality and is delivered safely by PSCL staff |  |
| Increase pupils participation in national school games competitions  |  |
| 100% increase in pupil participation in Level 1 (intra) opportunities |  |
| **Key Priority 3: Health and well-being*** *To use physical activity to improve pupils’ health, well-being and educational outcomes*
 |
| **Actions and Strategies** | **Evidence** | **Cost** | **Impact and sustainability** | **Progress (RAG)** |
| **Awareness of healthy lifestyle** |
| * Develop and implement a healthy active lifestyle programme
 | * Parental feedback
* Participation rates
* Attendance registers
 |  | Pupils consistently make healthy lifestyle choices that are celebrated and shared |  |
| Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers. |  |
| **Engaging the least active** |
| * Identify children who are least active and PSCL coaches to focus on engaging these children in lunchtime sports activities
 | * Participation rates
* Pupil discussion
 |  | Targeted pupils increase activity levels by 10% |  |
| Increased number of ‘less active’ pupils becoming engaged in after school clubs |  |
| **Key Priority 4: Whole school priorities*** *To use PE, School sport and physical activity to impact upon whole school priorities*
 |
| * Encourage PP children to participate in physical activity and sporting programmes
* Network with other subject coordinators to share good practice through attendance of SSP meetings
* Identify the positive impact that PESS has on
* Academic achievement
* Behaviour and safety
* Attendance
* Health and well being
* SMSC
 | * Membership of networks (SSP)
* Governors reports / minutes
* Progress and attainment date
* Rewards given
* Pupil discussion
* Subject time available for PE coordinator
 | £525.00 | PE, physical activity and school sport successfully target PP children to become engaged in school sport programmes |  |
| Pupils understand the contribution of physical activity and sport to their overall development |  |
| There are fewer instances of poor behaviour recorded at school |  |
| Attendance has improved across the school |  |
| Academic achievement enhanced |  |
| Self-esteem enhanced |  |
| Ongoing review will provide further evidence of effective use of the funding, identifying the added value of the funding and support areas of need to enhance overall provision |  |
| School values and ethos are complemented by sporting values |  |
| Staff across school make links across subjects and themes including PE |  |