Staindrop Primary School Physical Education and Sport Premium Spending (Impact and Accountability Year 4 April 16 – 17)

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding	Impact
(Including the 7 key factors to be assessed by Ofsted) Achieving high quality P.E.	(Sign-posts to our sources of evidence) 1. Staff feedback forms Course enrolment emails and signatures of attendance Pupil questionnaires Training records Observation records	(Based on our review, key actions identified to improve our provision) 1.P.E. lead to attend meetings and conference to stay up to date on developments in P.E. Development of NQTs in Core Tasks and REAL P.E. to ensure the continuation of professional development and high quality P.E. provision.	(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted) 1. Leaders Network meeting x3 PE Conference Release of staff for training, team teaching and observation.	Funding Breakdown (How much spent on each area) £1195	(The difference it has made/will make) 1. Competent and confident staff Enhanced quality of teaching and learning Improved standards and expectations Progression in P.E. (particularly fundamental movement) Increased participation at local sport festivals Improved pupil attitude to P.E. Improved pupil strength and
	Learning walks Photographs 2. Audit Order forms Budget Equipment list Pupil surveys Photo/video evidence	2. Audit and ordering of P.E. equipment in relation to core assessment tasks to ensure high quality provision of P.E.	2. Restock of P.E. equipment ordered to ensure new curriculum coverage. Shed constructed to store large outside equipment. Soft play for Nursery/EYFS (brought forward to 2017/18)	£2363	stamina (agility, balance and co-ordination) Improved behaviour in P.E. 2. Improved quality of teaching. Raised achievement Progression in P.E. Improved differentiation using STEP (space, task, equipment, people) Ease of access to

	3. Budget Pupil feedback Staff feedback Emails and paperwork	3. Employment of P.E. apprentice through Sedgefield Sports' Partnership.	3. Staff support in PE lessons One to one for SEN children or small group work Extension of G & T children Target groups with health issues for lunch time clubs Offer wider variety of after schools sports clubs Assistance with equipment	£3427	equipment 3. Targeted intervention during P.E. sessions and Bal A Vis X Raised achievement Circuit training after school club Lunchtime/playtime clubs reducing behavioural incidents
Increasing participation and inclusion	1. Swimming records Instructor invoice and receipt	Identify children requiring specialist provision to access mainstream P.E. lessons. Schildren identified to participate in 1x weekly additional swimming lesson to support movement, strength and stamina.	Appointment of a specialist swimming instructor and use of small pool.	£171	1. 100% participation of children identified with the exception of illness/injury Working towards the fundamental movement goals Increased confidence in the water Improved stamina and strength Ability to work/communicate with peers and adults
	2. Photos Questionnaires	2. PE apprentice to run 5 x year group lunchtime clubs aimed at children with specific needs. Year groups to rotate termly. (Coordination, motor skills, team work, behaviour, healthy lifestyle)	2. P.E. apprentice trained in Bal A Vis X and Change 4 Life as well as blind football.	As above	2. Improved behaviour in breakfast club and on the playground during break times and lunchtimes.
	3. Photos	3. Year 6 pupil helping to run Taekwondo afterschool club alongside coach.	3. Through taster session provided children could see the impact of the club through a Year 6 pupil.	N/A	3. Encouraged children to join club. High aspirations Empowerment of pupils

	4. TA intervention trackers Photos	4. TA employed one afternoon per week to run BAL A VIS X motor skills intervention.	4. Children have one to one motor skills intervention weekly.	£1244	4. Improvement of skills – focus, concentration, coordination, handwriting, ball skills. Children teaching other children how to carry out activities.
	5. Play Leaders packs Play Leaders on playground Photos Pupil voice	5. Year 5 trained up as Play Leaders to set up break time and lunchtime clubs.	5. Inclusion of all children within break and lunch times. Empowerment of children to become leaders. Reduction in isolation/lonely children.	£48	5. Empowerment of pupils Reduction in Ioneliness/nobody to play with Increase in active children
Promoting healthy, active lifestyles	1. Pupil surveys Participation data from after school clubs/lessons Out of school club attendance data	1. Cross-curricular links to develop health and fitness Pupils to lead own warmups in P.E. lessons, more vigorous activity in lessons Children being active for longer as part of the P.E. lesson (monitor down time) Whole school and key stage assemblies	1. P.E. apprentice.	As above	1. Increased awareness of how to be/stay healthy Children active for longer (stamina and endurance) Increased level of challenge in P.E. Less 'talk-time' in P.E. – children active
	2. Photos Video Club participation rates	2. Visit from Katey Wallace Taekwondo coach to promote club through whole school taster session and creation of after school club.	2. Taster session provided to offer opportunities for children to experience a new sport leading to out of school club links and take up of an after school club.	2. £150	Incresed participation rates in afterschool clubs (waiting list) 100% participation Club memberships
Providing competitive	Participation rates	1.Opportunities to attend intra and inter school	Education Enterprise Legacy coaches (football)	£170	Gifted and Talented children targeted for sport

Developing leadership, the curriculum and the subject profile	Festival entries Teesdale Mercury article Photos Results from events Event timetables KS2 - 71% participation rate up from 49% (2014/15) 1.Lesson observation sheets Learning walk notes Planning evidence Pupil questionnaires Core task videos	competition. Sports' afternoon KS2 swimming Yr5/6 TAG rugby Whole school cross country (8 per class) and progression to County finals League Football (cluster) Football (Enterprise League) Inter school football tournament ASDA Quick Cricket (Yr4) Yr 5/6 Sports' Hall Athletics 1. Establish robust systems for the monitoring of teaching PE and monitoring coaches.	Time given for observations and learning walks to be made. 1. N/A	N/A	specific festivals participation in inter school festivals 100% participation in an intra school festival (Except for illness or injury) Representation of school Progression to Level 3 games (cross country) All children experience competition within class and school Enjoyment of sport Improved team skills Improves communication skills Improved resilience 1.70% of lessons to be good or better, therefore increased enjoyment and participation Identifies further needs for training and professional development activities Opportunities for mentoring and team teaching
Contributing to pupils' overall achievement	1. PE page on the school's website stating upcoming	Regular update of page on the school's website to promote competitions and festivals as well as outside	1. N/A	1. N/A	Promotion of competitions and children's successes Promotes self-esteem and healthy lifestyle

	competitions, results and photos 2. School noticeboard	club links.			Recognition of high quality P.E. across the school Recognition of how P.E. links to a wider context
Developing partnerships	1. Club link on notice board Club links on website Coaches in school Festival enrolment	1. To improve all children's access to out of school clubs, encourage G & T children to progress further in specialist clubs. Assemblies from club representatives and taster sessions.	1. N/A	1. N/A	1. G & T children attend sports' specific festivals.

Total spend - £8768