



## Physical Education and Sport Premium 2015-2016

Total Funding Allocated - £9,247

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding
<p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p> <p>4. broader experience of a range of sports and activities offered to all pupils.</p>	<p>Review the quality of our curricular provision including:</p> <ul style="list-style-type: none"> <li>• Range of activities offered</li> <li>• The enhancement and extension of our curriculum provision</li> <li>• Inclusion</li> <li>• The promotion of active, healthy lifestyles</li> <li>• Quality and qualifications of staff providing the activity</li> <li>• Access to facilities (on-site / off-site)</li> <li>• Pupil needs/interests (Pupil Voice)</li> <li>• Partnerships and links with clubs</li> <li>• Talent provision</li> <li>• Staff Professional Learning (PL)</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing new initiatives.</li> <li>• Purchase specialist equipment and teaching resources.</li> <li>• Buy into local, existing sports networks (GSSP).</li> <li>• Develop OAA within the curriculum.</li> <li>• Purchase resources to deliver high quality OAA activities throughout key stage 1 and 2.</li> <li>• Begin to incorporate AfL tasks into PE planning, identifying relevant support for specific individual pupils (specifically G &amp; T).</li> <li>• Provide provision for talented pupils through our partnership with GSSP, and attendance of relevant pupils to talent camps.</li> </ul>	£4,000	£3,995
Evidence:	<p>*The curriculum has been updated to ensure a more skills based approach.</p> <p>*AfL is now embedded within the updated curriculum.</p> <p>*Bought into GSSP in order to continue our curriculum development and support.</p> <p>*Equipment/resources have been purchased. OAA is now part of our curriculum plan for the Summer Term.</p> <p>*Resources/approaches are shared at staff CPD sessions.</p> <p>*Gifted and Talented pupils have now been identified on a specific register.</p> <p>*DL has attended a Gifted and Talented course, equipping him with the skills to identify and assess Gifted and Talented children.</p>			
Actual Impact on pupils (following review):	<p>*Gifted and Talented children are now clearly identified (with class teachers as well as PE specialist staff). They are now challenged within PE sessions.</p> <p>*Our current curriculum development supports and addresses the needs of our children.</p> <p>*AfL is now incorporated in key areas across the school, resulting in more individualised learning for pupils.</p>			
Sustainability/Next steps:	<p>*Develop our provision for talented pupils through our partnership work, but also on a daily basis in school.</p> <p>*Feed Gifted and Talented pupils into relevant talent camps.</p> <p>*Work with parents of Gifted and Talented children more closely to ensure participation/attendance at relevant camps.</p> <p>*Develop AfL across all key phase groups.</p> <p>*Develop pupil voice more.</p>			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding
3. increased confidence, knowledge and skills of all staff in teaching PE and sport.	Review the quality of our curricular provision including: <ul style="list-style-type: none"> <li>• Quality and qualifications of staff providing the activity</li> <li>• Staff Professional Learning (PL)</li> </ul>	<ul style="list-style-type: none"> <li>• Upskill a specialist teacher to lead curriculum lessons, including disabled pupils and for those with SEND (HF – Level 5 certificate in PE and School Sport Specialism).</li> <li>• Employ specialist PE/qualified coaches to work alongside teachers to increase subject knowledge and confidence.</li> <li>• Introduce School Swimming Charter to help staff teach swimming more effectively.</li> <li>• Employ a PE Apprentice (upskill through GSSP PE courses).</li> </ul>	£800	£800
Evidence:	*HF has completed the Level 5 certificate in PE and School Sport Specialism. *Through GSSP, School Sport Coaches have continued to work alongside teachers to upskill them. *School Swimming Charter has been introduced/embedded for Year 5. *PE Apprentice has planned for and led PE in key stage 2 (under supervision from DL). He has attended a level 1 Multi-skills and level 1 FA Coaching course to continue his professional development.			
Actual Impact on pupils (following review):	*Better results/rankings at some festivals/tournaments. *Teachers are delivering more high quality PE and school sport. *Staff subject knowledge ensures that the needs of all children are being met.			
Sustainability/Next steps:	*HF to support class teachers in delivering PE following recent qualification. *HF to utilise her own skills through the development of a Girls' Football Club. *Continue to increase staff confidence in all areas of PE and school sport. *Develop use of specialised coaches within school (only a few opportunities were offered this academic year).			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	Review the quality of our current curriculum including: <ul style="list-style-type: none"> <li>• Breadth and Balance</li> <li>• Accessibility of all the activities</li> <li>• Use of TA's to support learning</li> <li>• Quality of teaching and learning</li> <li>• Staff Professional Learning (PL)</li> <li>• Access to facilities / resources</li> <li>• Pupil Needs (Pupil Voice)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curriculum to ensure a skills based approach which is more progressive and has a focus on developmental milestones.</li> <li>• Ensure that a skills based curriculum is fully inclusive and that the Whole School Inclusion Policy refers to PE.</li> <li>• Purchase specialist equipment and teaching resources to develop a fully inclusive curriculum</li> <li>• Employ/upskill specialist teachers to lead curriculum PE, including disabled and SEND pupils.</li> <li>• Employ expert advice to evaluate strengths &amp; weaknesses in PESS and implement plans for improvement (GSSP)</li> </ul>	NA	
Evidence:	*Updated skills based curriculum is up and running. This is fully inclusive.			

	*PE is included in the Whole School Inclusion Policy.
Actual Impact on pupils (following review):	*Updated skills based curriculum approach meets the needs of all children. *Staff are more knowledgeable about progression in PE and can adapt tasks accordingly. *Quality of Teaching and Learning has improved. *Some children (particularly in key stage 2) are becoming involved in the AfL process.
Sustainability/Next steps:	*Continuing opportunities for staff CPD and allowing time to feedback on completion of these to other relevant staff members. *Develop AfL and involvement of children in identifying their own success.

PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact on pupils</u>	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement.	Improve the quality of pupil's physical literacy at KS1	Bigger focus on, and repetition of, basic fundamental movement skills throughout key stage 1 curriculum.	NA	
Evidence:	*Updated skills based curriculum focuses on fundamental basic movement skills and repetition of these.			
Actual Impact on pupils (following review):	*Children are showing developing confidence/awareness in PE, but we will need a longer period of time to assess the impact of the curriculum.			
Sustainability/Next steps:	*Key Stage 1 staff training in physical Literacy/Basic Fundamental Movement skills. *Development of AfL within Key Stage 1 curriculum.			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles  4. broader experience of a range of sports and activities offered to all pupils.	Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> <li>• Range of activities offered</li> <li>• The enhancement and extension of our curriculum provision</li> <li>• Inclusion</li> <li>• The promotion of active, healthy lifestyles</li> <li>• Quality and qualifications of staff providing the activity</li> <li>• The time of day when activities are offered</li> <li>• Access to facilities (on-site / off-site)</li> </ul>	<ul style="list-style-type: none"> <li>• Upskill a specialist teacher to lead curriculum/after-school clubs, including disabled pupils and for those with SEND (HF).</li> <li>• Introduce an in-school physical activity programme including walking/running programme</li> <li>• Introducing new initiatives.</li> <li>• Purchase specialist equipment and teaching resources.</li> <li>• Employ specialist PE or qualified coaches to work alongside teachers to increase subject knowledge and confidence.</li> <li>• Develop supportive coaching in Key stage 1 and foundation stage (NUFC/Little Kickers/Rugby).</li> </ul>	£4,000	£4,900

	<ul style="list-style-type: none"> <li>• Pupil needs/interests (Pupil Voice)</li> <li>• Partnerships and links with clubs</li> <li>• Talent provision</li> <li>• Staff Professional Learning (PL)</li> </ul>	<ul style="list-style-type: none"> <li>• Buy into local, existing sports networks (GSSP).</li> <li>• Employment of PE Apprentice (upskill through GSSP PE courses).</li> <li>• Prioritise/support/involve least active children.</li> <li>• Development of Fencing and Judo sessions throughout KS2.</li> <li>• Develop girls football with NUFC, by incorporating year 3 pupils.</li> </ul>		
Evidence:	<ul style="list-style-type: none"> <li>*Supportive coaching in EYFS.</li> <li>*Able to offer more Out of Hours coaching through our work with GSSP.</li> <li>*PE apprentice has established after-school clubs for key stage 1 and 2.</li> <li>*Development of our own Girls' Football programme (in-house coaching by qualified TA).</li> <li>*Prioritised least active children in Key Stage 1 Multi skills.</li> </ul>			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> <li>*Higher Quality provision has led to more entries into Gateshead festivals/tournaments.</li> <li>*Children have shown increased confidence.</li> <li>*Greater participation figures.</li> </ul>			
Sustainability/Next steps:	<ul style="list-style-type: none"> <li>*Development of Fencing/Judo sessions throughout Key Stage 2.</li> <li>*Continue to develop opportunities for least active children as well as Gifted and Talented (pupil voice).</li> <li>*Develop in house walking/running programme.</li> </ul>			
<b>PE and Sport Premium Key Outcome Indicator</b>	<b>School Focus/ planned Impact on pupils</b>	<b>Actions to Achieve</b>	<b>Planned Funding</b>	<b>Actual Funding</b>
5. increased participation in competitive sport	Increase pupil's participation in the School Games.	<ul style="list-style-type: none"> <li>• Ensure attendance at School Games events organised by GSSP.</li> <li>• Sports Committee to organise a whole school 'School Games Day' with a specific Paralympic focus.</li> <li>• Purchase relevant equipment to enable delivery of Paralympic sports.</li> </ul>	£500	£405
Evidence:	<ul style="list-style-type: none"> <li>*Attended every Sainsbury's School Games event organised by GSSP.</li> <li>*School Games Day was organised and a success.</li> <li>*Purchased a Boccia set to support preparation for the Sportsability Tournament.</li> </ul>			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> <li>*developed Leadership and Management skills of pupils .</li> <li>*Pupils took ownership of the School Games Day.</li> <li>*Promoted SMSC, Citizenship and British Values.</li> </ul>			
Sustainability/Next steps:	<ul style="list-style-type: none"> <li>*Establish a new Sports Committee for the next academic year.</li> <li>*Establish a budget for the work carried out by the School Sports Committee.</li> <li>*Participate in the School Sport Champions Training.</li> </ul>			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
5. increased participation in competitive sport	<b>Participation and success in competitive school sports</b> (Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)	<ul style="list-style-type: none"> <li>• Review our strategy for engaging in competition</li> <li>• Engage with our SSP, School Games Organiser (SGO) and School Sports Co-ordinator (SSCo) based at our cluster secondary school</li> <li>• Engage more staff / parents / volunteers / young leaders</li> <li>• Improve links with other schools</li> </ul>	NA	
Evidence:	<ul style="list-style-type: none"> <li>*Attended all of our cluster tournaments, developing our links with our cluster schools and Thomas Hepburn.</li> <li>*More staff members have attended sporting events.</li> <li>*Reached finals in Netball/Basketball.</li> <li>*Reached County level in Sportsability Festival.</li> </ul>			
Actual Impact on pupils (following review):	*Every child in the school has been able to access competitive school sport throughout this academic year.			
Sustainability/Next steps:	<ul style="list-style-type: none"> <li>*Enter additional tournaments, e.g. cricket, to allow the involvement of 'C' teams.</li> <li>*Plan tournaments for the academic year and involve all staff in organising for/attending these.</li> <li>*Develop Young leaders Programme (Sporting Champions) and involve them in providing inter school competition.</li> </ul>			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement.	Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)	<ul style="list-style-type: none"> <li>• Review the contribution of PESS to whole school priorities.</li> <li>• Ensure your vision for PESS is developed to reflect contribution to SMSC in 2014 curriculum.</li> <li>• Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum.</li> <li>• Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE.</li> <li>• Share effective practice.</li> <li>• Ensure professional learning opportunities are provided as required to up skill staff.</li> <li>• Identify the positive impact that PESS has on: <ul style="list-style-type: none"> <li>- Academic achievement (e.g. literacy and numeracy)</li> </ul> </li> </ul>	NA	

		<ul style="list-style-type: none"> <li>- Behaviour and safety</li> <li>- Attendance</li> <li>- Health and well-being</li> <li>- SMSC</li> </ul>		
Evidence:	<ul style="list-style-type: none"> <li>*A skills based curriculum is up and running across the key phases.</li> <li>*Greater links between PESS and Creative Curriculum (particularly Science based objectives).</li> <li>*Use PESS as a tool to promote SMSC and British Values.</li> </ul>			
Actual Impact on pupils (following review):	*Greater understanding of SMSC and British Values, and the contribution PE has made to this.			
Sustainability/Next steps:	<ul style="list-style-type: none"> <li>*Professional Learning Opportunities to upskills staff.</li> <li>*Review the contribution of PESS to whole school priorities (behaviour, attendance etc.)</li> </ul>			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
4. broader experience of a range of sports and activities offered to all pupils	Encourage pupil participation during playtimes and lunchtimes, by introducing Playground Buddies and new sports/activities, as well as training for lunchtime supervisors.	<ul style="list-style-type: none"> <li>• Playground Buddies to be selected.</li> <li>• Purchase relevant equipment.</li> <li>• Organise training for lunchtime supervisors through the GSSP.</li> </ul>	NA	
Evidence:	*School Council involved in organising and developing this area. They took ownership of this for a term.			
Actual Impact on pupils (following review):	<ul style="list-style-type: none"> <li>*Children were much more active during playtimes and lunchtimes. This caused fewer issues for lunchtime supervisors.</li> <li>*Older children developed their leadership and organisational skills by planning for and delivering active playtimes/lunchtimes.</li> </ul>			
Sustainability/Next steps:	<ul style="list-style-type: none"> <li>*Involve Year 5 children in Sporting Champion/Buddy training (cluster development).</li> <li>*Develop a programme which will last the whole year.</li> <li>*Pupil Voice-What do children want to do in the yard?</li> <li>*Purchase playground equipment.</li> </ul>			

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Planned Funding	Actual Funding
2. the profile of PE and sport being raised across the school as a tool for whole school improvement.	Continue our legacy from the London 2012 Olympic Games through our 'Road to Rio' programme.	<ul style="list-style-type: none"> <li>• Train/upskill staff through our 'Road to Rio' programme.</li> <li>• Book venue for our own Rio Games.</li> <li>• Establish a Sports Committee to promote the programme and the values of the Games.</li> <li>• Book venue for our own Rio Games/Sports Awards Ceremony.</li> <li>• Purchase necessary resources/equipment/medals.</li> </ul>	NA	
Evidence:	*Hosted our 'Sports Personality Awards Evening'.			

	*Gateshead International Stadium booked as our venue for our own Rio Games (Sports Committee).
Actual Impact on pupils (following review):	*Sports Committee developed their social, interpersonal, organisational skills through booking/organising our Rio Games. *Olympic values are embedded across the curriculum and were the focus for the School Council's 'Value of the Month'.
Sustainability/Next steps:	*Involve Sports Committee and the School Council working more closely together. *Continue to set aside a budget for necessary resources/equipment/medals.

**Completed by:** AT  
**Date:** 01/07/2015  
**Review Date:** 01/07/2016

