

Evidencing the Impact of Primary PE and Sport Premium

DfE Vision for the Primary PE and Sport Premium: “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

Measure against 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

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding 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 C4L clubs
- run sport competitions
- increase pupils’ participation in the School Games
- run sports activities with other schools

You should not use your premium funding to:

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming

School: Westbrook Primary School	No. Pupils KS1/KS2: 494	Sport Premium Funds				
Big Objective : To pursue the relevance and sustainability of HQ PA, PE and SS within the school community.		Total Sport Premium	£21,040			
5 Key Outcomes 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, C4L, five a day, walk to school....</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>)		External Specialist Support (Sport Impact)	£7,890			
		Other	£7,000			
		Onside	£6,150			
RAG rating key <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="background-color: red; color: white;">Emerging</td> <td style="background-color: yellow;">Established</td> <td style="background-color: green;">Embedded</td> </tr> </table>		Emerging	Established	Embedded		
Emerging	Established	Embedded				

Key Outcomes Select 1-5	Success Criteria (standards to judge success)	Key Actions	Termly RAG	Impact	Evidence	Next steps (sustainability)
Yearly Plan as a 'Super Active School' (SAS)						
Key Outcome 1	<p style="background-color: yellow;">Review and implementation of PE Curriculum Map (used by all class teachers):</p> <p style="background-color: red;">SAS: Physical Activity policy created: SLT & Governor acceptance:</p> <p style="background-color: green;">SAS: 'Mile a Day' maintained throughout the school (year by year): SMSA & lunchtime sports staff actively promoting use of sports equipment and The Cage:</p>	<ul style="list-style-type: none"> Meet with SL early September 2019 to review Curriculum support map: Set programme of extra-curricular activities for all year groups (lunchtime Cage activities with Sports Coaches): Identify Pupil Premium children / less active & encourage to attend clubs: Maintain 2 hours of PE per week for all classes: ensure revised Curriculum Map is referenced: Liaison with lunchtime sports staff to set up clubs: 		<p>SAS - Numbers of children engaged in physical activity; particularly at lunch time and after school increases:</p> <p>Wider range of activities available for all children: Sports Leaders developing additional skills and responsibilities through the year:</p> <p>SAS - All lunchtime sports staff engaged in physical activity delivery:</p> <p>All children participate in at least 1 club / activity per term:</p>	<ul style="list-style-type: none"> Registers Minutes of meetings Survey results (Sports Council) Feedback (written & verbal) Meeting notes from SENCO Level 1 competitions written into Medium Term plans: Records of Level 1 competitions completed from all year groups - 'House' system utilised: 	<p>Continue to review PE Curriculum during 2019-20; full implementation in 2020-2021</p> <p>Review of PE SoW from Sept 19</p> <p>Investigate additional resources to support high quality PE lesson delivery;</p> <p>Development of Mile a Day to become an integral part of the school day: focus on development of healthy, active lifestyles;</p> <p>Lunchtime activities to be further developed for all year groups - increased use of</p>

<p style="text-align: center;">Key Outcome 1 (cont'd)</p>	<p>SAS: Lunchtime 'coaches' continue to deliver lunchtime clubs for all year groups: SAS: Sports Leaders trained to support 'peers' in physical activity at lunch times: Extra-curricular activity programme available every day (Lunch times) & after school: SAS: 'Girls Active' activities delivered to target groups group at Friday lunch time SAS: Year group activities programme set during lunchtimes: Inclusive activities delivered to all year groups: SAS: All children experience Level 1 competition within their PE curriculum lessons & 'focus' competition (PL)s: Weekly Change4Life programme available to all 'less active' children: Sports Council termly review of activity programmes:</p>	<ul style="list-style-type: none"> • Meeting schedule with Sports Council set (half-termly) to review activity programmes; • 'Mile a Day' (SAS) programme set for every class; • Pupil Premium / SEND children informed of all available activities; • Sports Leaders trained / deliver programme of lunchtime activities; • Identify 'less active' girls for inclusion into 'Girls Active' programme: weekly girls only activity club on Friday; • Plan additional Level 1 competitions for all Year groups throughout the year; • Review & implement Extra-curricular programme; • Identify / promote children for C4L club; • MW to manage Sports Council meetings (half termly dates set); • MW to deliver specific 'inclusive' activities to all KS 2 children: initial assembly to highlight 'disability' sport; 		<p>Children experience participation in competitions at Level 1: SAS - More Girls engaged in Physical Activity programmes: SAS - Less active children access programme of Physical Activity through C4L club: SAS - Visual Impaired children have access to all Extra-curricular activities: All KS 2 children experience 'disability' sport</p>		<p>lunchtime supervisors and Playground Leaders; register of attendance kept (Gamesmark Gold requirement);</p> <p>Development of 'Girls' only activities at lunchtime to follow success of Girls Active club: actively promote these opportunities with the possibility of training Girls Active Club Leaders to 'manage' girls only activities at lunch times (Fridays in the cage);</p> <p>Actively promote extra-curricular activities for SEND & HI Unit children at lunchtimes (and after school if possible);</p> <p>Create 'Physical Activity Policy' linked to whole school development plan (Health, Physical Activity & Healthy Active Lifestyle improvement);</p> <p>VI Unit & SEND children given opportunities to attend Inter-school competitions (see Sport Impact competition calendar);</p> <p>Maintain half termly Sports Council meetings: 1-2 reps to be included on School Council;</p>
	<p>Introduction of termly PE assemblies for whole school – specific sport event / activity focus: celebration of individual / team achievements etc: PE used as a conduit for cross-curricular work (particularly Health based):</p>	<ul style="list-style-type: none"> • Pupil led PE assemblies added to yearly schedule – 1 per phase termly; • PE documents aligned with whole school policies and areas of development; • Sports Council given greater profile / importance; • SAS: Specific notice board created for all SAS 		<p>Regular focus on PE / Physical Activity programmes: PE recognised as a key subject to deliver most topics (cross-curricular theme based): Pupil voice (Sports council) seen as important channel to share children's views on whole school issues:</p>	<ul style="list-style-type: none"> • Schedule of assemblies • PE documentation aligned with whole school development policies; • SAS programmes incorporated into all Healthy School focus areas; • Sports Council minutes shared with children / 	<p>From an extremely successful year in borough competitions, 'Celebration' assemblies will raise the profile of PE even further: share successes and use this to inspire others to become involved;</p> <p>Use this success and the higher profile of PE in the school to develop Health & Wellbeing</p>

<p>Key Outcome 2</p>	<p>PE recognised as a key subject to support whole school development: Sports Council having greater influence on PE / Extra-curricular policy in the school:</p> <p>Sports Council rep(s) in school council group: Sports Day given even bigger focus for whole school / SAS celebration:</p> <p>Sports Awards programme implemented: SAS becomes part of daily school life:</p> <p>PE assessment criteria reviewed / amended: All children given opportunities to become a PE / Sports Leader (Warm up Leaders / Playground Leaders etc.)</p> <p>Delivery of a successful whole school Sports days: Successful retention of Games mark Gold award.</p>	<p>information (2019):</p> <ul style="list-style-type: none"> • Celebration of individual successes (PE lessons / SAS 'Mile a Day' / school team successes etc): • Sports Leader programme / training continues throughout the year: Introduction of Playground Leaders & warm-up Leaders: • SAS: Role Models - girls specifically trained to engage female peers in activity at lunch times: • Half termly PE / SAS info uploaded to website / newsletters to parents etc: • Introduction of the 'Extra Mile' at lunch times – led by Leaders: • Completion of Games mark application – Gold achieved in 2019. • Maintain registers from all activity areas. 		<p>Children understand / accept the importance and value of all PE / Physical Activity (SAS) programmes as part of their healthy, active lifestyles:</p> <p>Greater involvement of children & parents at sports day: All children engaged in SAS programmes throughout the year:</p> <p>PE / school sport / SAS programmes achieve higher profile & recognition across the school:</p>	<p>SLT / Governors / Parents:</p> <ul style="list-style-type: none"> • Notice boards / newsletters / website highlight all aspects of PE / Physical / SAS programmes: 	<p>programmes, including Mental Health;</p> <p>PE 'voice' (Sports Council) to be represented on the School Council to link increasing PE & Sport focus (OFSTED) with whole school issues;</p> <p>PE Assessment criteria (using KPI's) developed & linked to review of PE Curriculum (and additional PE resources used);</p> <p>Retain Gold Gamesmark accreditation 2020-2021;</p> <p>Possible review of annual Sports Day format (2020) - focus on Multi-skills activities linked to Gamesmark application);</p> <p>Introduce Sports Awards programme for representatives at competitions as well as for progression / commitment etc through PE lessons in general;</p> <p>Continue to offer Leadership opportunities to all children;</p>
<p>Key Outcome 3</p>	<p>All teaching staff / SMSA's and lunch time sport staff become confident & competent in the delivery of specific programmes / curriculum activities: Programmes of support & training delivered to all staff:</p> <p>All NQT's receive specific programme of support from MW (Wednesday AM):</p>	<ul style="list-style-type: none"> • Programme of support planned & delivered by MW to all staff throughout the year: • MW to deliver demonstration lessons / team teach through a 4-5 week programme of support (initially with NQT's): • Time allocated to give feedback / areas of development: 		<p>Standards of PE delivery and provision improve: Individual, high quality PE lessons are delivered by teachers: Activity levels in all PE lessons increase: Confidence and competence of all staff (specifically NQT's) increase: All children receive a positive learning experience in all lessons - evidenced through verbal feedback:</p>	<ul style="list-style-type: none"> • Observations, Feedback and written lesson reviews: • Link to school Perf. Man agenda: • Possible video evidence used as a method to improve teaching / learning standards: • Discussions with children: • External agency observations of PE (Ofsted / Challenge 	<p>Teacher support programme developed, linked to areas of development highlighted by all staff (particularly NQT's);</p> <p>Support programme(above) linked to use of existing SOW (implementation 2019-20);</p> <p>Particular teacher focus of support on: a) progression in PE lessons; b) levels of activity; c) participation of girls;</p>

	<p>Teaching staff to receive Gymnastics & Games support across the year (MW):</p> <p>PL to deliver whole staff INSET in selected focus activity areas:</p> <p>Specific support given to staff on Physical Numeracy & Physical Literacy in PE lessons (MW):</p>	<ul style="list-style-type: none"> • Observation of NQT's by MW as part of their QTS assessment: • INSET delivery by MW in target areas of PE / Physical Activity (Numeracy & Literacy): • Links made between curriculum activity and SAS programme(s): 		<p>Children make progress in all lessons:</p> <p>Independent Learning opportunities, peer assessment and are included in all lessons:</p>	<p>Partners etc.):</p>	<p>d) independent learning & assessment;</p> <p>Possible additional support for all lunchtime staff to improve management of available resources / facilities; Link this with Sports leader support</p>
<p>1.</p> <p>2.</p> <p>Key Outcome 4</p>	<p>Review and implementation of revised PE Curriculum:</p> <p>SAS: Physical Activity policy written: SLT & Governor acceptance 2019-20:</p> <p>SAS: 'The Extra Mile' trialled with selected children in KS 1 & KS 2:</p> <p>SMSA & Lunchtime sports staff actively promoting use of sports equipment / areas with all children:</p> <p>Sports areas (cage & playground) utilised to their full potential:</p> <p>Revised extra-curricular programme implemented across the school:</p> <p>Sports Council survey completed re: new activities:</p> <p>Inclusive activity programme delivered to all KS 2 classes:</p> <p>Dukes Meadows coaching programme accessed:</p>	<ul style="list-style-type: none"> • Review of current Curriculum Map. • Incorporate at least 6 different sports per year (including Swimming in Year 5): • Include all Level 1 Competition opportunities within curriculum delivery (end of unit): • Monitoring system introduced to track all participants (registers): • Develop successful lunchtime 'Activity Programme' for all year groups: • Develop additional links with external clubs (Gamesmark Silver = 3 / Gold = 5): • Sports Council to survey children re: preferred lunchtime / extra-curricular activities - results shared with all school members: • SAS - Sports Council to manage 'The Extra Mile' at lunch times (2019-20): • SAS - Survey all staff to get availability for possible SAS activity delivery (after 		<p>Curriculum programme reflects current thinking:</p> <p>All children experience Level 1 competition regularly:</p> <p>New activities are introduced to cater for all needs / abilities:</p> <p>Greater engagement of girls in activity:</p> <p>SAS - More children completing 'The Extra Mile' during the day:</p> <p>More children participating in activities after school:</p> <p>More Club Links developed:</p> <p>More involvement of VI Unit children in all activities:</p> <p>Correct number of Level 1 / Level 2 activities completed to achieve Silver / Gold Gamesmark Award (2019):</p> <p>Greater awareness of disability sport across the school:</p>	<ul style="list-style-type: none"> • Revised Curriculum Map downloaded onto 'shared area': • Physical Activity Policy accepted by SLT / Governors and implemented across the school: • Registers of all participants maintained and collated: • Sports Council monitor activity choices and amend if necessary: • Numbers of participants in 'The Extra Mile' increase: • Extra-curricular registers: 	<p>1 & 2 -see Key Outcome 1</p> <p>Develop 'Mile a Day' programme to include 'The Extra mile' (at lunchtimes) managed by Playground Leaders'</p> <p>Link (above) with Personal Challenges (Gold Gamesmark 2020);</p> <p>Monitor participation rates in order to identify / target less active children: collate registers against school roll; Focus on: SEND / HI Unit / Girls;</p> <p>Develop playground activities using Sports Leaders to offer a wider variety of activities to be managed by lunchtime staff and Playground Leaders (focus as above);</p> <p>Girls Active Club to train Leaders to run specific activities for Girls at lunchtimes;</p> <p>Sports Council to review extra-curricular activity programme – determine possible additional activities;</p>
<p>Key Outcome 4</p> <p>(cont'd)</p>						

		<p>school - for half a term):</p> <ul style="list-style-type: none"> • Dukes Meadows Tennis coaching for Year 3. • Inclusive activities to include Goalball / New Age Kurling / Seated Volleyball / Boccoa: 				<p>Continue with Inclusive activity programme across the school (PE lessons);</p> <p>Further develop Club Links (taster sessions) to increase sporting opportunities / pathways for all children;</p>
<p>Key Outcome 5</p>	<p>Increased numbers of children participating in Level 2 competitions throughout the year: All Level 1 competitions are included in the Curriculum Map:</p> <p>SAS: Specific Level 1 & Level 2 competitions for Girls: Leaders trained to support curriculum and competition delivery at Level 1:</p> <p>SAS: Completion of additional B & C team competitions at Level 2: Attendance at all Cranford Sports Days and Tennis Festival:</p> <p>Attendance at all 6 cluster competitions: Additional teams compete in Level 2 'B' & 'C' team competitions:</p> <p>Enter team(s) into Sport Impact 'Inclusive' competition programme: Competitions completed to retain Gold award (Games mark):</p>	<ul style="list-style-type: none"> • MW & SL's to check SI Competition Calendar to identify Level 2 competition entries: • Identify & enter Inclusive activity competitions: • Selected events (activity, venue & dates) shared with SLT for agreement: • All Level 2 dates included in the school Calendar: • Level 1 competitions completed by class teachers at the end of all Units of Work: • PE notice board updated regularly with event information: • Parents informed via newsletters / web site etc: • Leader training programme compiled and agreed by SLT: class teachers informed: • B & C team fixtures arranged: • Girls only competitions entries submitted: • Attendance in all 3 major Sports days & Tennis Festival: 		<ul style="list-style-type: none"> • Children given the opportunity to represent their school at Level 2: • School is represented at all 6 Cluster Events throughout the year: • Additional inclusive activity events entered eg Boccia / New Age Kurling etc: • All children participate in competition experiences at Level 1: • SAS - All children participate in regular physical activity through competitions: • SAS: More Girls involved in competitive sport: • Leadership responsibilities given to all children to manage lunchtime competitions: • SAS - More Girls active throughout the school: • Girls only competitions 	<ul style="list-style-type: none"> • Registers from all clubs and competition events: • Match reports etc: • Photos on Sport Notice Board / web site: • Healthy Selfie Board (Girls only): • Results and reports shared in school assemblies: • Leader register maintained: 	<p>Check Competition Calendar (Sport Impact) to enter competitions at Level 2 (Inter school) to include more children (inclusive activities / 'individual' activities);</p> <p>Entry into additional Level 2 competitions for Girls;</p> <p>Further development of Sports Leader programme (in both Years 5 & 6); focus on lunchtime 'Level 1' competitions (monitored by lunchtime staff) and 'The Extra Mile';</p> <p>Entry into Year 3-4 Tennis Festival and Year 3-4 and Year 5-6 Borough sports days at Cranford CC:</p> <p>VI Unit to represent the school in the Year 5-6 (inclusive) event?</p> <p>Ensure all Level 2 competitions (B and C teams) are completed before the end of June (Gamesmark expectation);</p> <p>Completion of required number of Level 2 competitions to ensure Gold Gamesmark retention (2020);</p> <p>Increased PE & Sport information available to parents via Newsletter (every 2 weeks is a Gold Gamesmark requirement);</p>
<p>Key Outcome 5 (cont'd)</p>						

				through Girls Active Club (Fridays):		
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1 The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	2 The profile of PE & 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 & activities offered to all pupils	5 Increased participation in competitive sport
<p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> • M&E targeted children? data? • Intervention activities? What has been the difference? <p><i>Are you providing HQ outcomes for YP through PE & sport?</i></p> <ul style="list-style-type: none"> • Can pupils retain info, apply skills and adapt tasks? • Do staff give opportunities for pupils to think & work independently? <p><i>What physical activity oppss are on offer & for whom?</i></p> <ul style="list-style-type: none"> • Play & Engage, Disc ME, C4L, five a day, walk to school 	<p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> • Vision in place • Promoted within school/ Govs/ parents • Strategic development • transition phase support <p><i>Does your PE & Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> • Any new PE activities used across school/subject areas? • School values being promoted? <p><i>Do you have strong leadership & management of PE, Physical Activity & Sch sport?</i></p> <ul style="list-style-type: none"> • Clear overview of CPD needs • M&E quality of PE lessons? • M&E progress of children? 	<p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> • Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities • Variety of activities? Individual, creative and team? <p><i>How good is the teaching and learning of PE in your school?</i></p> <ul style="list-style-type: none"> • Staff more confident /competent? How do you know? • Increased staff K&U of what children need to learn? • Pupil progress? Data? 	<p><i>Are you providing a rich, varied & inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> • Additional pupils participating in L 1 / L 2 activities? No's? • Additional clubs being offered? Outcomes 	<p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p>