



Primary Physical Education and Sport Premium Ripley Endowed Primary School

'Developing impact and Accountability'



Amount of Grant Received –: £ 8000 plus £5 per child

Date: September 2016 – July 2017

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
Including key factors to be assessed by Ofsted	(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>Glossary PESS – Physical Education and School Sport HSSP – Harrogate School Sports Partnership PLT – Primary Link Teacher CPD – Continued Professional Development afPE – Association for Physical Education YST – Youth Sports Trust</p>	<ul style="list-style-type: none"> • Schools own data / registers • Comments and feedback from staff • Parent questionnaires • Pupil questionnaires 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • Breadth and Balance (Statutory Entitlement – Sept. 2014) • All pupils to have access to 2 hours PE each week • Quality of teaching and learning (Lesson planning and observation) • Staff Professional Learning (CPD) • Access to facilities / resources • Gifted in PE • Change 4 Life Club 	<ul style="list-style-type: none"> • Employ specialist HLTA of Physical Education based on staff audit, children's interests and data • Employ sports TA to assist teachers in delivery of lessons, assessment and evidencing PE, targeting groups of children based on assessment, ensuring correct health and safety precautions including kit • Improving staff professional learning to upskill teachers and teaching assistants • Tracking data and assessment 	<p>HLTA/TA £6,300</p>	<ul style="list-style-type: none"> • Maintain pupil participation including correct kit • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication and involvement from with parents / carers



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<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics.</p> <p>Extra-Curricular</p>	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • Increase the range of activities offered, Girls only club, KS1 Club • Ensure the enhancement and extension of our curriculum provision • Inclusion • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (CPD) <p>Discussions with individual pupils and staff and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Providing high quality CPD for adults supporting learning (to run sports teams, after school clubs and intra-school opportunities) • Providing Sports TA payment as midday supervisor to introduce multi-activities at lunch time • providing pupils who are gifted and talented in sport with expert, coaching and support 	<p>Sports Coaches £200</p> <p>HLTA/TA £6,300</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • 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 • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication and involvement with parents / carers • Clearer talent pathways • Increased school-community links including transition



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<p>Participation and success in competitive school sports</p> <p>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</p>	<ul style="list-style-type: none"> Schools own data / registers Calendar of events / fixture lists Minutes from PLT meetings 	<ul style="list-style-type: none"> Review our strategy for engaging in competition JH (PE coordinator) to attend PLT meetings Engage more staff / parents / volunteers / young leaders Improve links with other schools Host our own lunchtime tournaments (Sports Leaders & DG) 	<ul style="list-style-type: none"> Paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions Subsidies transport for festivals in school time to make them accessible to all Membership to Harrogate Sports Partnership 	<p>HLTA/PE Co-ordinator £6000</p> <p>Transport £200</p> <p>SSP Membership £1300</p>	<ul style="list-style-type: none"> Increased pupil participation Extended provision Increased staffing capacity Improved positive attitudes to health and well-being and PESS Clearer talent pathways Improving transition to Secondary School Improve Sports leadership Skills



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<p>How inclusive the physical education curriculum is</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-Term plans • Planning for Gifted and SEND pupils • Pupil Progress • JH & Class teachers to monitor data 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • Breadth and Balance • Accessibility of all the activities • Use of TA's to support learning • Quality of teaching and learning • Staff Professional Learning (CPD) • Access to facilities / resources • Pupil Needs (Pupil Voice) <p>Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE</p>	<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 • All Staff to increase subject knowledge and confidence in PE • Funding TA's to support SEN pupils at after school clubs 	Resources £200	<ul style="list-style-type: none"> • A more inclusive curriculum which inspires and engages all pupils • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability



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The range of provisional and alternative sporting activities	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • Range of activities offered • The enhancement and extension of our curriculum provision • Inclusion • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (CPD) <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Funding TA's to support after-school clubs for disabled pupils and those with SEN • Introducing new initiatives, Girls Only, KS1 Clubs • Loaning specialist equipment and teaching resources to develop a non-traditional activity, through HSSP • Employing specialist PE HLTA to increase subject knowledge and confidence throughout the school • Buying into local, existing sports networks (HSSP) 	<p>HSSP Membership £1300</p> <p>HLTA/PE/TA Coordinator £6300</p>	<ul style="list-style-type: none"> • Extended, alternative provision • Engaged or re-engaged disaffected pupils • Increased Girls participation in After School activities • Increased KS1 Pupils accessing after school sporting activities. • 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 • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community link including transition



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<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • Attendance at PE • PLT meetings • School – club Links data 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Attend local PLT meetings • Increase link with local clubs • Increase sporting and leadership opportunities with BY 	<ul style="list-style-type: none"> • Buying into Harrogate SSP • Youth Sports Trust Membership • Membership to afPE 	<p>HSSP Membership (including YST) £1300</p> <p>AfPE Membership £56</p>	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Joint Sporting Festivals with BY • Sharing of Resources between both schools • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • All staff have access to CPD



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Links with other subjects that contribute to pupils' overall achievement and their greater Person, Social, Health, Cultural and Emotional skills (PSHCE)	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities • JH to review curriculum and relay to all staff • Ensure your vision for PESS is developed to reflect contribution to PSHCE and other subjects. • Meet with other Subject Coordinators and share the contribution PESS can make across the curriculum • Other Subject Coordinators to identify how their subject areas can contribute to learning in PE • 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"> ▪ Behaviour and safety ▪ Attendance ▪ Health and well-being ▪ PSHCE 	<ul style="list-style-type: none"> • Employ HLTA/Sports Coach to evaluate and develop the school's strengths and weaknesses in PE and sport, and implement plans for improvement • Providing weekly in house training how to teach PE effectively and increase subject knowledge • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning. • HLTA provides continuity by delivering PSHCE to Year 5 & 6 pupils using PE themed resources. • Introduce the School Games Values throughout whole school reward system. 		<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school • Staff across the school can start to make the links across subjects and themes including PE • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Engage Pupils to debate issues that arise through PSHCE through sporting resources. Premier League Primary Stars Awards. Archbishop of York Leadership Award. Sports Leaders Program



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<p>Review the impact that the funding has had on other factors</p>	<ul style="list-style-type: none"> • Staff CPD Record • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) • School Games Kitemark • YST Kitemark 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ Achievement ▪ Quality of Teaching ▪ Behaviour and Safety ▪ CPD ▪ Quality of the curriculum • On-going review of the profile of PESS • On-going review of impact on CPD for PE and Sport • Maintain Gold School Games Kitemark • Work towards Gold YST Kitemark 	<ul style="list-style-type: none"> • Employing pupil, staff and parent questionnaires to evaluate the school's current provision strengths and areas for development • Employing assessment tools to measure and monitor progress • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>HLTA/PE Coordinator Subject Lead time. £500</p>	<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • Will help to identify the added value of the funding • Will support the identification of other areas of need to direct funding spend towards to enhance overall provision



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Further links to support you

Ofsted

www.ofsted.org

[Preparing a school self-evaluation summary \(Jan. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(Jan. 2014\)](#)

[Physical Education Survey Visits \(Dec. 2013\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(Dec. 2013\)](#)

CfBT

www.cfbt.com

Association for Physical Education (afPE)

www.afpe.org.uk

Free Downloads:

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

New 2014 National Curriculum:

[New 2014 National Curriculum](#)

Membership:

[afPE School Membership Form](#)



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afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (To apply for this award please contact simon.leach@afpe.org.uk)

Qualifications:

[Level 2/3 Qualifications & Diploma in Physical Education and School Sport](#)

[Level 5 Certificate in Primary School Physical Education Specialism](#)

[Level 6 Award in Primary School Physical Education Subject Leadership](#)

Professional Learning Opportunities:

[afPE Professional Learning Events](#)

[afPE 2014 National Physical Education & School Sport Conference](#)

Department for Education

www.education.gov.uk

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)