

This tool has been created to support schools to review their current provision and reflect on what is already in place in their schools, then allowing schools to prioritise key areas of focus for the forthcoming year.

This tool also includes the template of what schools will need to complete and publish by **4th April 2018**.

DfE Guidance on Sports Premium Funding **Worlaby = £16630**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
2. the profile of PE and sport is 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.

What can it be used for?

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by **4 April 2018**.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these conditions

Key Indicator 1 – The engagement of all pupils in regular physical activity - (30 active minutes every day)

Questions for baseline assessment –

- Does your school have a clear physical activity policy, which is implemented effectively?
- Do you know how active your children are?
- Do you have regular active lessons other than PE?
- Is your school aware of target groups of physically inactive pupils and do they address the barriers they face?
- Are positive attitudes to physical activity fostered within school?
- Does your school offer informal activity opportunities such as active breaks, active travel and other play schemes?
- Are pupils consulted about the activities on offer?
- Are staff encouraged and trained to inspire learning through active lessons?
- Is there a culture of children being active throughout the day?
- Do staff know the benefits of regular physical activity (emotional wellbeing, social as well as physical)?
- Do the positive attitudes to healthy lifestyles pervade school and the wider community?

What are your school's key achievements to date?

- * Each class 2 hours PE a week.
- * Sports ambassador's daily rota to support activity at break and lunch
- * 3 active morning school clubs (free)
- * 2 active afterschool clubs (free)
- * Staff meeting following PE conference

What are your areas of focus for 2017- 2018?

- * Implement wake and shake for the 2 mornings without a morning club
- * Introduce in school sessions with targeted year groups (following analysis of PE subject assessment and attendance to extracurricular clubs)
- * Send questionnaire to parents to complete with children to highlight findings from PE conference and activity levels.
On receipt of completed questionnaires ascertain least active children and target.
Complete questionnaire at school with any not returned.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation:
Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
*Provide extra-curricular opportunities (no cost to children) (holiday club subsidized)		am: £1650 for year for external provider to come in and do sports for 3x am clubs. Holiday club: £300 PM clubs staff/volunteers £150	*Increase in children attending extra-curricular clubs. Demand resulted in 3 rd club offered, able to split 2 of the clubs based on year groups. *Ensure children maintain access to physical activity during holiday time. *Added additional wake 'n' shake morning activities on the 2 mornings with no extra-curricular clubs. *Increase in range of activities *Improved attitude to sport/PE	*Monitor impact on lessons following children's attendance at morning clubs. *Ensure activity remains high and visible to promote continuation at home. *Promote activity and ideas, which they can continue at home on other days. *Sports ambassadors leading, think about future break time clubs led by sports ambassadors.
* Provide targeted group/child time (no cost to children)	*Analyse autumn data for under achievers in PE lessons and non - attendees to extra-curricular clubs	£1250 for external provider to work with targeted groups/children.	*Increased physical activity levels *Increased provision to advocate healthy, active lifestyle and emotional well-being, which has positive impact on improving concentration and learning.	*Promoting healthy lifestyle and enjoyment of activities to support them maintaining this in their life, for health and well-being.
* Provide leadership opportunity for children to engage peers in activity.	*Advertise for new leaders for vacant positions following Y6 leavers in summer 2017. (If lots applicant – interview)	£312.50 (part of Get Ahead Partnership) for training children to lead playtime/lunchtime activities.	*Children developing leadership skills. Engaging other children across the school in activities during lunch and play time. This leads to increase in activity of children across whole school.	*Recruitment process done towards end of summer term to support training, as part of leadership role for young people. *Sports ambassadors team lead development practices for children.

* New equipment	*Purchase order to be completed once resources sourced. Then passed to admin staff.	£500	*Provide equipment and storage to support sports leadership team with engaging children in active break/lunch times.	*Renew equipment on a rolling basis rather than large amounts periodically. *New storage will support longer life of equipment.
*Pupil voice	*Ascertain ideas/preferences Questionnaires Time / cover for PE lead to meet with children		*Increase children's enjoyment and motivation to engage in physical activity.	*Done annually to collate reviews and range of activities and ensure voices heard and actioned where possible.

Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

Questions for baseline assessment –

- What is the school's vision for PE and School Sport?
- Does the vision include outcomes skills/experiences you want children to leave their school with?
- What are the main focusses for school currently?
- How does the school use sport in a whole school context?
- Which whole school events, projects or topics have been PE or sport –related?
- How is PE and sport used in a cross-curricular context?
- How are the values and skills of PE and sport reiterated in a wider context?
- How is PE and Sport used to engage the wider school community?
- How does the school use physical activity as a tool for change? (E.g. narrowing the gap, behaviour, attendance, attainment, emotional wellbeing.)

What are your school's key achievements to date?

- *Achievement of Gold Award for Schools Games Mark for 2016/17.
- *Dedicated sports week at the end of summer term, linking to Olympic and Paralympic values that link to many of our school monthly values.
- *Increase importance of recognizing sporting/physical activity achievements both school and out of school.
- *Shared information from reports with SLT regarding activity benefits – for academic and emotional health.
- *Many extra-curricular activity and healthy lifestyle clubs, some run by parent volunteers. (free)
- *Link PE to national and international activities –such as Olympics, Tour of Britain, Ashes
- *Link PE/physical activities to national events such as Children in Need; Comic/Sport relief; Race for Life

What are your areas of focus for 2017- 2018?

- *Maintain our gold award
- *Continue to offer extracurricular opportunities
- * Try and engage the least active.
- *Continue to target children who require emotional support
- *Think about introducing sports personality of month or recognizing a sporting achievement relating to our school value of the month.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
* Increase physical literacy (crossover with ensuring 30 mins activity, engagement and updating school grounds for break times)	*Allocate time to view challenges	£312.50 (part of Get Ahead Partnership)	*Providing fortnightly challenges for personal development to help increase motor skills.	*As programme embeds children will follow routine to view and practice. Become part of sports leaders role to encourage personal development
*Communication skills(English)	*Promote team games and inter-house activities to increase communication		*Monitor changes in communication with children and benefits for English spoken language in turn impacting on oral composition for writing.	*Monitor through discussion with teachers and assessment of children,
* Provide targeted group/child time (no cost to children)	*Analyse autumn data for under achievers in PE lessons and non - attendees to extra-curricular clubs: analyse any link to academic attainment	£1250 for external provider to work with targeted groups/children.	*Increased physical activity levels *Increased provision to advocate healthy, active lifestyle and emotional well-being, which has positive impact on improving concentration and learning.	*Promoting healthy lifestyle and enjoyment of activities to support them maintaining this in their life, for health and well-being.
*Communication of activity and benefits.	*Regular inclusion of physical activity achievements in assembly and newsletter.		*Boards, newsletters, website.	*Highlights school's commitment to maintaining raised profile of PE and its importance.
* Promote wider society sport to highlight British values	* Ensuring update boards, newsletters, communication, competitions Time cost.		*Highlights British values of sportsmanship, respect, resilience, determination, equality through school participation of sports. Instills determination, hard work ethic which hopes to cross into	*Make board updating part of the role of the sports ambassadors.

			academic work.	
* Provide knowledge of healthy lifestyle/food.		£150 ingredients for healthy eating club £200 for equipment	*Raising children and parents awareness of healthy lifestyle, which has positive impact on improving concentration and learning.	*Ensure annual clubs to provide extra-curricular opportunities. *Improve cooking equipment/facilities to enable more healthy eating sessions to take place, including for the targeted groups.
*Active Learning in lessons	*Communicate to staff via staff meeting		*Introduce into lessons and monitor learning for those lessons.	*As active lessons embed children will be learning and active automatically.

Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

Questions for baseline assessment –

- Are some, the majority or all of your staff confident in teaching PE? How do you know?
- What relevant CPD training have staff attended? How was this identified and what has the impact been?
- Is the PE coordinator suitably skilled in PE and Sport?
- Does the PE Coordinator support other members of staff in their subject development?
- Does your school have detailed schemes of work that exist as a productive working document for teachers to refer to?
- Is your school well-resourced with quality tools / materials and exciting equipment that facilitate learning?
- Are some or most of PE lessons good or outstanding?
- What do you do to support those that are not?
- Are a range of teaching styles employed, suitable to the activity being taught?
- Is reporting to parents detailed and secure?
- Are pupils involved in their own assessment?
- Are all pupils engaged in PE lessons?
- Is behaviour in PE good or excellent?
- Are pupils able to demonstrate high levels of skill and understanding?

What are your school's key achievements to date?

*Dedicated/passionate teachers of PE in KS1/KS2.

KS2 PE is delivered by a HLTA who was a secondary PE teacher for many years.

KS2 assessment indicates build of skills and development across Key Stage, with pupils engaged and excellent behavior.

KS1 taken by KS1 teacher who is also PE lead, passionate about sport and activity.

*Staff take up opportunities to upskill areas.

*PE lead takes support from sports network

*Scheme of work and assessment to support teaching and assessing.

What are your areas of focus for 2017- 2018?

* Update assessment focus (subject lead with specialist HLTA)

* Updated staff skills questionnaire

* Resource list to update and wish list created to aide higher quality lessons (to be undertaken by subject lead with specialist HLTA)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
*Provide CPD for staff to ensure quality lessons and knowledge of staff	*Increase knowledge of subject leader to feed back to staff team at staff meeting/SLT * Increase knowledge of subject leader to feed back to governing body. *Provide opportunities for all staff to participate in CPD opportunities.	£312.50 (part of Get Ahead Partnership) Staff CPD and subject leader support/curriculum development £300 for cover	*Subject leader increase knowledge of subject and opportunities, thus providing children further opportunities. *Subject leader can quality assure other lessons *Up-skill staff, increase confidence, improved engagement with lessons Through external courses, external experts modelling lessons and feedback from other staff members.	*Needs to remain ongoing in order to ensure subject leader maintains up to date relevant knowledge. *Ensure all staff receive access to training to ensure high quality PE lessons. *Feedback following a course to share knowledge.
* Provide CPD for subject lead on national updates – ensuring children receive relevant up to date knowledge.	*Increase knowledge of subject leader to feed back to staff team at staff meeting/SLT * Increase knowledge of subject leader to feed back to governing body	£50	* Subject leader increase knowledge and able to feed back to SLT regarding importance of physical activity. *Subject leader sent letter and questionnaire to parents to highlight importance of physical activity.	*Message spread to whole school community (children, staff, parents, governors) to share knowledge. *Ensure activity remains high and visible to promote continuation at home.
*Update assessment system to reflect relevance to our school/teaching/use of available equipment for children to receive appropriate, relevant quality first teaching.	*Time for subject lead and HLTA PE specialist to update assessment.	Cost of cover 1 day £180	*Children will receive appropriate, relevant quality first teaching based on N/C skills and objectives using the resources we have available.	

Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils

Questions for baseline assessment –

- Is the curriculum varied and well developed?
- Does the curriculum engage pupils beyond simply skill development and develop more complex aspects of PE and sport?
- Are pupils encouraged to develop their leadership, coaching and officiating skills?
- Is PE experienced in a range of environments?
- How broad and accessible are the school sport activities?
- Do some of your out of hours activities link directly to the curriculum?
- Do some of your out of hours activities provide an exit route for community involvement?
- Are a reasonable proportion of your out of hours free and accessible to all?
- Are there any clubs aimed at disabled pupils, G and T, least active?
- Are there any experiences organised to raise aspirations of disabled pupils, G and T, least active?
- Does your school offer children the opportunity to take part in school sport as participants, leaders and organisers?
- Do you organise any whole school events to broaden excitement of sport and physical activity?

What are your school's key achievements to date?

- *Achievement of Gold Award School Games mark (2016/17) including increase in range of activities offered.
- *Morning clubs offer a range of different activities for children to try. (free)
This year increased morning clubs from 2 days to 3 days to provide opportunity for demand. Split 2 sessions by age.
- *Regular after school physical activities offered. (free)
- *PE lessons indoor/outdoors (variety of activities)
- *Sports leader team (almost 10% of KS2 children) – applied and interviewed
- *Whole school/house events introduced at least termly
- * Experiential/aspirational trip to national training facility – EIS offered
- * Dedicated sports week at end of summer term.
- *Offer school swimming lessons to wider range of year groups than the required one. (From year 1 to year 4 and 5/6 if not achieved N/C requirements)

What are your areas of focus for 2017- 2018?

- *Different opportunities offered during sports week.
- *Try and arrange for external clubs to come in or send information to signpost out.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>*Increase the opportunities for children to be active outside the curriculum.</p> <p>*Broaden the range of sports and activities offered.</p>		<p>am: £1650 for year for external provider to come in and do sports for 3x am clubs.</p> <p>PM clubs staff/volunteers: £150</p>	<p>*Increase in children attending extra-curricular clubs. Demand resulted in 3rd club offered, able to split 2 of the clubs based on year groups.</p> <p>*Increase in range of activities</p> <p>*Improved attitude to sport/PE</p>	<p>* Monitor impact on lessons following children's attendance at morning clubs.</p> <p>*Promoting healthy lifestyle and enjoyment of activities to support them maintaining this in their life, for health and well-being.</p>
<p>* Increase the development and confidence of the vital life skill – swimming.</p>	<p>*Opportunity offered beyond N/C for swimming lessons, in order to give children the best opportunity to achieve N/C expectations.</p> <p>* To increase skill of swimming for children living in rural area near rivers and farming reservoirs.</p>	<p>Lessons and transport £1800</p>	<p>*July 2017: 78% of Year 6 achieved N/C.</p> <p>Current year 6 = 80% already achieved, achieved when they were in Year 5 or before.</p>	<p>*Continue to target vulnerable groups such as PP to ensure the best possible outcome for this vital life skill.</p>
<p>* Provide opportunity of new sports/activities</p>	<p>*Providing children opportunities to participate in an activity they wouldn't normally engage in or experience.</p>	<p>£2000 sports week</p>	<p>*Children try new sports/activities, promote participation out of school thus encouraging active lifestyle away from school.</p>	
<p>* Purchase equipment/update the environment</p>	<p>*Improving the environment for children's experiences.</p>	<p>£200</p>	<p>*Allow opportunity for quality lesson and experience using appropriate equipment.</p> <p>*Provide equipment and environment to promote increased physical activity to promote gross motor skills, in turn supporting fine motor for writing.</p>	<p>*Improved environment for future use.</p> <p>*Monitor improvement in strength for developing motor skills for writing.</p>

*Pupil voice	*Ascertain ideas/preferences		*Increase children's enjoyment and motivation to engage in physical activity.	*Done annually to collate reviews and range of activities and ensure voices heard and actioned where possible.
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Key Indicator 5 – Increased participation in competitive sport

Questions for baseline assessment –

- Are there a range of opportunities for all pupils to take part in regular competitions both within school and against other schools?
- Does every child have the opportunity to represent their school?
- Does the school enter School Games events?
- Does your school enter other competitions?
- Are there good links with local community sports clubs?
- Are the achievements of representative pupils shared with parents and carers?
- Does your school website reflect the activities undertaken by pupils and provide clear and up to date information for parents and carers?
- Does your school apply for the School Games Mark?

What are your school's key achievements to date?

- * Achievement of Gold Award School Games mark (2016/17) including participation of competitive events.
- *Data collected and analysed of children representing school.
- *Enter variety of events in local cluster, North Lincs and Humber region.
- *Ensure opportunities to represent events are mixture of selected pupils and open to anyone.
- *Ensure opportunity for KS1 pupils to attend events to give them a taste of opportunities as they progress into KS2
- *Ensure whole school/house competitions continue
- *Attendance of any events celebrated in weekly achievement assembly and on newsletter
- *Children's outside achievements celebrated

What are your areas of focus for 2017- 2018?

- * Following data collection of attendees try find inclusive events to ensure all KS2 children have the opportunity to represent school
- * Increase links to local clubs
- * Update website more regularly
- * Undertake varied whole school/inter-house events
- * Further KS1 events

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
*Offer opportunities for children to take part in competitive sport	<p>*Increase the number of children participating in competitions this year within a local cluster and sport for events within school.</p> <p>*Opportunities for parental involvement watching events or participating in some school events.</p> <p>*Engagement in sport</p>	<p>Membership for a co-ordinator for the Get ahead Partnership. £1600</p> <p>Transport to events: £2000</p> <p>£312.50 (part of Get Ahead Partnership allows opportunity to further authority wide events.)</p>	<p>*Data from first term saw number of children participate in a competition increase.</p> <p>*Opportunity for whole school/inter house competitions</p>	<p>*Enjoyment meant repeat eagerness/motivation to participate in subsequent events.</p> <p>*Support with organization and arrangements</p> <p>*Regular participation increases further desire to represent academy.</p>

Swimming

This year, all schools will need to report on how the school meets the national curriculum requirements for swimming and water safety

- Does your school receive sufficient data which shows progress and attainment in swimming?
- Do children make significant progress during school swimming lessons?
- Do you utilise school staff to support with the swimming lessons?
- Do all children meet the national curriculum levels for swimming?

	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	78%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	78%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	78%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

National Curriculum for Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.