**Amount of Grant Received** – Year 1: £ **Date:**

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| **Area of Focus**  *Including the*  *7 key factors to be assessed by Ofsted*  (Our ‘RAG’ Rating) | **Evidence**  (Sign-posts to  our sources of evidence) | **Action Plan**  (Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**  (Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted\*) | **Funding**  **Breakdown**  (How much spent on each area) | **Impact**  (The difference it has made / will make) |
| ***Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics***  ***Curriculum*** | * Schools own data / registers | Review the quality of our curriculum including:   * *Breadth and Balance (Statutory Entitlement – Sept. 2014)* * *Time available* * *Quality of teaching and learning (Lesson planning and observation)* * *Staff Professional Learning (PL)* * *Access to facilities / resources* * *Pupil needs (Pupil Voice)* * *Gifted in PE* * *Other*   Discussions with individual pupils and liaison with parents / carers | * Employing specialist teachers of Physical Education * Improving staff professional learning to upskill teachers and teaching assistants * Paying the most effective teachers an enhanced allowance to lead improvements in PE and School Sport * Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ ........ | * Increased pupil participation * 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 PE * Positive impact on whole school improvement * Easier pupil management * Enhanced communication with parents / carers * Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values * Positive impact on middle leadership * Other |
| **Area of Focus**  *Including the*  *7 key factors to be assessed by Ofsted*  (Our ‘RAG’ Rating) | **Evidence**  (Sign-posts to  our sources of evidence) | **Action Plan**  (Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**  (Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding**  **Breakdown**  (How much spent on each area) | **Impact**  (The difference it has made / will make) |
| ***Extra-Curricular*** | * Before school registers * Lunchtime registers * After school registers * Pupil Voice data | Review the quality of our extra-curricular provision including:   * *Range of activities offered* * *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 (PL)* * *Other*   Discussions with individual pupils and liaison with parents / carers | * Employing local coaches to provide extra-curricular sporting opportunities * Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities * Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes * Introducing an in-school physical activity programme * providing pupils who are gifted and talented in sport with expert, intensive coaching and support * Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ ........... | * 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 * Easier pupil management * Enhanced communication with parents / carers * Clearer talent pathways * Increased school-community links * Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values * Positive impact on middle leadership * Other |
| **Area of Focus**  *Including the*  *7 key factors to be assessed by Ofsted*  (Our ‘RAG’ Rating) | **Evidence**  (Sign-posts to  our sources of evidence) | **Action Plan**  (Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**  (Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding**  **Breakdown**  (How much spent on each area) | **Impact**  (The difference it has made / will make) |
| ***Participation and success in competitive school sports***  *(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)* | * Schools own data / registers * SGO * Calendar of events / fixture lists * School Games Kitemark | * Review our strategy for engaging in competition * Engage with our School Games Organiser (SGO) * Engage more staff / parents / volunteers / young leaders * Improve links with other schools * Satellite clubs | * Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions * Paying for transport for fixtures and festivals | £ ........ | * Increased pupil participation * Extended provision * Increased staffing capacity * Improved positive attitudes to health and well-being and PESS * Clearer talent pathways * Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values * Positive impact on middle leadership * Other |
| ***How much more inclusive the physical education curriculum has become*** | * Curriculum plan * Long, medium and short-Term plans * Planning for Gifted and SEND pupils * Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) | Review the quality of our curriculum including:   * *Breadth and Balance* * *Accessibility of all the activities* * *Use of TA’s to support learning* * *Quality of teaching and learning* * *Staff Professional Learning (PL)* * *Access to facilities / resources* * *Pupil Needs (Pupil Voice)* * *Other*   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 | * Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum * Introducing basic movement skills in the Early Years / Foundation Stage * PL for staff to increase subject knowledge and confidence in PE * Employing a specialist teacher to lead after-school clubs for disable pupils and for those with SEND * Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ .......... | * 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 * Other |
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| ***Growth in he range of provisional and alternative sporting activities*** | * Curricular and extra-curricular plans * Registers of participation | Review the quality of our extra-curricular provision including:   * *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 (PL)* * *Other*   Discussions with individual pupils and liaison with parents / carers | * Employing a specialist teacher to lead after-school clubs for disabled pupils and for those with SEND * Introducing an in-school physical activity programme including walking programme * Paying for transport and access to indoor leisure facilities * Introducing new initiatives * Purchasing specialist equipment and teaching resources to develop a non-traditional activity * Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence * Buying into local, existing sports networks | £ .......... | * Extended, alternative provision * Engaged or re-engaged disaffected pupils * Increased pupil participation * 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 links * Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values * Positive impact on middle leadership * Other |
| **Area of Focus**  *Including the*  *7 key factors to be assessed by Ofsted*  (Our ‘RAG’ Rating) | **Evidence**  (Sign-posts to  our sources of evidence) | **Action Plan**  (Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**  (Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding**  **Breakdown**  (How much spent on each area) | **Impact**  (The difference it has made / will make) |
| ***Partnership work on physical education with other schools and other local partners*** | * Membership of networks * School / Subject Action Plans / minutes * CfBT PL Support * Attendance at PE Forums * afPE PL * YST PL * School – club Links data * Governors’ minutes / reports | * Review our partnerships and membership of networks * Do you attend local PESS forums? * Identify any new possible partnerships | * Buying into existing local sports networks * Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | £ ....... | * Increased staff knowledge and understanding * More sustainable workforce * Enhanced quality of provision * Increased pupil participation in competitive activities * Increased range of opportunities * The sharing of best practice * Increased pupil awareness of opportunities available in the community * Positive impact on middle leadership * Other |

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| ***Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)*** | * Whole School Plan / SEF * PE Subject Plan * Whole school policies / PE policies | * Review the contribution of PESS to whole school priorities * Ensure your vision for PESS is developed to reflect contribution to SMSC * Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum * Other Subject Co-ordinators 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: * *Academic achievement (e.g. literacy and numeracy)* * *Behaviour and safety* * *Attendance* * *Health and well-being* * *SMSC* | * Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement * Paying the most effective staff an enhanced allowance to lead improvements in PESS * Providing PL on how to teach PE effectively * Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge * Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning | £ ......... | * 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 * Positive impact on Middle Leadership * Other |

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| ***Review the impact that the funding has had on other factors***  ***Inspectors also take account of the following factor:***  ***The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health*** | * Used afPE Framework for Review to generate PESS Action Plan * Staff PL Record * SMT QA strategies for planning * Lesson observations * Pupil voice * Pupil progress (achievement and attainment) * Attendance data (curriculum and extra-curricular) | * On-going review of provision for each of the following areas: * *Achievement* * *Quality of Teaching* * *Behaviour and Safety* * *Leadership and Management* * *Quality of the curriculum* * On-going review of the profile of PESS * On-going review of impact on Professional Learning for PE and Sport | * Employing expert advice to evaluate the school’s current provision strengths and areas for development * Employing evaluation tools to measure and monitor progress and impact * Securing time for the subject leader to undertake reviews and construct further development plans | £ ......... | * 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.gov.uk**](http://www.ofsted.gov.uk)  [Preparing a school self-evaluation summary (April. 2014)](http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies)  [Inspecting primary school PE and School Sport: new funding (April. 2014)](http://www.afpe.org.uk/images/stories/Inspecting_primary_school_PE_and_school_sport_new_funding_April_2014.doc)  [Physical Education Survey Visits (April. 2014)](http://www.afpe.org.uk/images/stories/Supplementary_subject-specific_guidance_for_PE.pdf)  [Ofsted Survey Visits - Supplementary Guidance (April. 2014)](http://www.ofsted.gov.uk/sites/default/files/documents/inspection--forms-and-guides/supplementary-subject-specific-guidance_2/Supplementary%20subject-specific%20guidance%20for%20PE.pdf)  **CfBT**  [**www.cfbt.com**](http://www.cfbt.com)  **Association for Physical Education (afPE)**  [**www.afpe.org.uk**](http://www.afpe.org.uk)  **Free Downloads:**  [Quality of Teaching in Physical Education – From Good to Outstanding (Jan. 2014)](http://www.afpe.org.uk/images/stories/Quality_of_Teaching_in_Physical_Education.pdf)  [Achievement in Physical Education (Jan. 2014)](http://www.afpe.org.uk/images/stories/afPE_-_Achievement_in_Physical_Education.pdf)  [Effective employment and deployment of coaches](http://www.afpe.org.uk/images/stories/Effective_Use_of_Coaches_-_2013.pdf)  [Poster: afPE outcomes and contributions to Physical Education & School Sport](http://www.afpe.org.uk/images/stories/HQ_PE_-_Outcomes__Contributions_Poster.pdf)  **New 2014 National Curriculum:**  [New 2014 National Curriculum](http://www.afpe.org.uk/advice-on-new-national-curriculum/new-national-curriculum)  **Membership:**  [afPE School Membership Form](http://www.afpe.org.uk/images/stories/afPE_School_Membership_Form.pdf)  **afPE Quality Mark Award:**  [afPE Quality Mark for Physical Education & Sport - Review Tool and Award](http://www.afpe.org.uk/professional-leadership/afpe-quality-mark-for-pe-a-sport) (To apply for this award please contact [simon.leach@afpe.org.uk](mailto:simon.leach@afpe.org.uk))  **Qualifications:**  [Level 2/3 Qualifications & Diploma in Physical Education and School Sport](http://www.afpe.org.uk/professional-leadership/level-2-certificate-in-supporting-learning-in-pe-a-school-sport)  [Level 5 Certificate in Primary School Physical Education Specialism](http://www.afpe.org.uk/professional-leadership/professional-vocational-qualification-primary-school-specialism-and-subject-leadership-in-pe-a-school-sport)  [Level 6 Award in Primary School Physical Education Subject Leadership](http://www.afpe.org.uk/professional-leadership/professional-vocational-qualification-primary-school-specialism-and-subject-leadership-in-pe-a-school-sport)  **Professional Learning Opportunities:**  [afPE 2014 National Physical Education & School Sport Conference](http://www.iexevents.co.uk/afpe2014)  **Department for Education**  [**www.education.gov.uk**](http://www.education.gov.uk)  [www.education.gov.uk/publications](http://www.education.gov.uk/publications)  [Healthy Schools Tool Kit](http://webarchive.nationalarchives.gov.uk/20130903123545/http:/www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools)  [Learning through PE and School Sport](http://webarchive.nationalarchives.gov.uk/20130401151715/https:/www.education.gov.uk/publications/standard/publicationDetail/Page1/LTPES)  **Other useful links**  [www.bhf.org.uk](http://www.bhf.org.uk)  [Healthy Schools Tool Kit](http://webarchive.nationalarchives.gov.uk/20130903123545/http:/www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools)  [Change4Life](http://www.nhs.uk/change4life)  [Energy Clubs](http://www.sportsleaders.org/courses/awards/energy-club) |