**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 toour 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
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| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour 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 toour 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 / carersCheck equipment to ensure it meets the needs of our pupilsEnsure 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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| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour 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) |
| ***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 toour 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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| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour 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) |
| ***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)**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%3A/www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools)[Learning through PE and School Sport](http://webarchive.nationalarchives.gov.uk/20130401151715/https%3A/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%3A/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) |