

PRIMARY PE & SPORT PREMIUM FUNDING REPORT 2016-17

LADYGROVE PARK PRIMARY
SCHOOL



Background

In March 2013 the government announced that it was to provide additional funding of £150 million per annum for academic years 2013-14 and 2014-15 to improve provision of physical education (PE) and sport in primary schools in England.

This funding is allocated to primary school Headteachers and is ring-fenced and therefore can only be spent on improving the provision of PE and sport, but they have the freedom to choose how they do this.

In the Autumn Statement 2013, the Chancellor announced an additional year's £150m extended funding, taking the total investment to the end of the 2016 academic year.

On 6th February 2014 the Prime Minister committed to continue the funding for the Primary PE & Sport Premium until 2020.

Vision (revised 25 January 2015)

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Objective

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Expected indicators of such improvement to include:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils increased participation in competitive sport

Evaluating the use of the Primary PE and Sport Premium funding

Ofsted Inspectors will consider the impact of the Primary PE and Sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics
- the increase and success in competitive school sports
- how much more inclusive the physical education curriculum has become
- the growth in the range of provisional and alternative sporting activities
- the improvement in partnership work on physical education with other schools and other local partners
- links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
- the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

Primary PE and Sport Premium Funding Report 2016-17 (Year 4)

Amount of Grant Received - £TBC

Date - July 2017

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Impact	Notes
Including the 7 key factors to be assessed by Ofsted	Source of evidence	Key actions to improve provision	Summary of how funding has been used to support action plan	The difference it has made/will make	
Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics 1. Curriculum Time	Schools own data/registers	Review the quality of our curriculum including: <ul style="list-style-type: none"> • Breadth and Balance • Time available • Quality of teaching and learning (lesson planning and observation) • Staff CPD • Access to facilities and resources • Gifted and Talented provision 	Employ a PE specialist to raise the standards of PE and Sport provision by: <ul style="list-style-type: none"> • Mentoring teachers and provide a programme of ongoing support and CPD • Coaching high-quality PE lessons • Providing INSET training • Developing a balanced curriculum of PE horizontally across the school year and vertically through the school journey • Providing Medium Term plans for all area of the curriculum based on age/activity • Providing resources for planning purposes • Taking on role of PE Coordinator 	<ul style="list-style-type: none"> • Improved standards in the delivery of PE • More confident and competent teachers • Enhanced quality of teaching and learning • Increased pupil participation • Enhanced, inclusive curriculum provision • A resource library of Medium Term plans detailing content for each area of the curriculum • A resource library of session plans to be utilised by all teachers • Increased capacity and sustainability of the delivery of PE 	Appendix 1 & 2

Area of Focus Including the 7 key factors to be assessed by Ofsted	Evidence Source of evidence	Action Plan Key actions to improve provision	Effective Use of the Funding Summary of how funding has been used to support action plan	Impact The difference it has made/will make	Notes
2. Extra-Curricular	Schools own data/registers Pupil feedback	Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> • Range of activities offered • Ensuring 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 activities are offered • Access to facilities (on-site/off-site) • Pupil needs and interests • Links with clubs • Talent Provision 	Employ a PE specialist to increase and raise the quality of extra-curricular opportunities by: <ul style="list-style-type: none"> • Creating a varied and needs led extra-curricular programme of activities • Recruiting qualified volunteers to provide extra-curricular opportunities • Sourcing facilities for extra-curricular activities • Providing pupils who are Gifted and Talented with expert, intensive coaching and support • Providing volunteers with CPD opportunities 	<ul style="list-style-type: none"> • A varied programme of activities on offer • Improved standards in the delivery of extra-curricular activity • A team of confident, qualified volunteers to deliver extra-curricular provision • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Clear school/club links in the local community • Clearer talent pathways 	Appendix 3
Participation and success in competitive school sports	Schools own data/registers Calendar of events/fixture lists	Review our strategy for engaging in competition including: <ul style="list-style-type: none"> • Engaging more staff/volunteers • Developing a competition schedule with both OPEN schools and the Partnership Schools 	Employ a PE specialist who will take on the role of PE Coordinator to: <ul style="list-style-type: none"> • Increase the number of competitions entered • Increase the sporting variety of competitions entered • Coordinate team selection • Coordinate practice sessions to improve quality of performance • Recruit staff/volunteers to lead teams • Develop comprehensive competition schedule with OPEN schools • Coordinate organisation of fixtures held at school Paying for transport to fixtures	<ul style="list-style-type: none"> • Increased participation of school teams in competitions • Broader variety of competitions entered • Increased participation of pupils in school teams • Increased success in competitions • Increased number of staff/volunteers leading competition teams 	Appendix 4

Area of Focus Including the 7 key factors to be assessed by Ofsted	Evidence Source of evidence	Action Plan Key actions to improve provision	Effective Use of the Funding Summary of how funding has been used to support action plan	Impact The difference it has made/will make	Notes
How much more inclusive the physical education curriculum has become	Curriculum Map Long, Medium and Short term plans Planning for Gifted and SEND pupils Pupil Progress Reports	Review the quality of our curriculum including: <ul style="list-style-type: none"> Breadth and Balance Accessibility of activities Use of TA's to support learning Quality of teaching and learning (lesson planning and observation) Staff CPD Access to facilities and resources Pupil needs 	Employ a PE specialist who will increase the inclusivity of the curriculum by: <ul style="list-style-type: none"> Mentoring teachers to support the planning and delivery of inclusive sessions Mentoring TA's to develop knowledge of PE and the support they can give to SEND children Provision of resources to support inclusive sessions Introducing basic movement skills in Foundation Stage Linking SEND children to after-school clubs in the local area Developing a 'Pupil Assessment' system 	<ul style="list-style-type: none"> A more inclusive curriculum which inspires and engages all pupils Improved standards in the delivery of PE More confident and competent staff Enhanced quality of teaching and learning Increased pupil participation Enhanced, inclusive curriculum provision Increased capacity and sustainability of the delivery of PE A comprehensive method of assessing pupil ability in PE 	Appendix 1 & 7
Growth in the range of provisional and alternative sporting activities	Curricular and extra-curricular plans Registers of participation	Review the range of activity provision.	Employ a PE specialist who will take on the role of PE Coordinator to: <ul style="list-style-type: none"> Recruit qualified volunteers to provide alternative extra-curricular opportunities Source facilities for extra-curricular activities Provide volunteers with CPD opportunities Coordinate visitor coaches to deliver alternate activities Purchase equipment to support delivery of alternate activities.	<ul style="list-style-type: none"> Improved standards in the delivery of alternative activity A team of confident, qualified volunteers to deliver alternative activities Increased pupil participation Enhanced, extended, inclusive alternative activity provision 	Appendix 5

Area of Focus Including the 7 key factors to be assessed by Ofsted	Evidence Source of evidence	Action Plan Key actions to improve provision	Effective Use of the Funding Summary of how funding has been used to support action plan	Impact The difference it has made/will make	Notes
Partnership work on physical education with other schools and other local partners	Membership of OPEN Academy Trust OPEN PE Coordinator meeting minutes Membership of School Sport Partnership Partnership PE Coordinator meeting minutes Attendance at PE forums	Review our partnerships and memberships of networks. Identify any new possible partnerships	Employ a PE specialist who will take on the role of PE Coordinator to: <ul style="list-style-type: none"> • Represent the school at Partnership meetings • Complete actions from Partnership meetings • Feedback all relevant information to staff • Share good practice 	<ul style="list-style-type: none"> • Increased staff knowledge and understanding of Partnership aims by sharing good practice • Extended source of equipment and resources • The possibility of increased provision via joint extra-curricular clubs • Increased volume of competition • Increased pupil awareness of opportunities available in the community 	Appendix 4
Links with other subjects that contribute to pupils overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)	Whole School Plan	Review the contribution of PE and School Sport (PESS) to whole school priorities Ensure vision for PESS is developed to reflect contribution to SMSC Meet with other Subject Coordinators to share the contribution PESS can make across the curriculum Other Subject Coordinators to identify how their subject areas can contribute to learning in PE Identify the positive impact PESS has on: <ul style="list-style-type: none"> • Academic achievement • Behaviour • Attendance • Health & well-being • SMSC 	Employ a PE specialist to: <ul style="list-style-type: none"> • Develop cross-curricular links with other Subject Coordinators • Increase teacher subject knowledge of PE and links with other subjects 	<ul style="list-style-type: none"> • Contribution to whole school targets • Enhanced academic achievement • Increased pupils understanding of PESS to their learning across all subjects • Increased links to PE made by teachers in other subject areas 	

Area of Focus Including the 7 key factors to be assessed by Ofsted	Evidence Source of evidence	Action Plan Key actions to improve provision	Effective Use of the Funding Summary of how funding has been used to support action plan	Impact The difference it has made/will make	Notes
Greater awareness amongst pupils about dangers of obesity, smoking and other such activities that undermine pupils health	PE Lesson plans Other Subject area content plans	Integrate dangers that undermine health into PE lessons. Review content of other subject areas (PSHE) to establish coverage of area.	Employ a PE specialist to: <ul style="list-style-type: none"> Develop cross-curricular links with other Subject Coordinators 	<ul style="list-style-type: none"> Increased awareness amongst pupils of the dangers that undermine health 	Appendix 6
Review the impact that the funding has had on other areas	Teacher Questionnaire Pupil Questionnaire			<ul style="list-style-type: none"> Understand the impact that use of the PE Premium funding has had in other areas of the school curriculum 	
			Total expenditure		
			Total Funding received		
			Total additional funds allocated		

APPENDIX 1

Evidence of the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

1. Curriculum Time

PE Specialist mentoring support time with teachers:

Year Group	Teacher Name	Total Hours Support per Term						Total Hours
		T1	T2	T3	T4	T5	T6	
FS	Jo Hicks	0	0	0	0	0	0	0
	Lucy Storer	0	0	0	0	0	0	0
	Emma McGibbon	0	0	0	0	0	0	0
Y1	Amber Parsons	7	0	0	0	0	0	7
	Chloe Nevin	7	0	0	0	0	0	7
Y2	Niki Slater	0	7	0	0	0	0	7
	Jack Harrison	0	7	0	0	0	0	7
Y3	Zoe McLauchlan	0	0	6	0	0	0	6
	Ashley Francis	0	0	6	0	0	0	6
Y4	Gemma Fowkes	7	7	0	0	5	7	26
	Alex Wilder	7	7	0	0	5	7	26
Y5	Kim Adlam	0	0	0	0	0	0	0
	Kelly DeSantis	0	0	0	0	0	0	0
Y6	Hannah Zebrowski	0	0	0	0	0	0	0
	Vicky Owen	0	0	0	0	0	0	0
	Catherine Fernandez	0	0	0	0	0	0	0
TOTAL								92

PE Coaching time (PPA/NQT Cover):

Year Group	Class	Total Hours Coaching per Term						Total Hours
		T1	T2	T3	T4	T5	T6	
FS	1	0	0	0	0	0	0	0
	2	0	0	6	7	5	7	25
	3	0	0	6	7	5	7	25
Y1	4	7	7	6	7	10	7	44
	5	7	7	6	7	10	7	44
Y2	6	7	7	6	7	5	0	32
	7	7	7	6	7	5	0	32
Y3	8	7	7	6	7	10	14	51
	9	7	7	6	7	10	14	51
Y4	10	0	7	6	7	0	7	27
	11	0	7	6	7	0	7	27
Y5	12	7	0	0	7	0	0	14
	13	7	0	0	7	0	0	14
Y6	14	0	7	0	7	0	7	21
	15	0	7	0	7	0	7	21
TOTAL								428

APPENDIX 2

Evidence of the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

1. Curriculum Time

PE Curriculum Map 2016/17:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS (Age 4-5)	MultiSkills & Gymnastics (ABC focus)	MultiSkills & Gymnastics (ABC focus)	MultiSkills & Gymnastics (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)
Year 1 (Age 5-6)	MultiSkills (ABC focus)	MultiSkills (ABC focus)	Gymnastics	MultiSkills (Throw/Catch)	MultiSkills (Sports Day Focus)	MultiSkills (ABC focus)
	MultiSkills (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)	MultiSkills (ABC focus)
Year 2 (Age 6-7)	MultiSports (Basic Skills)	Dance	Gymnastics	MultiSports (Games)	MultiSkills (Sports Day Focus)	MultiSports - S&F Cricket
	MultiSports (Basic Skills)	Gymnastics	MultiSports (Games)	MultiSport INV - Netball	MultiSport - S&F Rounders	MultiSport - S&F Rounders
Year 3 (Age 7-8)	MultiSport - INV Tag Rugby	MultiSport - INV Tag Rugby	Gymnastics	Fitness Circuits	MultiSkills (Sports Day Focus)	MultiSport - S&F Rounders
	Gymnastics	Dance	MultiSport - INV Hockey	MultiSport - INV Netball	MultiSports - INV Netball	MultiSports - S&F Cricket
Year 4 (Age 8-9)	Dance	MultiSport - INV Netball	MultiSport - INV Lacrosse	MultiSport INV Basketball (W)	MultiSkills (Sports Day Focus)	MultiSports - S&F Cricket
	MultiSport - INV Lacrosse	MultiSport - N&W Badminton (W)	MultiSport - N&W Badminton (W)	Gymnastics	Swimming	Swimming
Year 5 (Age 9-10)	MultiSport - INV Lacrosse	MultiSport - INV Basketball (W)	Gymnastics	MultiSport - INV Tag Rugby	MultiSkills (Sports Day Focus)	Athletics
	MultiSport - INV Basketball (W)	MultiSport - INV Tag Rugby	MultiSport - INV Tag Rugby	Fitness Circuits	MultiSports - S&F Cricket	MultiSports - S&F Rounders
Year 6 (Age 10-11)	MultiSport - INV Lacrosse	MultiSport - INV Netball	Basketball (W)	MultiSport - N/W Tennis (W)	Dance	MultiSports - S&F Rounders
	MultiSport - INV Basketball (W)	Fitness Circuits	Fitness Circuits	Fitness Circuits	MultiSkills (Sports Day Focus)	Athletics

(W) = Willowbrook Leisure Centre Slot

APPENDIX 3

Evidence of the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics

2. Extra-Curricular

Extra-Curricular Activity provision:

Activity	Terms activity took place	Coach	Number children attending	Year Group	School Club Link
High Five Netball	Term 1, 2, 3, 4 & 5	Julie McDermaid (Parent)	20	4, 5 & 6	Didcot Netball Club
Mulitskills	Term 1	Amber Parsons	20	KS1	n/a
Football	Term 1, 2, 3, 4 & 5	Jack Harrison/Ashley Francis	50	5,6	Didcot Town/Didcot Casuals
Football	Term 1, 2, 3 & 4	Ryan Andrews (student)	16	3,4	Didcot Town/Didcot Casuals
Rounders	Term 6	Vicky Owen & Alex Wilder	20	5 & 6	n/a
Athletics	Term 6	Elaine Li-Koo & Carrie Barringer	20	KS2	n/a
GoNoodle Dance	Term 4 & 5	Lucy Storer	20	KS1	n/a

APPENDIX 4

Participation and success in competitive school sports

Competitions entered 2016/17:

Sport/Activity	Year Groups	Gender	Number of Teams	Number participants	Last Year Result	This Year Result	Teams accompanied by	Partnership
High 5 Netball	Year 4, 5 & 6	Mixed	1	16	3rd	1st	Julie McDermaid	Various Friendlies
	Year 5/6	Mixed	1	16	1st	4th	Julie McDermaid	Manor Tournament
Football	Year 5/6	Boys	1	10	1st	3rd	Jack Harrison	Vale of White Horse League
	Year 5/6	Boys	1	10	3rd	3rd	Jack Harrison	Manor Tournament
	Year 5/6	Boys	1	10	1st	3rd	Jack Harrison	ESFA Danone Under 11 Competition
	Year 5/6	Boys	1	10	2nd	4th	Jack Harrison	Vale of White Horse East Open 6 aside
	Year 5/6	Girls	1	10	1st	4th	Jack Harrison	6 aside Tournament
	Year 5/6	Girls	1	10	2nd	4th	Jack Harrison	Vale of White Horse East Open 6 aside
	Year3/4	Mixed	1	10	n/a	6th	Jack Harrison	Didcot Partnership
	Year3/4	Mixed	1	10	1st	1st	Ashley Francis	OPEN
Athletics	Year 1-6	Mixed	1	24	n/a	n/a	Sam Abrey	OPEN
Dance Festival	KS2	Girls	1	8	n/a	n/a	Shona Dance	OPEN

APPENDIX 5

Growth in the range of provisional and alternative sporting activities

Alternate activities:

Sport/Activity	Year Groups	Gender	Number participants	Activity led by
Crossfit/Fitness	Year 6	Mixed	60	Sam Abrey
Lacrosse	Year 4, 5 & 6	Mixed	180	Sam Abrey
Waltz Dancing	Year 6	Mixed	60	Heather Manthorpe
Jive Dancing	Year 6	Mixed	60	Heather Manthorpe
Ultimate Frisbee	Year 4 & 5	Mixed	120	Sam Abrey
Pace Orienteering	Year 4	Mixed	60	Sam Abrey
TriVolle	Year 4-6	Mixed	180	Sam Abrey

"Get Active" week held in Term 5.

Every child took part in at least two activities per day, every day of the week, run by external coaches.

Activities included -

- Football
- Rugby
- Tennis
- Taekwondo
- Ultimate Frisbee
- Street Dance
- Dance
- Zumba
- Rounders
- TriVolle

420 children

15 different activities

56 hours of sports and activity

29 volunteer coaches

35 Year 6 Sports Leaders

APPENDIX 6

Greater awareness amongst pupils about dangers of obesity, smoking and other such activities that undermine pupils health

All PE lessons, across all year groups, integrate information regarding activities that undermine pupils health as and when appropriate.

Year 6 PE curriculum has included a specific lesson on "Healthy Living" which included information on:

- Nutrition
- Exercise
- Hygiene
- Sleep
- Smoking

APPENDIX 7

How much more inclusive the physical education curriculum has become

A method of assessing pupil ability in PE has been rolled out as a Year 6 trial, which has involved each child having a PE journal to self reflect about their lifestyle.

The journal focuses on 4 key areas for the pupils to think about -

- Physical Me
- Thinking Me
- Healthy Me
- Social Me

Each "Me" area has a set of criteria for the pupil to reflect on.

Lessons are planned to incorporate areas that pupils can self reflect on.

For example, Key Stage 2 criteria for "Physical Me" are -

PM9	I can select, combine and use different skills to suit different activities. <ul style="list-style-type: none">• Running, jumping, throwing and catching
PM10	I can develop and improve techniques and skills in different activities. <ul style="list-style-type: none">• Run, jump, throw, catch, kick and strike
PM11	I can take part in activities that develop flexibility and strength. <ul style="list-style-type: none">• Warm Up, cool downs• Gymnastics• Fitness Circuits
PM12	I can take part in activities that develop control and balance. <ul style="list-style-type: none">• Gymnastics• Athletics
PM13	I can combine and perform a range of movement patterns in dance and gymnastics. <ul style="list-style-type: none">• Body control, precision, fluency• Selection and linking of movements
PM14	I can take part in competitive games. <ul style="list-style-type: none">• 1 v 1, 2 v 2 etc• Team games• Vary response to show tactics for attacking and defending
PM15	I can select, combine and use different skills to suit my role in a competitive game. <ul style="list-style-type: none">• Using combinations of run, jump, throw, catch, kick and strike
PM16	I can take part in Outdoor Adventure Activities (OAA) and challenges. <ul style="list-style-type: none">• Individual and teamwork
PM17	I can take part in swimming activities. <ul style="list-style-type: none">• Swim 25 meters competently and confidently• Use a range of strokes – front crawl, backstroke and breast stroke