

GREAT TEW PRIMARY SCHOOL – PE AND SCHOOL SPORT PREMIUM AUDIT AND ACTION PLAN 2016-17

AREA OF FOCUS	AUDIT	ACTION PLAN	USE OF FUNDING	PROGRESS/OUTCOMES/IMPACT	EXAMPLES OF IMPACT (see IMPACT folder)
<p>1a. Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<ul style="list-style-type: none"> • School website • Registers • Timetables • Planning – long term and medium term 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • 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) • Clubs questionnaire • Gifted in PE – targeting these pupils for partnership events <p>Discussions with individual pupils through pupil questionnaires and liaise with parents through parent questionnaires</p>	<ul style="list-style-type: none"> • Employing specialist teachers of Physical Education – Rachel Sellars from partnership • Improving staff professional learning to up-skill teachers and teaching assistants – partnership meetings, courses for PE leader, working alongside Rachel Sellars 	<ul style="list-style-type: none"> • Full entitlement of PE lessons occurring – see timetables • Enhanced, inclusive curriculum provision • More confident and competent staff <ul style="list-style-type: none"> • Enhanced quality of teaching and learning – lesson structure etc • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Ensuring strong, sustainable, effective links to the 2012 and 2016 Games Legacy and Olympic and Paralympic Values 	<p>All children from Y1 to Y6 have a minimum of 2 PE lessons per week</p> <p>All children participate in range of activities – including orienteering, dance, gymnastics.</p> <p>Children recognising the progress they are making (eg improved running times) and their increased confidence, and feeling empowered to talk about it.</p> <p>All children in Y1&2 are running a marathon this year in their PE lessons, with several older children electing to do this in their lunchtimes</p>
<p>1b. Increase participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Extra Curricular</p>	<p>Review the quality of our extracurricular provision including:</p> <ul style="list-style-type: none"> • Range of activities offered • Ensure the enhancement and extension of our curriculum provision • Inclusion • The promotion of active, healthy lifestyles • Quality and qualifications 	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Budget for TAs to run extra-curricular clubs to increase provision • Signposting to alternative provision • Investigate opportunities for supervisors to introduce multi-activities at break and 		<ul style="list-style-type: none"> • 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 	<p>Approx 75% of children take part in a sporting activity either inside or outside school</p> <p>Increased range and number of after school clubs for PE – two football clubs, rugby, running, hockey,</p>

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	<p>of staff providing the activity</p> <ul style="list-style-type: none"> • Access to facilities (on-site / offsite) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent spotting • Staff Professional Learning (PL) <p>Discussions with individual pupils through pupil questionnaires and liaise with parents through parent questionnaires</p>	<p>lunchtimes</p> <ul style="list-style-type: none"> • Investigate Play Leaders activities for younger children, led by older children • Extra time clubs available through CNS (hockey & netball sessions) 		<p>school improvement</p> <ul style="list-style-type: none"> • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 and 2016 Games Legacy and Olympic and Paralympic Values 	<p>dance</p>
<p>2. Participation and success in competitive school sports</p>	<ul style="list-style-type: none"> • Schools own data / registers • Calendar of events • Parent and staff planner • School Games (info from Jo Phillips) • Kitemark – Silver award (2015/16) 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our School Games Organiser – Jo Phillips (each half-term) • Engage more staff / parents / volunteers / young leaders / governors • Improve links with other schools • Organise 3 competitive events each year 	<ul style="list-style-type: none"> • Paying for Jo Phillips • Paying for transport for fixtures and festivals 	<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 • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • PE is high profile 	<p>Every child from Y1 to Y6 has taken part in sporting festivals at Chipping Norton School.</p> <p>Every child in Years 5 and 6 has represented Great Tew at least once in a sporting tournament with the partnership schools.</p>
<p>3. How much more inclusive the physical education curriculum has become.</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-term plans 	<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 • PL for staff to increase subject knowledge and confidence in PE 		<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 	<p>Children with physical needs are supported with range of equipment to ensure full participation.</p> <p>High rates of progress for children with physical needs, to ensure their</p>

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					participation in sporting festivals and tournaments.
4. Growth in the range of provisional and alternative sporting activities	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / offsite) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (PL) Discussions with individual pupils and liaison with parents / carers 	<p>Review the quality of our extracurricular and 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 	<ul style="list-style-type: none"> • Purchasing specialist equipment and teaching resources to develop a non-traditional activity • Employing specialist PE teachers or qualified coaches 	<ul style="list-style-type: none"> • 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 and 2016 Games Legacy and Olympic and Paralympic Values • PE is high profile 	<p>High quality orienteering / geo-caching (with children enthused to do this outside school)</p> <p>Maypole dancing for all classes, with demonstration for parents</p>
5. Partnership work on physical education with other schools and	<ul style="list-style-type: none"> • School / Subject Action Plans / minutes • Attendance at PE Forums • School – club data 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Attend local PESS forums 		<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision 	<p>½ termly meetings where PE development is shared.</p>

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<p>other local partners</p>	<ul style="list-style-type: none"> • HT meeting minutes • PLT minutes 	<ul style="list-style-type: none"> • Identify any new possible partnerships 		<ul style="list-style-type: none"> • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • PE is high profile 	<p>Eg several schools will be doing the shared marathon starting Summer 2017; we are linking with a local school to compete informally on this project</p>
<p>6. Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills.</p>	<ul style="list-style-type: none"> • Whole School Development 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 • Ensure your vision for PESS is developed to reflect contribution to SMSC <ul style="list-style-type: none"> • Meet with other Subject Coordinators 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: <ul style="list-style-type: none"> - Academic achievement (e.g. literacy and numeracy) - Behaviour and safety - Attendance - Health and well-being - SMSC 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement (RS) • Providing PL on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge 	<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 and 2016 Games Legacy and Olympic and Paralympic Values • PE is high 	<p>Many examples of skills developed in PE being applied throughout learning, eg:</p> <ul style="list-style-type: none"> • <i>Leadership within a team</i> • <i>Understanding of rules</i> • <i>Leading others in warm up</i> • <i>Understanding healthy lifestyles</i> • <i>Group work for gymnastics</i> • <i>Following set criteria to devise a sequence.</i> <p>Skipping being used to support memory of times table facts</p>