



## PE AND SPORT PREMIUM – Evidence and impact.

**At the priory school we believe that ALL** pupils leaving our primary school should be **physically literate**, with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting Vision for the Primary PE and Sport Premium impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

Under the [Ofsted Schools Inspection Framework 2015](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016



Schools must include the following:

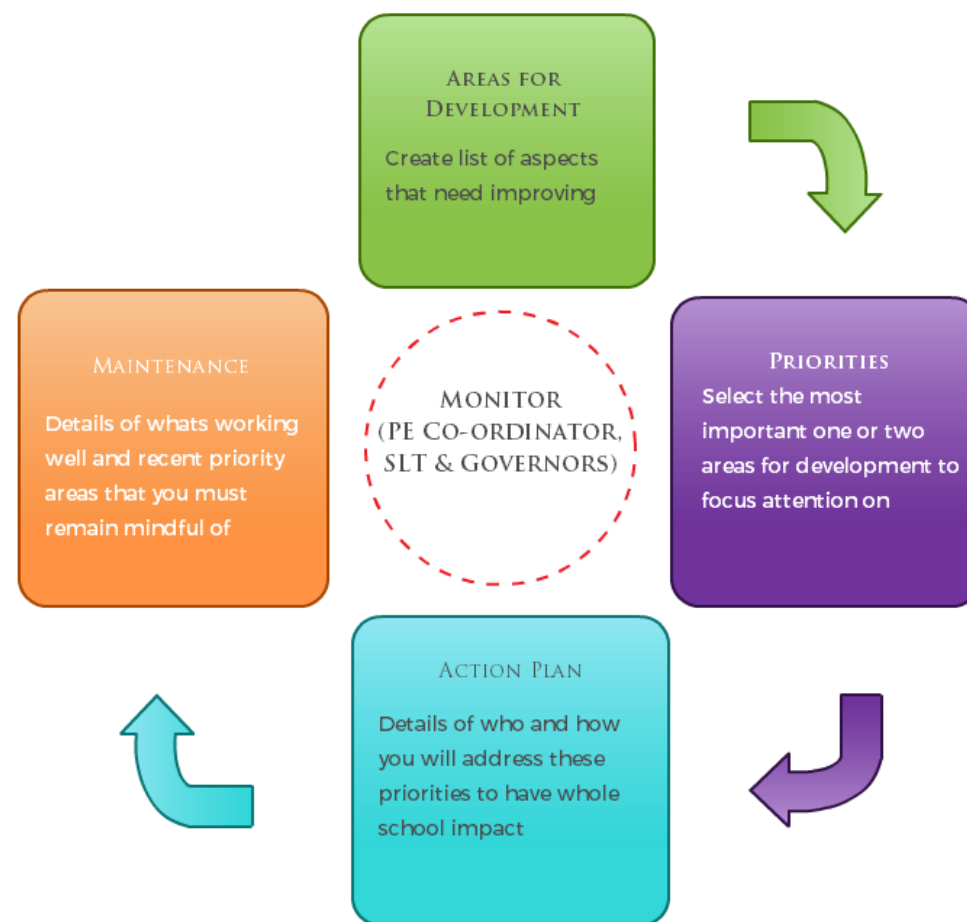
- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

**OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



## HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

**SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE**

Guidance on the primary PE and sport premium can be found at [gov.uk](http://gov.uk).  
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: The Priory C of E school

Academic: 2016/2017

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website? Yes

**SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.**

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that 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.

Swimming and Water Safety	Please fill out 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?	93 %
• 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?	69 %
• 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?	50 %
• 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

**SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2016/ 2017**

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p><b>PARTNERSHIP WORKING - ENGAGEMENT IN THE CHRISTCHURCH SCHOOL SPORT PARTNERSHIP</b></p> <p><b>PROVIDE A FULLY INCLUSIVE PE AND SCHOOL SPORT OFFER –</b></p> <p><b>Improve teacher’s confidence and competence in a variety of subject areas</b></p>	<p><i>What evidence is there of impact on your objectives?</i></p> <ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding               <ul style="list-style-type: none"> <li>- Sports coaches CPD, evidencing - staff survey.</li> </ul> </li> <li>• Enhanced quality of provision.               <ul style="list-style-type: none"> <li>- Sports coaches CPD, evidencing - staff survey.</li> </ul> </li> <li>• Increased pupil participation in competitive activities.               <ul style="list-style-type: none"> <li>- Calendar of all competitive sport.</li> </ul> </li> <li>• Increased range of opportunities               <ul style="list-style-type: none"> <li>- Calendar of all competitive sport.</li> <li>- Gymnastics coach (Responding to staff voice).</li> </ul> </li> <li>• The sharing of best practice               <ul style="list-style-type: none"> <li>- PE conference and PE co-ordinator modules/ meetings</li> </ul> </li> <li>• Increased pupil awareness of opportunities available in the community.               <ul style="list-style-type: none"> <li>- Club links form competition we</li> </ul> </li> </ul>	<p><i>Does this impact reflect value for money in terms of the budget allocated?</i></p> <ul style="list-style-type: none"> <li>• Continue to contribute to the development of the school sport partnership through PE coordinator meetings and CLP meetings.</li> <li>• Identify gaps of children who have not had the opportunity to engage in competitive school sport.</li> <li>• Identify children who have not taken part in clubs and provide opportunities for them.</li> <li>• Ensure staff CPD is fully embedded through classroom practice. Support this through planning and observations.</li> <li>• Identify areas for improvement and CPD opportunities to address these.</li> <li>• 30 min of physical activity for every child per day from September and 30 min at home (Moderate to vigorous).</li> </ul>

**INCREASE THE OPPORTUNITY FOR ALL CHILDREN TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES, COMPETITIONS AND EVENTS, INCLUDING THE 'LEAST ACTIVE'**

**DEVELOP A TEAM OF BRONZE AMBASSADORS / SPORTS LEADERS**

attend for example tri –golf, football, Bournemouth rugby.

- Staff are given the opportunity to attend courses and workshops provided through the Christchurch CPD Programme.
  - PE Co-ordinator and SR Change for life.
- Employing specialist PE coaches to work alongside teachers in lessons to increase their subject knowledge.
  - Gymnastics, dance, golf, yoga
- Employing specialist coaches and providers to extend our provision for after school clubs.
  - Yoga, tennis, rugby, Bournemouth football (See extra-curricular data in PE policy)
- Attend events provided through the School Games and the Christchurch School Sport Partnership.
  - (See events comp calendar).
- Attend the Christchurch Primary Leadership Academy.
  - (See blue book)
- Use the Dorset Leadership Awards to support the development of pupils

- Continue to work with the School Sport Partnership and School Games Organiser.
- Identify more children to attend events targeting the children with SEND, the least active and those lacking confidence and self-esteem.
- Continue to develop leadership programme and celebrate success in assembly using the leadership awards.

	<ul style="list-style-type: none"><li>• Increased number of play leaders</li><li>• More active pupils &amp; team based activities at lunchtimes and break times.</li><li>• Children with SEND, the least active and those lacking confidence and self-esteem have had the opportunity to attend inclusive multi-sport events at the Grange school.</li></ul>	
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**Vision:** ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active 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 against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

### **SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR**

**Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.**

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.



Academic Year: <b>2016/2017</b>		<b>Total fund allocated: £8944</b>					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <b>Impact on pupils</b>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <b>on pupils</b>	Sustainability/ Next Steps
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	<ul style="list-style-type: none"> <li>• Educate children in the value and benefits of a healthy active lifestyle.</li> <li>• Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>• Use active lessons to increase physical activity levels and learning.</li> <li>• Develop sports leaders to support active playtimes and support extra-curricular activities.</li> <li>• Raise awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>• Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>• Build links with local community sports clubs through our SGO.</li> <li>• Send staff on Youth Sport Trust Active Maths and Active English courses on the CPD programme.</li> <li>• Access Change 4 Life teacher training and support to develop a</li> </ul>			<ul style="list-style-type: none"> <li>• Curriculum map</li> <li>• PE policy</li> <li>• Registers of participation</li> <li>• Extra-curricular data</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes to health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor physical activity levels to ensure we meet the government guidelines of 30 minutes a day for each child.</li> </ul>

	<p>the best places to take part in sport and physical activity outside of school.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for daily physical activity.</li> <li>• Develop a Change 4 Life club for targeted groups.</li> </ul>	<p>Change 4 Life club through our SGO.</p>				
<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• Develop a team of sports leaders &amp; Bronze Ambassadors through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway.</li> <li>• SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>• Ensure year 5&amp;6 attend the leadership academy. Arrange meetings with PE coordinator to put actions in place. Use the awards and celebrate achievements in assembly.</li> <li>• Gain expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement.</li> <li>• SMSC – provide opportunities for children to cooperate across a range of</li> </ul>		<ul style="list-style-type: none"> <li>• School development plan</li> <li>• Whole school policies/PE policy</li> <li>• SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> </ul>		<ul style="list-style-type: none"> <li>• Use PE conference to review, evaluate and plan for the next academic year.</li> </ul>

		activities and experiences.					
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme.</li> <li>• Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• Purchase quality assured resources to support teachers – PE Hub.</li> </ul>	Cover for CPD £236 Sporting resources. £100		<ul style="list-style-type: none"> <li>• More confident and competent staff – evidenced through feedback and lesson observations.</li> <li>• PE Hub Resources</li> <li>• YST Resources</li> <li>• CPD Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Improved standards</li> <li>• Improved pupil attitudes to PE</li> <li>• Positive impact of whole school improvement</li> </ul>	
4. broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> <li>• Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children with SEND, the least confident and the least active to attend events through the school sport partnership such as the inclusive multi-sport events &amp; outdoor activities days.</li> <li>• Review extra-curricular activities through pupil voice.</li> <li>• Employ local coaches to</li> </ul>	Golf £3,040 Yoga £615 Dance £1,264 Gymnastics £925		<ul style="list-style-type: none"> <li>• Curriculum map</li> <li>• Inclusive health check</li> <li>• Registers of participation</li> <li>• Extra-curricular data</li> </ul>	<ul style="list-style-type: none"> <li>• Extended, alternative provision</li> <li>• Engaged or re-engaged disaffected pupils</li> <li>• Increased pupil participation</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of delivery of</li> </ul>	

		<p>provide extra-curricular sporting opportunities.</p> <ul style="list-style-type: none"> <li>• Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</li> </ul>				<p>activities</p> <ul style="list-style-type: none"> <li>• Increased staffing capacity and sustainability</li> <li>• Improved standards</li> <li>• Improved behaviour and attendance and reduction of low level disruption</li> </ul>	
5. increased participation in competitive sport	<ul style="list-style-type: none"> <li>• Provide opportunities for all children to challenge themselves through both intra and inter school sport.</li> <li>• Increased participation in School Games competitions.</li> <li>• Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with SGO Dan Moody and attend competitions run by the Christchurch School Sport Partnership.</li> <li>• Engage more staff/parents/volunteers and young leaders to support attendance at competitions.</li> <li>• Use external coaches to run competitions to increase pupils' participation.</li> <li>• Identify a set number of competitions/events to provide transport to.</li> </ul>	Cover for Sporting Events £200		<ul style="list-style-type: none"> <li>• School Games Mark</li> <li>• Schools own data/registers</li> <li>• SGO</li> <li>• Competition/ events calendar</li> <li>• Photos displayed at school and on website</li> <li>• Competition reports</li> </ul>	<ul style="list-style-type: none"> <li>• X% of young people represent their school</li> <li>• X% of young people part of community clubs that the school has links to</li> </ul>	<ul style="list-style-type: none"> <li>• Review strategy for engagement in competitions and events.</li> </ul>
6. Partnership working to effectively maximise the impact of the primary sport premium	As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the	<ul style="list-style-type: none"> <li>• Continue to support the Christchurch School Sport Partnership.</li> </ul>	Christchurch school sports partnership. £2,500		Christchurch PE Policy: <ul style="list-style-type: none"> <li>• Christchurch partnership overview</li> <li>• Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding</li> <li>• More sustainable workforce including young</li> </ul>	

	<p>following opportunities:</p> <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> <li>• PE Conference</li> <li>• Dance project and festival</li> <li>• Outdoor activity days</li> <li>• Primary Leadership Academy</li> <li>• Christchurch Sports Awards</li> <li>• Youth Sport Trust Primary Membership</li> <li>• Support from Dan Moody for team teaching and staff training.</li> </ul>				<p>calendar</p> <ul style="list-style-type: none"> <li>• CPD Programme</li> <li>• Dance project</li> <li>• Dorset Leadership Awards</li> </ul>	<p>leaders.</p> <ul style="list-style-type: none"> <li>• Enhanced quality of provision</li> <li>• Increased pupil participation in competitive activities and festivals</li> <li>• Participation in partnership events including the Dance Festival and Sports Awards.</li> <li>• Increased range of opportunities</li> <li>• The sharing of best practice</li> <li>• Increased pupil awareness of opportunities available in the community</li> </ul>	
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Completed by (name and school position): Clair Miller

Date: 25/04/2017

Review Date: 31/07/2017

