

School:

Pupil Sport Premium – Evidencing the Impact

Amount of Grant Received – Year 2: £9909.83 Date: 2015/2016 total spent £10,082

| Intended Outcome | Evidence Available Y | Implementation (What you have done) | Funding Breakdown (How much spent on each area) | Effective use of Funding | Impact (The difference it has made) | Next Steps (What you will do to build on the impact) |
|--------------------------------|---|--|--|---|--|--|
| <p>Extra-Curricular</p> | <ul style="list-style-type: none"> • After school registers • Pupil Voice data in school. <p>Pictures, twitter and website</p> <p>Risk assessment and entry forms</p> | <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> <p>Enhanced quality of delivery of activities.</p> <p>Positive attitudes to health and well-being.</p> <p>Children are able to perform. Other Pathways into outside school sports club.</p> <ul style="list-style-type: none"> • <i>Quality of staff providing the activity</i> • <i>Partnerships and links with clubs</i> • <i>New equipment supplied for teams. to help provide better quality for school teams</i> • <i>Create sport clubs for parents and community to show healthy life styles.</i> | <p>Manchester city council. £3,690 approx</p> <p>TDS dance £1440</p> | <ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Introducing an in-school physical activity programme • Sports teams are feeling more confident and understand the structure of school tournaments. | <ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption • Positive impact • Clearer talent pathways • Increased school-community links • Results from past competitions have improved. | <ul style="list-style-type: none"> • More confident and competent staff • Increased staffing capacity and sustainability • Extend the number of clubs. • Support girls participation in sport. • Have a school team program that can support team player in competitions. • Children to understand rules on strategies of games. |
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| <p>Participation and success in competitive school sports</p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p> | <ul style="list-style-type: none"> Schools own data / registers Check with CSte SGO-school games organiser Calendar of events / fixture lists Active Mark | <ul style="list-style-type: none"> Engage with our School Games Organiser (SGO) Engage more staff / parents / volunteers Links with other schools To provide the pupils with a school inter competition. To create healthy competition in school using school houses to create teams and leadership skills. All children to take part in a sporting competition creating full inclusion. To have a least half of ks2 involved in some type of competition To include ks1 in to a competition. | <p>Manchester Schools PE Association £300</p> <p>School sports day Total £500approx</p> | <p>Positive attitudes to health and well-being Inclusion of the whole school More children active at high standard. More children involved in teams and future pathways in to sport.</p> | <p>Created a stronger team atmosphere. More children understand games. Children involved feel more confident when competing. More opportunities to play in the Manchester finals</p> | <p>Review our strategy for engaging in competition Review news ways of coaching. Aim for greater Manchester finals. To be able to compete at a high level in the Manchester finals.</p> |
| <p>How inclusive the physical education curriculum and extra curriculum</p> | <p>Pictures,twitter and website</p> <ul style="list-style-type: none"> Risk assessment and entry forms Schools own data | <p><i>Breadth</i> Providing children from year 2 and year 3 with horse riding lessons.</p> <p>To inform children the safety of being on a farm.</p> <p>To engage less active children</p> <ul style="list-style-type: none"> Access to facilities / resources Spirit of rio dance and relay race to engage children to feel confident in PE. To include all of Reception, ks1 and ks2 To broaden the curriculum. | <p>Spirit of Rio £500</p> <p>Equestrian £1152approx</p> | <p>Extended, alternative provision</p> <p>Engaged or re-engaged disaffected pupils</p> <p>A wide range of student are able to access the curriculum at a high level.</p> | <ul style="list-style-type: none"> A more inclusive which inspires and engages all pupils More confident children More confident staff seeing high level dance lesson and are able to recreate own lessons. | <p>Work on other inclusive programs</p> |
| <p>Intended Outcome</p> | <p>Evidence Available</p> <p>Y</p> | <p>Implementation</p> <p>(What you have done)</p> | <p>Funding Breakdown</p> <p>(How much spent on each area)</p> | <p>Effective use of Funding</p> | <p>Impact</p> <p>(The difference it has made)</p> | <p>Next Steps</p> <p>(What you will do to build on the impact)</p> |
| | <ul style="list-style-type: none"> Pupil voice | <p>To provide the pupils with good resources to use in PE. This will</p> | <p>£2500 approx</p> | <p>Purchasing specialist equipment and teaching resources to develop</p> | <ul style="list-style-type: none"> A more inclusive curriculum which inspires | <ul style="list-style-type: none"> Use more high quality equipment for pe. |

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| Replace equipment sporting Equipment | <ul style="list-style-type: none"> • Staff comments • Twitter • School invoices. | enhance the children's performance. | | <p>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</p> | <p>and engages all pupils</p> <ul style="list-style-type: none"> • More confident and competent staff • Enhanced quality of teaching and learning | <ul style="list-style-type: none"> • Train staff to use high quality equipment. |
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Further links to support you

Ofsted

www.ofsted.org

[Preparing a school self-evaluation summary \(Jan. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(Jan. 2014\)](#)

[Physical Education Survey Visits \(Dec. 2013\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(Dec. 2013\)](#)

CfBT

www.cfbt.com

Association for Physical Education (afPE)

www.afpe.org.uk

Free Downloads:

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

New 2014 National Curriculum:

[New 2014 National Curriculum](#)

Membership:

[afPE School Membership Form](#)

afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (To apply for this award please contact simon.leach@afpe.org.uk)

Qualifications

[The Education Trust and afPE. Level 5 Certificate in Primary School Physical Education and School Sport](#) adapting these materials

[Level 5 Certificate in Primary School Physical Education Specialism](#)

[Level 6 Award in Primary School Physical Education Subject Leadership](#)

Professional Learning Opportunities:

[afPE Professional Learning Events](#)

[afPE 2014 National Physical Education & School Sport Conference](#)

Department for Education

www.education.gov.uk

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)