

Evidencing the Impact of Primary PE and Sport Premium

DfE Vision for the Primary PE and Sport Premium: “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 & sport in primary schools against

Measure against 5 key indicators:

- 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

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding 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 C4L clubs
- run sport competitions
- increase pupils' participation in the School Games
- run sports activities with other schools

You should not use your premium funding to:

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming

School: _____	No. Pupils KS1/KS2: _____	Sport Premium Funds	
<p>5 Key Indicators</p> <p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, C4L, five a day, walk to school....</i>)</p> <p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>)</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>)</p> <p>4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>)</p> <p>5. increased participation in competitive sport (<i>Intra & Inter</i>)</p> <p style="text-align: center;"><i>Establishedd</i></p> <p style="text-align: center;"><i>Emerging</i></p> <p style="text-align: center;"><i>Embedded</i></p> <p>RAG rating key</p>		Total Sport Premium	£ 20090
		External Specialist Support (Sport Impact)	£ 7556.25
		DiscoverMe	£3435.00
		Rachel Rodipe	£6000
		YST membership	£977.73
PE Mats and Trolley	£732.00		
GetSet4PE	£399.00		
Equipment	£55.00		
Remaining	£934.50		

<p><u>Key achievements to date:</u></p> <p><u>Key indicator 1: Discover club and physical literacy.</u></p> <p><u>Key indicator 2: Home learning event showing positive effects of exercise on a child' brain</u></p> <p><u>Key indicator 3: Increased confidence and knowledge of subject leader. Increased confidence, knowledge and skills of all staff due to Get Set 4 PE and working with JM for lesson support.</u></p> <p><u>Key indicator 4: introduced yoga and mind, body, breath to all staff.</u></p> <p><u>Key indicator 5: entered two inter competitions and organised well- being</u></p>	<p><u>Areas for further improvement and baseline evidence of need:</u></p> <p><u>To introduce play and engage. To include parents.</u></p> <p><u>To revisit this with the purpose of encouraging more parental understanding.</u></p> <p><u>To monitor that staff are still using Get Set 4 PE effectively and to use it as an assessment tool.</u></p> <p><u>To monitor that staff are using resources on a regular basis.</u></p>
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<u>week.</u>	<u>To introduce my PB with JS and to have more intra competitions amongst year groups.</u>
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<u>Key indicator select 1-5</u>	<u>Intent/ Planned Impact</u>	<u>Implementation</u>	<u>Termly review RAG Rate</u>	<u>Impact on pupils (evidence)</u>	<u>Next steps (sustainability)</u>	<u>Funding Allocated £</u>
<u>*NOTE: Please remember to upload to your website</u>						
<u>2</u>	<p><u>Visioning, long term planning and detailed action planning(which will support Ofsted inspections), to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.</u></p> <p><u>The profile of PE and sport being raised across the school as a tool for whole school improvement.</u></p>	<p><u>JM to support BS with action planning and website documentation.</u></p>	<u>G</u>	<p><u>JM and BS produced action plan which was displayed on school website. Get set 4 PE fully embedded in PE curriculum across all year groups. BS introduced Yoga for Year Two, which has been very successful. Pupils thoroughly enjoyed the sessions and were able to experience an alternative PE curriculum, providing them with life skills and good practise for looking after their mental well-being.</u></p>	<p><u>To continue implementing Get Set 4 PE across Year groups. Ensure all teachers are using Get Set.</u></p>	<p><u>Sports Impact - £7000</u></p>

3	<p><u>Increased confidence, knowledge and skills of staff</u></p> <p><u>The profile of PE and sport being raised across the school as a tool for whole school improvement</u></p>	<p>Teacher Support/Mentoring <u>BS sent out audit and identified members of staff needing support for teaching.</u></p> <p><u>JM to provide teacher support/mentoring.</u></p> <p><u>BS and JM to encourage staff to share what they have gained from working with JM with colleagues within year teams.</u></p>	G	<p><u>JM successfully worked with EF on dance using Get Set plans. This enabled EF to become more confident with her dance teaching and using Get Set plans. This raised the teaching and learning of dance for the pupils. JM worked with NF on Yoga which was also very successful.</u></p>	<p><u>To continue embedding dance from get set plans.</u></p> <p><u>To try and ensure that staff working with JM in Autumn 2 are not disrupted by Christmas rehearsals.</u></p>	<p><u>Sports Impact - £7000</u></p>
1 4 5	<p><u>Regular physical activity</u></p> <p><u>Broader range of sports</u></p> <p><u>Broader experience of a range of sports and activities offered to all pupils (clubs wide variety of curriculum activities)</u></p>	<p>Extra-curricular Clubs/ coaching <u>School offers after school clubs in a range of sports activities. Football club, dance club, karate. Tennis club to be run in Summer Term.</u></p> <p><u>Bs has organised Cricket Coaching for Key stage 1 which has already started.</u></p> <p><u>Bs to look into organising year one change4 life club with Gopi Papiah (childrens health and weight programme).</u></p>	G	<p><u>Year One have had tennis coaching (3 classes). Children really enjoyed the sessions and learnt lots of new skills. Year Two had cricket coaching which was also very successful and relevant to the age group, providing them with new striking and fielding skills and access to a different sport. The school also successfully ran dance, karate and football clubs, which have been very popular. The variety of sports offered both curricular and extra-curricular provide all pupils with a wide variety of skills.</u></p>	<p><u>To continue organising extra-curricular clubs throughout the year.</u></p> <p><u>Will look into this in the future.</u></p>	<p><u>Other</u></p>

<p><u>1</u> <u>2</u></p>	<p><u>The engagement of all pupils in regular physical activity – kick-starting healthy active</u></p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p><u>The engagement of all pupils in regular physical activity – kick-starting healthy active</u></p>	<p><u>Bs organising healthy eating and oral health workshop with Gopi.</u></p> <p><u>Dukes Meadow to work with Year One pupils.</u></p> <p><u>BS to look into Play and Engage club liaise with JM and AW (London Scottish)</u></p> <p><u>Roof top hip hop on Wednesday mornings, encourages Parents and children to be more active. It also develops a sense of inclusion and a feeling of community. Parents are also welcomed to make use of the playground before and after school. This develops children’ FMS and increases activity levels.</u></p> <p><u>Parental engagement</u> <u>BS and JS to run a physical activity/healthy living workshop at parent ‘home learning’ event.</u></p> <p><u>Celebrate pupil’s success by sharing photographs and videos on the schools social media platforms. Announce more PE opportunities on Facebook. Possible weekly challenges for children’s and parents to do at home (being more active)</u></p>	<p><u>R</u></p> <p><u>G</u></p> <p><u>R</u></p> <p><u>G</u></p> <p><u>G</u></p> <p><u>A</u></p>	<p><u>Wasn’t organised due to lack of time.</u></p> <p><u>See above.</u></p> <p><u>Due to sport premium money running out.</u></p> <p><u>This happens regularly with various members of staff leading each week. Pupils get access to some fun, engaging, physical movement at the start of their school day.</u></p> <p><u>BS and JS ran a healthy eating/physical workshop for parents for home learning event. Parents were surprised by the amount of sugar their children were actually consuming and found it interesting to learn about how movement affects the brain.</u></p> <p><u>BS has made physical movement challenges and healthy eating cards for KHQ to put up on facebook for parents to access and encourage parents to be more healthy and active with their children at home.</u></p>	<p><u>To continue throughout the year.</u></p> <p><u>To repeat next year.</u></p> <p><u>To ensure these are being utilised.</u></p>
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<p><u>1</u></p> <p><u>3</u></p> <p><u>4</u></p>	<p><u>Increased range of sports offered.</u></p> <p><u>Regular physical activity</u></p>	<p>PE equipment/Resources <u>Check resources for general PE lessons.</u></p>	<p><u>G</u></p>	<p><u>BS has organised all the PE equipment and it is now all in a central place (the PE cupboard). All staff are aware of where everything is. Pupils have access to the equipment they need to adequately participate in their lessons and develop their PE skills.</u></p>	<p><u>Ensure PE equipment is being put back in the correct place and we are not running low of any resources.</u></p>	<p><u>Other</u></p>
<p><u>2</u></p>	<p><u>The profile of PE and sport being raised across the school as a tool for whole school improvement</u></p> <p><u>Parental engagement</u></p>	<p>Walk to school incentives <u>Children encouraged to walk to school and increase how much they walk through 'Beat the Street' competition. Mention in home learning event and newsletter.</u></p>	<p><u>G</u></p>	<p><u>Catherine Sutherland organises this each year. All children were excited and motivated to walk to school or walk on the weekends to get their points.</u></p>	<p><u>Re - organise next year.</u></p>	<p><u>Other</u></p>
<p><u>2</u></p> <p><u>3</u></p>	<p><u>The profile of PE and sport being raised across the school as a tool for whole school improvement.</u></p> <p><u>Increased confidence, knowledge and skills of staff</u></p>	<p>Subject Leader development <u>BS to work with JM to enhance subject leader knowledge.</u></p>	<p><u>G</u></p>	<p><u>BS and JS work together to enhance staff CPD and to ensure all staff are motivated to teach high quality PE. This ensures all pupils are receiving high quality PE lessons to enable to them to enhance their skills and knowledge of PE.</u></p>	<p><u>Continue to build on staff knowledge and incentives to promote PE across the wider school community. Organise sport and well being week.</u></p>	<p><u>Sports Impact - £7000</u></p>
<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p>	<p><u>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (Play & Engage, DiscME, C4L, five a day, walk to school....)</u></p> <p><u>the profile of PE and sport being raised across the school as a</u></p>	<p>PB challenge <u>Start PB challenges, get children to think of new challenges that we can add. Work with JS to get this up and running.</u></p>	<p><u>R</u></p>	<p><u>Speak to Jo about organising these again.</u></p>	<p><u>Look into getting this up and running.</u></p>	<p><u>Sports Impact - £7000</u></p>

	<u>raised across the school as a tool for whole school improvement.</u>					
3	<p>Increased confidence, knowledge and skills of staff</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Teacher Support/Mentoring BS, CG and JM sent out audit and identified members of staff needing support for teaching.</p> <p>JM to provide teacher support/mentoring.</p> <p>CG and JM to encourage staff to share what they have gained from working with JM with colleagues within year teams.</p>	G	<p>JM successfully worked with LC on reception dance using Get Set plans. This enabled LC to become more confident with her gym teaching and using Get Set plans. LC, (as head of reception), will share this knowledge across her team, raising the teaching and learning of gym for the pupils.</p> <p>JM started to work with BS on year 1 gymnastics but this was suspended due to the coronavirus.</p> <p>JM to continue with BS as and when possible.</p>	<p>To continue embedding gymnastics, along with other areas of PE curriculum, from Get set plans.</p> <p>JM to continue supporting CG and HHIN remotely.</p>	Sports Impact - £7000
1 4 5	<p>Regular physical activity</p> <p>Broader range of sports</p> <p>Broader experience of a range of sports and activities offered to all pupils (clubs wide variety of curriculum activities)</p>	<p>Extra-curricular Clubs/ coaching School offers after school clubs in a range of sports activities. Football club, dance club, karate. Tennis club to be run in Summer Term.</p>	G	<p>Still successfully running dance, karate and football clubs, which have been very popular. The variety of sports offered, (both curricular and extra-curricular), provide all pupils access to a broad range of sports and activities, developing a wide variety of FMS.</p>	<p>To continue organising extra-curricular clubs throughout the year.</p>	Sports Impact - £7000
			G			

	<p>The engagement of all pupils in regular physical activity – kick-starting healthy active</p>	<p>CG to look into Play and Engage club liaise with JM, JS and AW (London Scottish)</p> <p>Roof top hip hop on Wednesday mornings, encourages Parents and children to be more active. It also develops a sense of inclusion and a feeling of community. Parents are also welcomed to make use of the playground before and after school. This develops children' FMS and increases activity levels.</p>	<p>G</p> <p>G</p> <p>G</p>	<p>JS to implement Play and engage through model village initiative.</p> <p>This happens regularly with various members of staff leading each week. Pupils get access to fun, engaging, physical movement at the start of their school day, stimulating their brain, getting them ready to learn.</p> <p>Success, sporting achievements and weekly challenges are posted regularly on social media raising the profile of PE and school sport, developing a senses of pride and motivation in pupils.</p>	<p>To implement securely.</p> <p>To continue throughout the year.</p> <p>To continue throughout the year.</p>	
	<p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Celebrate pupil's success by sharing photographs and videos on the school's social media platforms. Announce more PE opportunities on Facebook. Possible weekly challenges for children's and parents to do at home (being more active)</p>				

1	Increased range of sports offered.	PE equipment/Resources Check resources for general PE lessons.	G	CG to continue monitoring the PE equipment and check it's being returned to its central place (the PE cupboard). All staff are aware of where everything is, ensuring that they can deliver their lessons successfully. Pupils have access to the equipment they need, ensuring they can adequately participate in their lessons, developing their physical, social and emotional skills.	Ensure PE equipment is being put back in the correct place and not running low of any resources.	Sports Impact - £7000
3	Regular physical activity					
4						
2	The profile of PE and sport being raised across the school as a tool for whole school improvement Parental engagement	Walk to school incentives Children encouraged to walk to school and increase how much they walk through 'Beat the Street' competition. Mention in home learning event and newsletter.	G	CK to continue to support Catherine Sutherland organisation of this. All children were excited and motivated to walk to school or walk on the weekends to get their points, whilst improving their understanding of the importance of physical activity.	Re - organise next year.	
2	The profile of PE and sport being raised across the school as a tool for whole school improvement.	Subject Leader development CK to attend the SI conference developing her subject leader knowledge.	G	CG to share her acquired knowledge from the conference with her colleagues to enhance all staff's knowledge, motivating them to teach high quality PE. This ensures all pupils are receiving high quality PE lessons enabling to them to enhance their physical, social and emotional skills, love of activity and knowledge of PE. Staff encouraged to include small intra competition's and PB's in lesson, developing pupils' resilience and competition experience.	Continue to build on staff knowledge and incentives to promote PE across the wider school community.	Sports Impact - £7000
3	Increased confidence, knowledge and skills of staff				JM to continue supporting CG and HHIN remotely.	
5	Increased participation in competitive sport (Intra & Inter)	Inter and intra competition School to enter inter competitions of sports day and dance. CK to look into intra competitions across year groups.	A		Re-enter next year.	
			R	Not had time to look into this. CG to look into organising sports/ dance	Look into organising this for another term.	

				competition among year groups.	
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Summer Term *NOTE: After termly update, please remember to upload the latest version to your website						
2	<p>Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews.</p> <p>JM and CG with to review action plan, rag rate progress and update website documentation.</p>	<p>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Start to implement more physical activity throughout the school day (incidental PE) and to have more active learning in place in wider curriculum (Maths, Literacy, etc).</p> <p>Enhancing the broader curriculum and offering - after school clubs.</p>	G	<p>JM and CG rag rated the action plan. JM and CG modified current PE provision in accordance with lockdown regulations to ensure children continued to receive and participate in physical activity and exercise whilst at home.</p> <p>Physical skills Creativity Mental health and well being Thinking</p>	<p>JM and CG to meet either virtually or not in September 2020 to complete action plan 2020/2021.</p>	<p>Sports Impact - £7000</p>
2, 5	<p>Sports Day Event</p> <p>Rainbow Games which ran alongside- Sports and Well being week.</p>	<p>Increased participation in competitive sport (<i>Intra & Inter</i>)</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>CG and JM to zoom head of years to introduce the whole school Rainbow Games and discuss the aim of this week.</p> <p>Leaders to feedback to their year group and encourage participation of staff.</p> <p>CG to record daily videos explaining and modelling each Rainbow Challenge. Challenge cards and score sheets uploaded onto the school website and included in the weekly planning grid for each year group.</p>	G	<p>Activity levels increased</p> <p>Able to engage with resources sent home</p> <p>Encouraged to the outdoors for all physical activities</p> <p>Personal best challenges allowed the children to use their creative skills and their physical skills. (Child drew a hop in the park with chalk as a target to shoot in to)</p> <p>This allowed children to participate in both intra and inter competition.</p> <p>Competing against both themselves and other.</p> <p>Positive impact on childrens mental health and well being.</p> <p>Positive feedback on how much fun the children were having when competing.</p>	<p>To continue throughout lockdown sending home daily challenges and topic related physical activities.</p>	<p>GetSet4PE- 399.00</p>

		CG to encourage staff to get involved and celebrate children who participate.				
3	Staff CPD. JM to continue teacher mentoring	Increased confidence, knowledge and skills of staff	G	Due to communication between CG and JM pupils have received a stream of resources and activities to do at home. Benefitting their physical and mental well- being.	CG and JM to continue meeting whenever appropriate. CG to continue monitoring home physical activity levels.	Sports Impact - £7000
5	Enhanced School Games provision – level 2 KS1 Dance Festival – school has entered	The profile of PE and sport being raised across the school as a tool for whole school improvement Increased participation in competitive sport	A/R	Dance festival postponed due to COVID 19 lockdown.	To re – enter next year.	Sports Impact - £7000
1, 4	Healthy active lifestyles. CG to create an activity log to encourage children to exercise daily.	the engagement of all pupils (and parents) in regular physical activity – kick-starting healthy active lifestyles. Attach a Front letter explaining the government guidelines for daily exercise in lockdown and state the benefits of this for all. Include log in home learning packs sent from school.	G	It was discovered through weekly phone calls between staff and families that the children were responding positively to the home learning packs. Following CG government guideline advice, pupils were exercising outdoors for an hour a day. Developed community and family ties as siblings and parents were participating in the challenges.	CG to continue encouraging families to exercise through home learning packs and weekly phone calls.	
2, 3	Subject Leader development CG to attend PE webinars on adapting activities and planning in PE which fit in with COVID-19 regulations. CG to share acquired knowledge with all staff.	The profile of PE and sport being raised across the school as a tool for whole school improvement. Increased confidence, knowledge and skills of staff	G	When children return they will be able to receive high quality PE. Due to CG attending **** webinars KHQ investing more money into resources for pods and social distancing equipment. CG adapting lesson plans and schemes of work to incorporate social distancing.	To continue to working with JM to ensure that all children are able to receive high quality social distancing PE.	Sports Impact - £7000

Name of Sport Impact Specialist: J. McNally	Headteacher signature: <i>K. Harper-Quinn</i>	Date: 25 th September 2019	PE Subject Lead signature: C.Gillespie	Date: 06.07.20
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SPORT IMPACT Sport Impact - External Specialist Support

In school support could include:

- Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews, which will support Ofsted inspections
- Visioning and long term planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.
- Strategic Leadership support for PE Subject Lead
- Teacher/coach lesson support/mentoring
- Play and Engage: Parental Engagement. Parent /carer and child fun, themed physical literacy sessions
- Delivery of extra-curricular clubs
- Curriculum planning and assessment
- Quality assurance
- Training of young leaders
- Professional development : In school twilight, half day or full day workshops bespoke to the needs of the school
- Support with transition phases
- Support with funding bids to enhance the strategic development of PE, sport and healthy active lifestyles
- Enhanced School Games provision
- Major Sports Festivals (3x Brentford Sports Days, Tennis)
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support
- Hounslow PE Learning Day
- Half a term of tennis coaching (Dukes Meadows)
- Enhanced Change4Life support
- Governors Workshop – “Sport Premium – The Governing Body’s Role”
- 3 Cluster Subject Leaders Forums

Key Indicators : questions & prompts to support planning

<p style="text-align: center;">1</p> <p style="text-align: center;">The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">The profile of PE & sport being raised across the school as a tool for whole school improvement</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Broader experience of a range of sports & activities offered to all pupils</p> <p style="text-align: center;">5 Key Indicators</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">Increased participation in competitive sport</p>
<p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> • M&E targeted children? data? • Intervention activities? What has been the difference? <p><i>Are you providing HQ outcomes</i></p>	<p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> • Vision in place • Promoted within school/ Govs/ parents • Strategic development • transition phase support <p><i>Does your PE & Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> • Any new PE activities used across school/subject areas? 	<p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> • Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities • Variety of activities? Individual, creative and team? <p><i>How good is the teaching and learning of PE in your school?</i></p>	<p><i>Are you providing a rich, varied & inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> • Additional pupils participating in L 1 / L 2 activities? No's? • Additional clubs being offered? Outcomes <p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, C4L, five a day, walk to school...</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>) 	<p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as</i></p>

<p><i>for YP through PE & sport?</i></p> <ul style="list-style-type: none"> • Can pupils retain info, apply skills and adapt tasks? • Do staff give opportunities for pupils to think & work independently? <p><i>What physical activity oppss are on offer & for whom?</i></p> <ul style="list-style-type: none"> • Play & Engage, Disc ME, C4L, five a day, walk to school 	<ul style="list-style-type: none"> • School values being promoted? <p><i>Do you have strong leadership & management of PE, Physical Activity & Sch sport?</i></p> <ul style="list-style-type: none"> • Clear overview of CPD needs • M&E quality of PE lessons? • M&E progress of children? 	<ul style="list-style-type: none"> • Staff more confident /competent? How do you know? • Increased staff K&U of what children need to learn? • Pupil progress? Data? 	<ol style="list-style-type: none"> 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 	<p><i>coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p>
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Overview of CPD/Sport attendance – Sport Impact Specialist to complete

CPD PE & Sport		Sport Participation	No's
Sport Premium: The Governing Bodies Role Action Planning		Yr 5/6 Cross Country Relays Yr 5/6 Cross Country	
PE Subject Leader Forums (cluster) Primary Schools PE Training Day		Yr 5/6 Hi 5 Netball (prelim & final) Yr 5/6 Best Football (prelim & final)	
Change4Life Sports Clubs (Deliverer's training) Aegon Tennis LTA		Yr 5/6 Girls Football Yr 5/6 Sportshall Athletics (prelim & final) Yr 5/6 Quadkids Athletics (prelim & final)	
		Yr 5/6 Tag Rugby (prelim & final)	
Other Sport	No's	Yr 5/6 Quicksticks Hockey	
Dukes Meadows Tennis London Welsh Rugby		Yr 5/6 Keysteps Gymnastics Yr 3/4 Keysteps Gymnastics	

Cluster Competitions		Yr 5/6 3v3 Basketball	
		Yr 5/6 Best Kwik Cricket (prelim & final) Yr 5/6 Girls Kwik Cricket	
		Yr 5/6 Tri Golf	
		Yr 3/4 Tennis Festival	
Intra School	No's	Yr 3/4 Primary Sports Day	
		Yr 2 Primary Sports Day	
		KS1 & KS2 Primary Dance Festival Yr 3/4 Primary Sports Day	
		Yr 2 Primary Sports Day	

Meeting national curriculum requirements for swimming and water safety

	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No

Name of Sport Impact Specialist:	Headteacher signature:	Date:	PE Subject Lead signature:	Date:

In school support could include:

- Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews, which will support Ofsted inspections
- Visioning and long term planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.
- Strategic Leadership support for PE Subject Lead
- Teacher/coach lesson support/mentoring

- Play and Engage: Parental Engagement. Parent /carer and child fun, themed physical literacy sessions
- Delivery of extra-curricular clubs
- Curriculum planning and assessment
- Quality assurance
- Training of young leaders
- Professional development : In school twilight, half day or full day workshops bespoke to the needs of the school
- Support with transition phases
- Support with funding bids to enhance the strategic development of PE, sport and healthy active lifestyles
- Enhanced School Games provision
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support

Sport Impact - External Specialist Support

Key Indicators : questions & prompts to support planning

1	2	3	4	5
<p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>The profile of PE & sport being raised across the school as a tool for whole school improvement</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Broader experience of a range of sports & activities offered to all pupils 5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, CAL, five a day, walk to school...</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 	<p>Increased participation in competitive sport</p>

<p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> • M&E targeted children? data? • Intervention activities? What has been the difference? <p><i>Are you providing HQ outcomes for YP through PE & sport?</i></p> <ul style="list-style-type: none"> • Can pupils retain info, apply skills and adapt tasks? • Do staff give opportunities for pupils to think & work independently? <p><i>What physical activity oppss are on offer & for whom?</i></p> <ul style="list-style-type: none"> • Play & Engage, Disc ME, five a day, walk to school 	<p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> • Vision in place • Promoted within school/ Govs/ parents • Strategic development • transition phase support <p><i>Does your PE & Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> • Any new PE activities used across school/subject areas? • School values being promoted? <p><i>Do you have strong leadership & management of PE, Physical Activity & Sch sport?</i></p> <ul style="list-style-type: none"> • Clear overview of CPD needs • M&E quality of PE lessons? • M&E progress of children? 	<p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> • Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities • Variety of activities? Individual, creative and team? <p><i>How good is the teaching and learning of PE in your school?</i></p> <ul style="list-style-type: none"> • Staff more confident /competent? How do you know? • Increased staff K&U of what children need to learn? • Pupil progress? Data? 	<p>5. increased participation in competitive sport (<i>Intra & Inter</i>)</p> <p><i>Are you providing a rich, varied & inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> • Additional pupils participating in L 1 / L 2 activities? No's? • Additional clubs being offered? Outcomes <p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, CAL, five a day, walk to school...</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 	<p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p>
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Overview of CPD/Sport attendance – Sport Impact Specialist to complete

CPD PE & Sport		Sport Participation	No's
Sport Premium: The Governing Bodies Role		Yr 5/6 Cross Country Relays	
Action Planning		Yr 5/6 Cross Country	
PE Subject Leader Forums (cluster)		Yr 5/6 Hi 5 Netball (prelim & final)	
Primary Schools PE Training Day		Yr 5/6 Best Football (prelim & final)	
Change4Life Sports Clubs (Deliverer's training)		Yr 5/6 Girls Football	
Aegon Tennis LTA		Yr 5/6 Sportshall Athletics (prelim & final)	
		Yr 5/6 Quadkids Athletics (prelim & final)	
		Yr 5/6 Tag Rugby (prelim & final)	
Other Sport	No's	Yr 5/6 Quicksticks Hockey	
Dukes Meadows Tennis		Yr 5/6 Keysteps Gymnastics	
London Welsh Rugby		Yr 3/4 Keysteps Gymnastics	
Cluster Competitions		Yr 5/6 3v3 Basketball	
		Yr 5/6 Best Kwik Cricket (prelim & final)	
		Yr 5/6 Girls Kwik Cricket	
		Yr 5/6 Tri Golf	
		Yr 3/4 Tennis Festival	
Intra School	No's	Yr 3/4 Primary Sports Day	
		Yr 2 Primary Sports Day	
		KS1 & KS2 Primary Dance Festival	
		Yr 3/4 Primary Sports Day	

		Yr 2 Primary Sports Day	