

PE and Sports Premium Audit and Guidance Tool

St Bernadette's Catholic Primary Voluntary Academy £18, 450 September 2017 – August 2018

This tool has been created to support schools to review their current provision and reflect on what is already in place in their schools, then allowing schools to prioritise key areas of focus for the forthcoming year.

This tool also includes the template of what schools will need to complete and publish by 4th April 2018.

DfE Guidance on Sports Premium Funding

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 Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
2. the profile of PE and sport is 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.

What can it be used for?

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by **4 April 2018**.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these conditions

Key Indicator 1 – The engagement of all pupils in regular physical activity - (30 active minutes every day)

Questions for baseline assessment –

- Does your school have a clear physical activity policy, which is implemented effectively?
- Do you know how active your children are?
- Do you have regular active lessons other than PE?
- Is your school aware of target groups of physically inactive pupils and do they address the barriers they face?
- Are positive attitudes to physical activity fostered within school?
- Does your school offer informal activity opportunities such as active breaks, active travel and other play schemes?
- Are pupils consulted about the activities on offer?
- Are staff encouraged and trained to inspire learning through active lessons?
- Is there a culture of children being active throughout the day?
- Do staff know the benefits of regular physical activity (emotional wellbeing, social as well as physical)?
- Do the positive attitudes to healthy lifestyles pervade school and the wider community?

What are your school's key achievements to date?

We have Y5 and 6 children who have trained as leaders who are timetabled to lead activities at lunch time for KS1.

KS2 children have one lunchtime per week of focused physical activity led by the PE leader.

After school clubs are on offer 3 nights each week providing a range of physical activities and sports.

We have attractive displays in the hall and in corridors that celebrate and encourage physical activity and healthy lifestyles.

Letters home to families remind and encourage children to be active regularly, to try new activities and to celebrate their achievements outside of school.

What are your areas of focus for 2017- 2018?

Training for lunchtime supervisors to provide ideas and confidence in leading and supporting children in physical activities.

To develop the role of the children as physical activity leaders.

CPD for staff so that all are aware of the benefits of regular physical activity.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation:
Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children are physically active for 30minutes every day and enjoy the physical, emotional and social benefits that it brings.</p> <p>Children are ready to learn and achieve better in their academic subjects.</p>	<p>Provide teacher-led physical activity with KS2 at lunchtime.</p> <p>Lunchtime time supervisors trained to organize and direct children’s games and encourage less active children.</p>	<p>£4400</p> <p>Training cost included as part of the Get Ahead partnership. Lunch supervisor overtime for training. £112</p>	<p>As a result of teacher-led lunch time sessions children are enthusiastic about taking part in a range of physical activity activities and games and developing their physical literacy. Since being exposed to a range of different sports and activities children are keen to be chosen for inter-school competitions. By taking part in friendly house team competitions during their lunchtime sessions children demonstrate a greater determination and passion to succeed.</p> <p>Developing lunchtime supervisor skills gives staff the confidence to help children to be physically active.</p> <p>Children are able to safely participate in physical activity play on the trim trail at break times with their friends.</p>	<p>Games and activities that are delivered to children during their lunchtime teacher-led session will encourage and inspire them to try these in their free-play during their breaks. Children will be inspired to develop their physical activity skills in order to be chosen for intra and inter competitions or events.</p> <p>The lunchtime supervisors who received the training will continue to use the ideas provided and create further activities. Lunchtime supervisors who weren’t able to attend will be given the information sheets and observe good practice from the staff delivering activities with the children.</p> <p>The trim trail will be maintained so that it is safe for children to continue to use.</p>
	<p>PE HLTA to lead games/physical activity for 10 minutes every morning in the hall (optional for all children).</p>	<p>£476</p>		
	<p>Class teachers provide physical activities for their children in or out of the classroom, at the beginning, end or within lessons.</p> <p>Maintenance and inspection of trim trail. Create a timetable for classes to use the trimtrail.</p>	<p>£304</p>		
	<p>Extra equipment for each class to provide physical activities in English and maths where possible.</p>	<p>£110</p>		

Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

Questions for baseline assessment –

- What is the school's vision for PE and School Sport?
- Does the vision include outcomes skills/experiences you want children to leave their school with?
- What are the main focusses for school currently?
- How does the school use sport in a whole school context?
- Which whole school events, projects or topics have been PE or sport –related?
- How is PE and sport used in a cross-curricular context?
- How are the values and skills of PE and sport reiterated in a wider context?
- How is PE and Sport used to engage the wider school community?
- How does the school use physical activity as a tool for change? (E.g. narrowing the gap, behaviour, attendance, attainment, emotional wellbeing.)

What are your school's key achievements to date?

PE assemblies to celebrate achievements in PE and sport both in and out of school. PE assemblies to encourage children to be physically active and try new sports.

A family holiday competition to encourage children to be physically active with their families.

Our Summer Sports Day celebrates children's teamwork, determination and passion for competing with and for their House Team. Families enjoy coming to support their children and the Academy.

Fundraising days with a physical activity focus (Sport Relief and CAFOD).

Newsletters to families to inform them of events and achievements in and out of school.

What are your areas of focus for 2017- 2018?

To develop the PE and sport area of the school website – share photographs and reports of inter-school events/competitions and in-school PE and sport activities.

Staff training from the PE leader and PE advisor.

Most KS2 children to have attended a PE/sport event outside of school.

To provide opportunities for the less confident children to take part in inter-school PE and sport events.

The PALs team to create a school PE/sport vision.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To celebrate the achievement of all pupils in physical activity/sport/PE and to demonstrate the school games values to staff, pupils and parents/carers. For all children to recognise the importance of taking part in PE/sport and how it helps them in all areas of their lives.	Take part in events run by the Get Ahead Partnership to develop the physical activity and sporting opportunities for children. Inform staff and children about events. Celebrate and inform parents/carers and the wider community on the school website. The PE Leader will need to write blogs and add photos to the school website.	£200	Children are proud of themselves for participating in physical activity/sport events and are keen to join in with events in the future. Photos and reports on the school website provide information to the wider community about events that have taken place and encourage children to choose the correct behaviour in school so that they are chosen for future events.	As a result of participating in many different PE/sport events and celebrating children's achievements in assemblies/newsletters and the school website more children and families are made aware of how important physical activity and school games values are. Since children are regularly encouraged to participate in physical activity in and out of school their fitness levels will increase and children will benefit mentally and physically.
	Extra swimming lessons for children in Y5 who didn't meet the national Curriculum requirements in Y4. Letters to parents/carers to inform them that swimming is part of the National Curriculum and an important life skill.	£600	Swimming lesson results from North Lincs Swim Education. More children meet the NC requirements for swimming.	
	Order metal medals for 1 st , 2 nd and 3 rd places to be awarded at Sports day for KS1 and 2. Order sweets – one for each child after their event. Order some new equipment to enable all children to participate – egg and spoons, beans bags and quoits.	£100	As a result of trialing the award of metal medals to children at sports day last year (2016/17) we felt it was important to do the same this year. Parents/carers and children valued their reward and looked after it. Many children who had never won a medal in a PA/sports event received a school medal and were thrilled.	

Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

Questions for baseline assessment –

- Are some, the majority or all of your staff confident in teaching PE? How do you know?
- What relevant CPD training have staff attended? How was this identified and what has the impact been?
- Is the PE coordinator suitably skilled in PE and Sport?
- Does the PE Coordinator support other members of staff in their subject development?
- Does your school have detailed schemes of work that exist as a productive working document for teachers to refer to?
- Is your school well-resourced with quality tools / materials and exciting equipment that facilitate learning?
- Are some or most of PE lessons good or outstanding?
- What do you do to support those that are not?
- Are a range of teaching styles employed, suitable to the activity being taught?
- Is reporting to parents detailed and secure?
- Are pupils involved in their own assessment?
- Are all pupils engaged in PE lessons?
- Is behaviour in PE good or excellent?
- Are pupils able to demonstrate high levels of skill and understanding?

What are your school's key achievements to date?

Two teachers received mentoring over 6 weeks from a gymnastics coach.

A PE support day gave the majority of teachers the opportunity to observe the PE advisor deliver lessons.

The PE Leader attends PE Forum meetings and reports back to the Headteacher and staff during training days.

Equipment is regularly audited and new resources purchased. Staff are consulted about equipment they would like sourcing.

What are your areas of focus for 2017- 2018?

Purchase and begin to implement the updated Primary Steps planning units.

The PE Leader to observe some PE lessons to monitor the quality of teaching.

PPE Leader to attend the PE conference and pass on information to staff.

Monitor and order equipment where necessary.

Develop and order resources for sports we haven't taught and competed in before.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To provide CPD training for teachers in order to increase their confidence and skill in teaching PE. This will therefore impact on children's learning and behaviour in PE lessons.	Gymnastics mentor to work with 2 teachers over 6 weeks. Other teachers to observe where possible.	£480	Comments from teachers and children during and after gymnastics sessions with the gymnastics mentor. Informal observations by the PE Leader during these sessions. Teachers who took part in the mentoring are then more confident in teaching gymnastics to their children in the next unit on the planning cycle.	Teachers who were mentored should remain confident in teaching gymnastics with their future classes. This training can be supplemented by attending further gymnastics CPD. As a result of observing model PE lessons teachers can add to their bank of ideas and are aware of how to structure lessons and keep children active as well as develop children's leadership skills. The PE Leader is better informed about the PE and sport premium funding since attending the PE conference and is able to pass this information onto the Headteacher and other staff.
	PE support day to demonstrate lessons to teachers and support the PE Leader in observing PE lessons.	Part of the Get Ahead Partnership £150		
	PE conference in Hull – PE Leader to attend.	£50		
	PE Leader to inform and encourage teachers to attend CPD opportunities through the Get Ahead Partnership.			
	New Primary Steps Planning to be ordered and begin to use.	£250	PE Leader reports back to Headteacher and other staff and begins to implement changes to help children to be physically active more often. More teachers and TAs attending CPD opportunities.	

Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils

Questions for baseline assessment –

- Is the curriculum varied and well developed?
- Does the curriculum engage pupils beyond simply skill development and develop more complex aspects of PE and sport?
- Are pupils encouraged to develop their leadership, coaching and officiating skills?
- Is PE experienced in a range of environments?
- How broad and accessible are the school sport activities?
- Do some of your out of hours activities link directly to the curriculum?
- Do some of your out of hours activities provide an exit route for community involvement?
- Are a reasonable proportion of your out of hours free and accessible to all?
- Are there any clubs aimed at disabled pupils, G and T, least active?
- Are there any experiences organised to raise aspirations of disabled pupils, G and T, least active?
- Does your school offer children the opportunity to take part in school sport as participants, leaders and organisers?
- Do you organise any whole school events to broaden excitement of sport and physical activity?

What are your school's key achievements to date?

Some Y5 children have attended Sports Ambassador training and work with the PALs(physical activity) team to deliver activities at lunch time for KS1.

All children participated in the It's Catching sessions and received a special tennis ball.

We have achieved the School Games Silver Sports Mark

We have an extra PE session once a week for our SEND children.

We enter inclusive inter-school competitions. Two of our boccia teams achieved 2nd and 3rd place in an inter-school competition.

Some of our children qualified to compete in a level 3 competition at the Humber School Cross-country Competition.

Some of our children attended an inspiration day at the English Institute of Sport in Sheffield.

What are your areas of focus for 2017- 2018?

To continue to develop and deliver a broad curriculum.

To encourage girls to participate in after-school clubs and experience a range of different sports/physical activities.

To provide leadership training for more of our children.

To attend competitions and events that we haven't entered in previous years.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To participate in a range of PE/sport competitions and events so that all children have the opportunity to find and develop skills and the school games values.	Subscribe to the Get Ahead partnership offer in order to access a range of PE and sport opportunities: Inter-school competitions Whole school inspiration days PE support day from PE advisor Training for children to be leaders Lunchtime supervisor training	£1000	Photographs on display boards and the website. Reports on the school website and in newsletters. Conversations with children which demonstrate that they are enthusiastic to participate in PA/sport events. Celebrations in assembly	As a result of children's participation in a school physical activity/sport event their mental and physical health is improved and this encourages them to enjoy, participate and compete in further opportunities.
	SEND weekly session with PE HLTA	£476	Children are confident and ready to compete and demonstrate their skills. In the inclusive boccia competition we entered 3 teams who came 2 nd , 3 rd and 5 th out of 15 teams.	We need to continue to provide these sessions as comments from the children and parents/carers demonstrate how important they are to children's mental and physical well-being.
	Buses booked to transport more children to more events – share with other schools where possible.	£500	Level 3 Humber cross country in Hull Photographs	As a result of using buses to transport to children to events we are able to take A, B and C teams, therefore enabling more children to participate and are encouraged to attend events in the future.
	Purchase tri-golf equipment	£250	Comments from staff, parents/carers and children after attending events.	

Key Indicator 5 – Increased participation in competitive sport

Questions for baseline assessment –

- Are there a range of opportunities for all pupils to take part in regular competitions both within school and against other schools?
- Does every child have the opportunity to represent their school?
- Does the school enter School Games events?
- Does your school enter other competitions?
- Are there good links with local community sports clubs?
- Are the achievements of representative pupils shared with parents and carers?
- Does your school website reflect the activities undertaken by pupils and provide clear and up to date information for parents and carers?
- Does your school apply for the School Games Mark?

What are your school's key achievements to date?

We achieved Silver School Games Mark 2015/16 and 2016/17. We entered a large number of inter school competitions through the Get Ahead Partnership. We've also arranged our own inter-school competitions by liaising with PE Leaders from other schools. We celebrate children's achievements in newsletters, assemblies, display boards and the website.

What are your areas of focus for 2017- 2018?

Develop the PE/sport content of the school website.

Work towards good school games mark by: forging links with local sports clubs, sharing PE news on the website and providing high quality PE lessons.

All Y4-6 children to have represented the school at an event/competition.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide opportunities for more children to participate in inter-school competitions, including SEND, G&T and less active children.</p> <p>To provide parents/carers with regular information about competitions children have participated in.</p>	<p>Subscribe to the Get Ahead Partnership in order to access inter-school competitions and whole school personal physical activity challenges.</p> <p>PE Leader to compose newsletters and reports on the website to provide information to children, parents/carers in order to increase interest and participation in competitive sport.</p> <p>TAs and teachers that work extra hours in order for children to attend competitions and inspiration days are paid overtime.</p>	<p>£1300</p> <p>£2500</p>	<p>Comments from children, staff and parents/carers before, during and after events.</p> <p>Records kept on events children have participated in.</p> <p>Reports from the Get Ahead Partnership after events.</p> <p>Newsletters and school website.</p> <p>TAs are happy to attend PE/sport events and feel valued.</p>	<p>We need to build on children's self-confidence after being chosen to participate in competitions by including similar competitions in physical activity sessions. Encourage children to join school clubs or external providers. Celebrate achievements in order to encourage further participation.</p> <p>In order to continue to provide a range of competitive sports we will need to subscribe to the Get Ahead Partnership and support staff with intra-school competitions.</p> <p>If support staff are not paid to attend events then we won't have the correct ratio of staff to children and we would be unable to enter competitions.</p>

Swimming

This year, all schools will need to report on how the school meets the national curriculum requirements for swimming and water safety

- Does your school receive sufficient data which shows progress and attainment in swimming?
- Do children make significant progress during school swimming lessons?
- Do you utilise school staff to support with the swimming lessons?
- Do all children meet the national curriculum levels for swimming?

	Please complete 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 ?	74 %
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	5 %
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? 3 children joined our Academy towards the end of Y5 or in Y6. Swimming lessons took place in Y4 and Y5 Autumn/Spring term	92 %
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

National Curriculum for Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.