

Sport Premium Self-Assessment framework

Sport Premium

Self-Assessment framework

Pupil Achievement and Progress

Emerging

Clear learning journeys are established so that pupil progress can be recognised.

Evidence that most groups are making adequate progress.

Developing

Less able pupils are supported effectively and more able appropriately challenged so all groups make clear and evidenced progress.

Established/advanced

All pupils making secure and sustained progress aligned to assessment framework.

A culture of high expectation with an established growth mind-set amongst pupils.

Teaching & Learning

All children are included within lessons with activity levels high.

Teaching is well-judged and often imaginative producing high levels of engagement from all pupils.

Pupils are working at different and appropriate levels, with interventions personalised to challenge and support all groups.

Effective and timely review of learning by teachers and pupils is an integral part of all lessons.

Consistent praise of positive behaviours means pupils have highly positive experiences in the subject and consequently want and expect to do well.

Pupils show exceptional levels of thinking skills, imagination and creativity.

Pupils know how to improve their own performance and work for extended periods of time without the need of guidance or support.

Enrichment Opportunities

An initial range of school based and external opportunities have been established.

Positive relationships are established with internal staff and high quality external clubs/coaches to provide a range of enrichment, extension and enabling opportunities accessed by the majority of pupils.

Pupils' participation in school based and external opportunities are adequately recorded and celebrated.

A full diverse and broad range of high quality extra-curricular clubs and residential opportunities are established with clear pathways and links to local opportunities. Positive family engagement and pupil voice driving decision making and enrichment offer.

Profile of PE & Sport (Advocacy)

Emerging

A clear plan and report is agreed and shared (including via website) showing the spending of Sports Premium money and the intended impact of the spending.

Positive displays in the school highlight and celebrate positive PE experiences.

Pupils have at least 2 hours of core PE lessons each week in all Key Stages.

Developing

Role of PE and Sport is seen as central to creating healthy and active learners.

A broader impact on whole school improvement is recognised by parents, governors, senior leaders and across all staff.

Established/advanced

PE is highly valued throughout the school community and viewed as an essential core subject.

A clear impact and celebration document is produced and shared, highlighting positive development and identifying next steps.

Swimming

Non-swimmers are identified and a specific programme with an external provider is established to ensure those children can swim 25m unaided before they leave the school.

Early intervention strategies are established with structured swimming lessons for all pupils as early an age as possible.

All pupils can perform a range of strokes effectively and a safe self-rescue in different water-based situations.

Strong links with parents, external coaches, facilities and clubs are established to provide suitable needs and ability led opportunities for all children to access. Internal staff are trained to support planning and delivery.

Competitive Opportunities

Healthy competition policy established and communicated which establishes inclusion and personal best at the centre.

Strong awareness and links established with school games programme and other external local opportunities.

An appropriate and broad range of competitive sports and activities/experiences are developed for all ages and abilities.

Competition is used as a tool for learning with regular opportunities for intra and inter-school competition.'

Healthy competition is central to both curricular and extra-curricular programmes, with all children regularly accessing healthy competition that is safe and challenging. An effective review and celebration of competition highlights impact on broader learning.

Staff Training & Support

Emerging

A sustained commitment is established by an identified subject leader to improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of activities.

Developing

A needs-led staff development plan is established including engagement with relevant externally provided training, supporting resources and teaching aids provided.

Established/advanced

A positive growth mindset culture is established with effective ongoing internal lesson based observation, review and staff support. An evidenced increase in staff confidence and positive perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.

Assessment & Planning

An effective curriculum and assessment framework is established with clear learning journeys linking directly with the national curriculum and the needs of all pupils.

Teachers have a shared understanding of assessment.

Effective assessment tools and methods are used to recognise progress and inform planning.

Lessons are planned effectively with challenging tasks based on accurate assessment of pupils' prior skills, knowledge and understanding.

Schemes of Work and lesson plans fully align to the assessment framework. Assessment for learning is embedded with peer assessment and collaborative learning integral to all lessons. Clear progress is celebrated and shared with pupils and parents.

Health & Wellbeing

Pupils have good activity levels and understand the importance of leading a healthy lifestyle and making healthy eating choices.

A commitment to health and wellbeing is seen throughout the school.

Policies and interventions are innovative and capture the interest of pupils, supporting them to develop lifelong participation habits.

The needs and interests of all groups of pupils, including disabled pupils, more able pupils and those with special educational needs are fully provided for.

The curriculum is highly inclusive and challenges all pupils to remain physically active. Successful family engagement strategies are established to develop healthy habits and sustained positive behaviour.

The school demonstrates a sustained commitment to the health & wellbeing of their pupils as well as a clear focus around lifelong participation. Examples could include whole school policy, an active travel plan and a healthy eating policy.