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 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:**

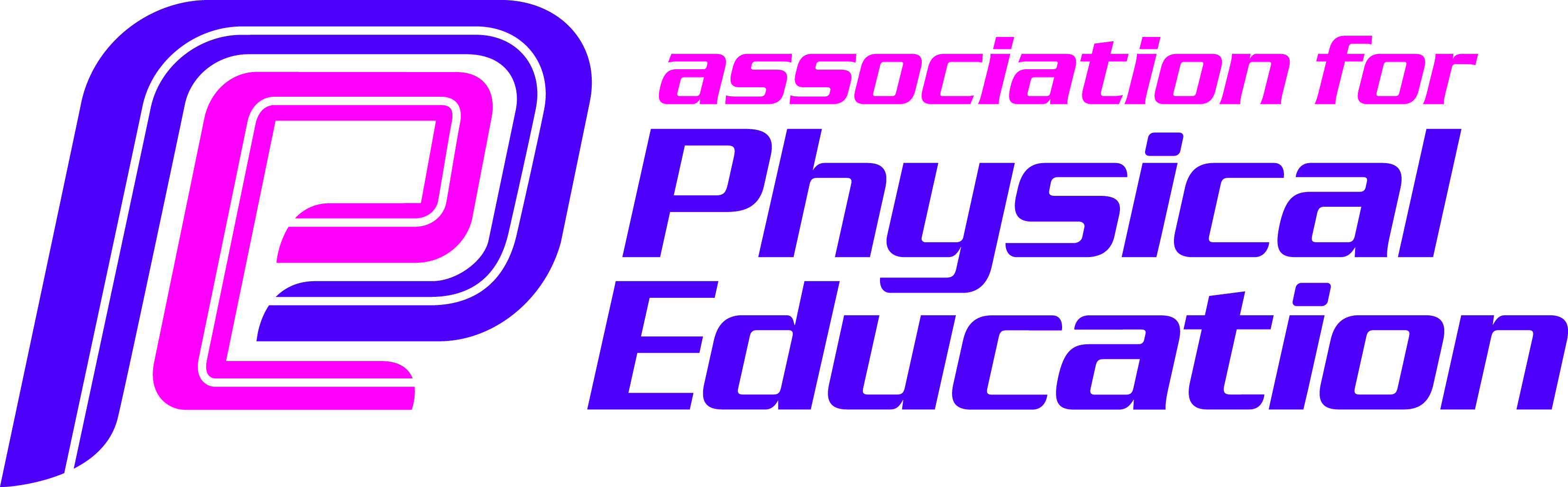
Evidencing the Impact of Primary PE and Sport Premium

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

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](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-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](https://www.gov.uk/government/publications/governance-handbook) hold them to account for this. Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) of how they spend this funding and the effect it has had on pupils’ PE and sport participation and attainment.

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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](http://www.nhs.uk/change4life/Pages/change-for-life.aspx) clubs
* run sport competitions
* increase pupils’ participation in the [School Games](https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/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)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/341951/School_teachers__pay_and_conditions_2014.pdf) arrangements - these should come out of your core staffing budgets
* teach the minimum requirements of [the national curriculum](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study) – including those specified for swimming.   
    
  Guidance on the primary PE and sport premium can be found at [gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools).  
  Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Cicely Haughton

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

Academic: 2017-18

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? Choose an item.

**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](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study) 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? | 66% |
| • 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? | 33 % |
| • 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? | 33 % |
| • 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? 2017/20 2019**

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: |
| 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 | 1. PE lead attended Active school briefing as part of the School Games Mark criteria and fed back the key points in a teachers meeting. As a result we now have 10 minutes planned activity of moderate exercise on days where the classes do not have P.E. 2. Wellbeing Days across the school year proved popular .Linked extremely well with Mental Health Action Plan. Children enjoyed the mobile climbing wall, Move Charity fun run, Animal Magic, the Autumn Walk, and Water Play. 3. P.E continued to be taught by class teachers with the support from Teaching Assistants. 100% of teachers said the schemes of work provided helped with the quality and delivery of P.E 4. We subsidised our Year 6 pupils (36% of school population) Outdoor Education activity week enabling all pupils to participate regardless of disadvantage. Pupils thoroughly enjoyed the experiences offered, and their curriculum was enriched by it. Pupils’ social and emotional development was enhanced by these experiences, impacting positively on objectives identified in their EHC Plans. Parent feedback was very positive. £2000 5. We achieved a Bronze School Games Mark – this was achieved through meeting the School Games Criteria. 6. We reviewed the impact of Premier Sports 7. Pupils participated in the yearly calendar of CADSSA sports event as part of our affiliation. These included: football, Rugby, Cricket, Athletics, X-Country and Swimming. In 2015/16, 64% of pupils participated in at least one activity. For 2016/17 we increased this to 72% . £2000 | For 2018-19 PE Lead will attend Active Learning across the curriculum to further enhance activity levels in classrooms whilst providing supportive resources £300  For 2018-19 all classes focus on Health and wellbeing. This is cross- curricular and helps drives the positive impact exercise and better food choices on health.  For 2018-19 there is a planned Change4life Week where there is a greater focus of being active. All classes will attend a session at Clip’n’Climb (£350) to help encourage children to be active and giving them a broader range of activities.  CPD for staff had a positive impact as it enabled more enriching activities to be offered. For 2017/18 our PE lead will gain a Level 6 qualification and disseminate this to staff.  The opportunities for our pupils to participate in sports competitions with mainstream schools has a huge impact on the SEMH development. We will continue to be a CADSSA member and support our pupils outside of school hours in these events. We have also developed links with other special school to increase the number of children who are able to compete and participate in sport and games.  Based on Evidence from Blot and pupil voice, staff voice, Enrichment sessions are now timetabled in class groups and the use of sports coaching ‘Premier Sports has stopped in its entirety  We continue to prioritise the Year 6 Outdoor Education experience and will ensure that all pupils are able to go in 2018-19 regardless of disadvantage. We have opted for a residential experience given the nature of the children and to offer a broader range of activities in the week.  We will use the additional Sports Premium funds to further develop the Healthy Lifestyle Zone in buildings that we are developing for pupils to use throughout this academic year. |

**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: **2017/2018** | | **Total fund allocated: £16,500** | |
| A | B | C | D | E | F | G | H |
| PE and Sport Premium Key Outcome Indicator | School Focus/ planned **Impact** ***on pupils*** | Actions to Achieve | Planned Funding | Actual Funding | Evidence | Actual Impact (following Review) ***on pupils*** | Sustainability/  Next Steps |
| 5. increased participation in competitive sport | Membership of CADSSA and participation in after school competitive sport | Continued membership. Yearly timetable. Register of participants. | £1500 |  | Pupil participation stats – 2016/17 72%. 2017/18 76%  Pupil feedback  BLOT data | There has been a rise in competitive sport participation – facilitated through CADSSA membership and access to ‘School Games’ activities and timetables developed by the School Games Organiser (Zoe Harp)  Pupil feedback data  95% of children really enjoyed taking part in sporting competitions this year ☺☺☺  5% Enjoyed taking part ☺☺  89% said they would really like sporting competitions to continue next year ☺ ☺ ☺  \*11% ☺ ☺ said they would.  80% thought other children would really enjoy sporting competitions next year. | Continue to develop and expand links with other special schools to utilise facilities at CHS and at other schools.  Arrange regular fixtures with the Roaches and other special/ small schools.  Continue involvement in the School Games calendar |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | As part of our Mental Health Action Plan, wellbeing days that have bought in activities | Plan yearly activities and design a timetable that encourages healthy lifestyles. Review impact. | £1500 |  | Pupil feedback  BLOT data  Staff feedback  Climbing Wall  Move Charity afternoon as part of our timetabled ‘Wellbeing days’ discussed healthy recovery bars as well as included a ‘Move Mile’  Water play afternoon for all years except year 6 who are at Stanley Head  PSHE as well as the PE curriculum emphasises positive healthy lifestyles and regular activities.  Focus on Healthy eating for science for all classes as first topic.  Health Related fitness timetabled for all classes at the start of the year during P.E lessons.  JSH class ‘Active Heat Map’ that displays how often children are active during the week | Mental Health and Wellbeing days have been hugely successful with 100% of pupils who took part saying they enjoyed the experience and would like to do it again. | \*Whole school DAILY’ miles before lunchtime to ensure all pupils have regular physical activity.  Continue to use Assemblies to deliver whole school messages that promote a healthy lifestyle.  All class teachers to complete an Active Heat Map. This will give an excellent indicator of any improvements across the school in terms of being physically active.  JSH to deliver a teachers meeting following the advice/ ideas given in the ‘Active Schools’ briefing.  Further development of the P.E curriculum that utilises the outbuildings once ready. – Assign a member of staff to work alongside the P.E co-coordinator and Wellbeing coordinator to further develop a Health Related Fitness program that is ongoing throughout the year.  Focus on Healthy eating for science for all classes as first topic. |
| 3. increased confidence, knowledge and skills of all staff in teaching PE and sport | Level 6 PE Qualification for designated PE co-ordinator | Enrol and complete course.  Cascade to teaching teams. | £300 |  | Impact on PE delivery via lesson observations, staff confidence audits, pupil feedback  Course later in school year 3.7.18 & 5.12.18 | Staff Audit:100% of teachers thought that the scheme of work provided this year had helped with the quality and deliver of P.E.  CPD provided again for CRE – FA Teachers Award. | JSH to provide CPD to staff in certain areas of the curriculum or to source relevant CPD for staff. |
| 4. broader experience of a range of sports and activities offered to all pupils | Offer pupils a range of bought in enrichment weekly sessions to inspire healthier lifestyles | Agree contract with Premier Sports. Monitor and evaluate impact on pupils | £3,240 |  | Pupil feedback  BLOT data  Staff feedback | Pupil Feedback  15% thought Premier Sports was ok or worse.  85% thought Premier sports was good or really good.  Staff feedback:  100% of staff felt that the activities provided by premier sports had an ‘ok’ ☺ or below impact on Enrichment sessions.  Staff commented on how it was dependent on the activity and the groups.  100% of staff rated the sports coach as ‘ok’ ☺ for being organised and engaged. | Review the impact of Premier Sports to the school’s Enrichment afternoons. Discuss and liaise with other organisations to see if they would be able to offer further sports and activities.  Invest in current staff who could specialise in certain activities – e.g. Mountain Boarding. |
| 4. broader experience of a range of sports and activities offered to all pupils | To subsidise Year 6 Outdoor Activity week, ensuring all participate. | Agree timetable with Centre. Pay shortfall. | £1000 |  | Pupil feedback  BLOT data  Staff feedback  Parental feedback  Week booked: July 9-13th | Children have had the opportunity to compete for school teams and to take part in school games activities such as the Special School football festival, Rugby Megafest, Multiskills, PB sessions, Paralympic sports, Zorb football, climbing, Archery, Parkour, and much more. | Develop a broader range of adventurous activities with Stanley Head for all class groups across the school year. Possible Enrichment activity. |
| 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Develop our equipment related to Healthy Lifestyles in conjunction with the development of additional buildings | Design Healthy Lifestyle Zone  Purchase equipment for HRF  Review outdoor education equipment including mountain bikes | £8,960 |  | Pupil feedback  BLOT data  Staff feedback  Parental feedback  Impact on PE delivery via lesson observations, staff confidence audits  Awaiting funding update |  | Develop improved methods to test health and fitness. E.G – Bleep tests over the year (at least) to see if there is an improvement. – part of ‘Health related fitness’ – ‘Healthy lifestyle Zone. |

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Completed by (name and school position): James Sheldon PE co-ordinator, Paul Spreadbury Headteacher

Date: 01/09/2017

Review Date: 01/07/2018

**Developed by**  

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After every update, please remember to upload the latest version to your website.