PE and Sports Premium Audit and Guidance Tool

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.

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**DfE Guidance on Sports Premium Funding**

Schools must use the funding to make additional and sustainableimprovements 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 cant 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?

All pupils participate in two PE sessions per week

A number of pupils access hydrotherapy, physiotherapy, rebound and occupational therapy regularly during the school day.

We offer a ‘moving sounds’ sessions once a week for pupils with complex needs.

We offer additional active opt in sessions during options time once a week.

Year 6 access swimming at the local swimming baths once a week.

We have used coaches to support teachers in gymnastics, Judo, dance, taekwondo and table tennis

All teachers received training from Owen Donovan last year on structuring PE lessons, how to differentiate activities and on basic physical Literacy skills

Questionnaires showed that teachers felt more confident to deliver PE but needed more support to take these ideas into our EYFS/KS1

Lunchtime clubs have a focus on being active, including bikes and scooter clubs, playground games and field games

What are your areas of focus for 2017- 2018?

 All pupils to have an active 30mins physical activity everyday:

 Conduct research into how active pupils are

Provide training/development work for teachers

Ensure opportunities for pupils to be active in lessons other than PE

Improve opportunities for active movement at playtimes by creating an outdoor gym in KS2 main playground and improving the resources for KS1 playground and updated training

for playground games with KS1 staff and regular supply staff.

Provide opportunities for pupils to take part in competitive sports with others for examples through the inclusive projectablity games in Feb 2018

Improve the quality of PE teaching for physical Literacy in KS1

 Buy in additional coaching support from Owen to build on last term’s development.

Develop a physical activity policy with staff.

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| **Key indicator 1:** The engagement of all pupils in regular physical activity Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school  | Percentage of total allocation: |
| % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All pupils will access 30 active mins a day | Make playtimes more active:KS1/EYFS playground games trainingBikes/Scooters/Parachutes/Balls and hoops to be purchased.KS2 Outdoor Gym to be installedTraining for teachers on incorporating active movements cross- curricular | £1450£10,785£825 | Pupils have a choice of activities at playtime and encouraged to be involved.Fitness trackers demonstrate activity levels.Teacher timetables map activity planned activity levels.Learning walks demonstrate this happening. | Maintain upkeep for playground resources and timetabled use. Look at possible incorporation of a mobility trail next year.Use fitness trackers to establish any pupils/groups no meeting the activate 30 and plan activities to motivate them through the day. |

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?

The school has a clear vision for PE and sport and encourage children to be active on a daily basis. Opportunities are given throughout the school day for children to be active and teachers have been trained on how to make all lessons active.

Many whole school events this year have had an active focus including a Santa Stride, a Bubble Walk an Active Week and Active Assembly and Sports Day

What are your areas of focus for 2017- 2018?

To encourage all children to be active

Develop personal movement and physical handling folders for children with physical and sensory needs – to ensure all children have regular movement and change of position throughout the school day

Children with complex sensory differences will have the opportunity to visit a gymnasium, giving the opportunity to be active, meet their sensory needs and develop their opportunities to visit a community venue

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| **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: |
|  % |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All children with physical and sensory needs will have movement and physical handling folderChildren with complex sensory differences will visit Allegro GymnasticsDevelop whole school events with a focus on being active | Identify all therapies available to childrenDevelop folders and timetables to show when movement and positioning activities will take placeMonitor movement of pupils with complex needs throughout the school dayDevelop assessment system to show progression of physical skillsChildren to have opportunity to see benefits of exercise in a different environment to the school (linking to school aim of encouraging children to access more facilities in the community)Further develop school sports day to ensure all children have the opportunity to be active throughout the day.Develop a winter and summer event (Santa Stride and Bubble Walk) where children have the opportunity to be active for an extended period of time | £725£635£820 | Children’s movement and physical handling folders evidence that children with physical and sensory needs have opportunities to be active throughout the schools dayChildren enjoyed visiting a new environment and where active throughout sessions, receiving training from specialist coaches, whilst also develop school staff skills.Pupil feedback from events show they were enjoying being active.All children engaged and took part in the events |  |

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?

Training in Physical Literacy given to all teachers Sept 2017 by INSET Day delivered by Owen Donovan from the School Sport’s Partnership. Questionnaires indicated that teacher’s felt more confident after the training in planning PE, structuring lessons differentiating activities to individuals. They indicated their knowledge levels of physical literacy and development had improved but more work was needed in the EYFS/KS1 classes to see how it could apply with those pupils working at much earlier stages of development.

Coaches used to improve knowledge of staff in specific areas such as gymnastics, Judo, dance, taekwondo and table tennis.

A number of staff within the school are PE specialist trained (although we don’t current have a PE coordinator)

What are your areas of focus for 2017- 2018?

Develop teaching in EYFS/KS1 with support from Owen Donovan over the Spring 2 and Summer Terms

Time to be spent observing PE lessons during learning walks to baseline the quality of PE sessions within the school and look for areas to improve, so a baseline can be made and areas for improvement identified.

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
|  % |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Improve the knowledge, confidence and quality of PE sessions in EYFS/KS1. | Oven Donovan (Specialist teacher from School Sports Partnership) to support teachers in developing their planning, through coaching and team teaching with teachers in a rolling program through Spring 2 and Summer terms.SLT/VH to spend time observing PE sessions through learning walks to identify (quality of teaching, planning, pupil involvement and behavior in PE). | £1595£765 | Teacher feedback questionnaires and impact reports (compared with those undertake after initial PE training).Learning walks to demonstrate an impact on planning and practice.Identify positives and areas for development and use to inform action planning for forthcoming year. | Teachers to incorporate learning into ongoing planning for PE through the school.Use outcomes to generate action planning for forthcoming years. |

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?

There are long term SoW in place for the PE curriculum, many teachers use the Val Sabin units to plan their PE sessions which cater for simple skill development and progression.

Many pupils are at a level where they need continued practice at simple skills levels in PE because of the SEN (which the curriculum caters for).

Pupils have the opportunity to experience different sports through visits from specialist coaches in specialist areas.

A variety of specialist movement activities are on offer for those pupils with complex needs and physical disabilities (Hydrotherapy, physiotherapy, movement in sensory sessions, ‘moving sounds’ sessions, rebound therapy and occupational therapy).

We have a sports day at the end of the school year in which sports are differentiated to meet the needs of different individual learners.

Specialist PE activities are planned throughout the year such as sponsored charity walks

What are your areas of focus for 2017- 2018?

Organise opportunities for pupils and staff to experience new specialist disability sports through the School Sport’s Partnership ‘Projectablity Day’

Utilise the knowledge of Owen Donovan to incorporate and inform planning for a wider range of sports in our curriculum.

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| % |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Provide opportunities for pupils to participate in a multi sports day.Pupil to have access to specialist setting for gymnastics to improve their skills in the area and increase movement/activity levels in this group of pupils. |  School to participate in the inclusive multi sports day organized by the sports partnership with other special schools from the area in Feb 2018.8 pupils to access allegro gymnastics academy weekly from March 2018. Opportunities to compete against one another incorporated into the sessions. | £395As KI 2 | Group of pupils will have attended. Success shared within the school.Ideas for other specialist sports to be shared among staff at staff training.Pupils to access the session weekly.Teacher to keep a record of impact and achievement. | Explore opportunities for other competitive sports with local schools especially SEN settings.Incorporate opportunities to explore these sports within the review of the curriculum.Look at the possibility of extended this opportunity to a wider group of pupils if successful. Staff to incorporate activities into planning in general PE sessions. |

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?

Yearly Sports day which takes place in July each year

Opportunities to take part in a range of sponsored walks throughout the year.

We have good links with the local gymnastics club and sports coaches.

What are your areas of focus for 2017- 2018?

Provide opportunities for pupils to participate in competitive sports with other schools.

Opportunities for a group of pupils to access with local Allegro Gymnastics academy once a week for the Summer Term to work on specialist gymnastic skills.

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation:% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Provide opportunities for pupils to participate in a multi sports day.Pupil to have access to specialist setting for gymnastics to improve their skills in the area and increase movement/activity levels in this group of pupils. |  School to participate in the inclusive multi sports day organized by the sports partnership with other special schools from the area in Feb 2018.8 pupils to access allegro gymnastics academy weekly from March 2018. Opportunities to compete against one another incorporated into the sessions. | As KI4As KI2 | Group of pupils will have attended. Success shared within the school.Ideas for other specialist sports to be shared among staff at staff training.Pupils to access the session weekly.Teacher to keep a record of impact and achievement. | Explore opportunities for other competitive sports with local schools especially SEN settings.Look at the possibility of extended this opportunity to a wider group of pupils if successful. Staff to incorporate activities into planning in general PE sessions. |

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?

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|  | 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 when they left your primary school at the end of last academic year? | 5.5 % |
| 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? | 5.5 % |
| 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? | 0 % |
| 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** |
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**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.