Sports Premium Funding

Introduction
Moordown St John’s Primary believes physical education is an essential part of a child’s educational development. It provides movement-centred and knowledge-based activities for all students.

The core components centre on movement, key skills and social interaction, allowing students to recognize the diversity of individual ability and participate with respectful conduct. It will also provide the children with the necessary skills of good sportsmanship, to strive for excellence and not to be discouraged if they do not win; encouraging a ‘Growth Mindset’ equipping them with the appropriate responses in order to deal with winning or losing, thus facilitating valuable lessons for their future.

Developing a balanced Physical Education program offering a variety of activities provides students an opportunity to develop acceptable fitness levels, a broad spectrum of skills and the knowledge necessary to use those skills for a lifetime of active participation. We feel positive participation in physical education will leave students with a legacy of success, facilitating an active lifestyle.

What is the ‘Sports Premium’?

April 2013, the Department for Education, Health and Culture, Media and Sport announced new funding of £150 million to support the delivery of PE and school sport. Funding is being allocated to all state-maintained secondary, primary, middle and special schools (including non-maintained special schools), academies and pupil referral units with primary aged pupils for the period September 2013 to 31st August 2014 and from 1st September 2014 to 31st August 2015. Our school will be receiving £9290 in two instalments.

The new primary ‘sport premium’ funding for primary schools has been designed to help schools in a variety of ways. Some of the outcomes we hope to meet through the ‘sport premium’ funding are:

- Increased opportunities for competitive sport.
- Improved quality of teaching and learning in Primary Physical Education, including more dynamic exercise in lessons.
- Improvements in the quality and breadth of PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performances levels they are capable of.
- Procuring quality assured professional training for staff to raise their confidence and competence in teaching PE and sport through the Bournemouth School Sports partnership.
- Providing cover staff to release teachers for professional development in PE and sport.
- Supporting regular sport tournaments, festivals and competitions for pupils of all ages.
• Entering children into different leagues and competitions organised across Bournemouth and Dorset.
• Developing young Sports Leaders and Games Makers in Key Stage 2 through partnership with the Bournemouth PE Team.
• Hiring professional sports coaches to teach / support the teaching of a variety of different sports during curriculum time.
• Paying for / subsidising the cost of extracurricular clubs taught by coaches and staff members targeted specifically at children who are ‘keen but not participating currently in sport.’

Vision

Our vision is to raise the aspirations of all pupils regardless of athletic talent, physical and mental abilities or disabilities encouraging them to acquire motor skills to perform a variety of physical activities in order to pursue a healthy and active lifestyle in an increasingly changing society.

Aims

We aim to ensure that the provision is challenging and appropriate and the support mechanisms are in place to allow all to reach their full potential. The provision will be inclusive, engaging, innovative, inspiring and raise aspirations. It will provide high quality sustainable Physical Education and sport within the curriculum and out of school hours. Our action plan encompasses all the key concepts to develop pupils’ Competence, Performance, Creativity and Healthy Lifestyles. We aim to give a broad base of learning as is possible so that all pupils can develop interest and understanding in many different areas. It will also provide high quality continuous professional development (CPD) for all teachers and other adults involved in the delivery of PE and school sport. It will aim to build sustainable professional learning networks including effective school to school support and families of schools working together. It will provide the children with the skills, confidence and relevant experiences to succeed at their chosen level and discipline and inspire them to rise to the challenge of competition and participate competitively.
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<tr>
<th>Area of Focus</th>
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<tr>
<td>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</td>
<td>(Sign-posts to our sources of evidence)</td>
<td>(Based on our review, key actions identified to improve our provision)</td>
<td>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted)</td>
<td>(How much spent on each area)</td>
<td>(The difference it has made / will make)</td>
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<tr>
<td><em>Curriculum</em></td>
<td>1. Review the quality of our curriculum including:</td>
<td>1. Improving staff professional learning to up skill teachers and teaching assistants; Mr Morgan to attend Level 5 Certificate in Primary School Education Specialism Qualification. Level 6 Award in Primary School Physical Education Subject Leadership. 2. Releasing the most effective teachers to lead improvements in PE and School Sport; PE leader to plan curriculum coverage throughout the year. 3. Renovate and provide sustainable grass surface to be used throughout year – field to be completely resurfaced.</td>
<td>1. Release for Audit 2x £160= £320 2. Course: £2300 (Course &amp; release) £200 – Tennis coaching – up skilling teaching staff 3. £TBC 2014-15 4. £5000 + £3000 match funded by PFA</td>
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<td><em>Schools own data: School Self review by HT &amp; PE Leader</em></td>
<td>• Breadth and Balance (Statutory Entitlement – Sept. 2014)</td>
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<td><em>Staff self-audit</em></td>
<td>• Time available</td>
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<td><em>Discussions with individual pupils and liaison with parents / carers</em></td>
<td>• Quality of teaching and learning (Lesson planning and observation)</td>
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<td>• Staff Professional Learning (PL)</td>
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<td>• Access to facilities / resources</td>
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<td>• Pupil needs (Pupil Voice)</td>
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<td>• Gifted in PE</td>
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<td>• Audit access &amp; opportunities to PE/Sport to ‘keen’ and ‘less active’ pupils</td>
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<td>PE Leader to audit PESS and complete action plan. 2. Mr Morgan to attend P.E. specialist training. 3. Release PE leader and other effective PE teachers to work with other staff members to offer CPD through supported planning, team teaching, observations and feedback. Trained coaches coming in to lead PE sessions in areas where school lacks expertise;</td>
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## Area of Focus

**Including the 7 key factors to be assessed by Ofsted**

(Our ‘RAG’ Rating)

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<td><strong>Extra-Curricular</strong></td>
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<tr>
<td>• Before school registers</td>
<td>• Review the quality of our extra-curricular provision including: * Further Increase range of activities offered at Lunchtime &amp; after school * Ensure the enhancement and extension of our curriculum provision * Inclusion * Quality and qualifications of staff providing the activity: employ qualified staff to lead multi-sports &amp; organised team games * The time of day when activities are offered: develop more formal sport activities at lunchtimes on field * Young sports leaders involved in planning/delivering lunchtime clubs/activities/interschool sport * Any before school activities would be registered/fulfil gap in provision * Access to facilities: seek quotes and funding to improve field quality for all season use and seek funding from Sport England for MUGA * Pupil needs/interests (Pupil Voice): PE lead to survey pupils &amp; involve School Parliament. Further enhance links with clubs * Talent provision through participation in the sports ambassadors scheme * Targeted sports for ‘Key Grps’ * Staff Professional Learning (PL) Discussions with individual pupils and liaison with parents / carers</td>
<td>• Employing local coaches to provide extra-curricular sporting opportunities – Tennis from Victoria avenue tennis club coaching session after school club * Orienteering club provided by Jason Falconer throughout Autumn and Spring term. ‘Inclusion club’ (provider TBC) * Targeted children to attend to get active * Providing PL and for midday supervisors to introduce multi-activities at break and lunchtimes – use of staff to provide structure interschool competitions supported by junior sports leaders * Introducing an in-school physical activity programme (potentially during a lunch period) * Providing pupils who are gifted and talented in sport with expert, intensive coaching and support.</td>
<td>£360 – Orienteering Club coach</td>
<td>• Increased pupil participation * Enhanced, extended, inclusive extra-curricular provision * More confident and competent staff * Enhanced quality of delivery of activities * Increased staffing capacity and sustainability * Improved standards * Positive attitudes to health and well-being * Improved behaviour and attendance and reduction of low level disruption * Improved pupil attitudes to PESS * Positive impact on whole school improvement * Easier pupil management * Enhanced communication with parents / carers * Clearer talent pathways * Increased school-community links * Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values * Positive impact on middle leadership * Other: * The promotion of active, healthy lifestyles</td>
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## Primary Physical Education and Sport Premium ‘One Stop Shop’

**‘Evidencing Impact and Accountability’**

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<td><strong>Participation and success in competitive school sports</strong>&lt;br&gt;(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</td>
<td>Schools own data / registers SGO Calendar of events / fixture lists School Games Kitemark</td>
<td>Review our strategy for engaging in competition Effective recording of participation for ‘key grps’ Engage with our School Games Organiser (SGO) Engage more staff / parents / volunteers / young leaders Improve links with other schools Satellite clubs BST – Intra school sport competitions and events</td>
<td>Paying for transport for fixtures and festivals Paying for staff to be released to attend events/fixtures – in school time fixtures such as Town Sports, annual predator football tournaments and annual tag rugby festivals</td>
<td><strong>£800</strong> – Supply cover for key staff to attend fixtures with pupils</td>
<td>• Increased pupil participation • Extended provision • Increased staffing capacity • Improved positive attitudes to health and well-being and PESS • Clearer talent pathways • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership Other</td>
</tr>
<tr>
<td><strong>How inclusive the physical education curriculum is</strong></td>
<td>Curriculum plan Long, medium and short-Term plans Planning for Gifted and SEND pupils Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) School Data/register</td>
<td>Review the quality of our curriculum including: Release PE leader and other effective PE teachers to work with other staff members on planning PE curriculum Breadth and Balance Accessibility of all the activities Use of TAs to support learning (KS1) Quality of teaching and learning Staff Professional Learning (PL) Access to facilities / resources Pupil Needs (Pupil Voice) Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils ‘Targeted’ chn involved in sports Effective recording of participation by ‘Key Grps’ Ensure our Whole School Inclusion Policy refers to PE</td>
<td>• Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • Introducing basic movement skills in the Early Years / Foundation Stage • PL for staff to increase subject knowledge and confidence in PE – Releasing staff to support planning and teaching of PE. Staff meeting time for PL</td>
<td><strong>£ TBC 2014-15</strong></td>
<td>• A more inclusive curriculum which inspires and engages all pupils • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability Other</td>
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## Area of Focus

*Including the 7 key factors to be assessed by Ofsted (Our ‘RAG’ Rating)*

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| **The range of provisional and alternative sporting activities**
  - Curricular and extra-curricular plans
  - Registers of participation
  - Review the quality of our extra-curricular provision including:
    - Range of activities offered
    - The enhancement and extension of our curriculum provision
    - Inclusion
    - The promotion of active, healthy lifestyles
    - Quality and qualifications of staff providing the activity
    - The time of day when activities are offered
    - Access to facilities (on-site / off-site)
    - Pupil needs/interests (Pupil Voice)
    - Partnerships and links with clubs
    - BST links
    - Talent provision ‘Talented Workshops’ BST
    - Staff Professional Learning (PL)
    - Discussions with individual pupils and liaison with parents / carers
  - Employing a specialist teacher to lead after-school clubs:
    - Tennis coaches from Victoria avenue Orienteering coach, inclusion sports club coach; Introducing an in-school physical activity programme
    - Introducing new initiatives – consolidation of sustainable travel to school – ‘Bikers breakfast’
    - Purchasing specialist equipment and teaching resources to develop a non-traditional activity
    - Employing qualified coaches to increase subject knowledge and confidence – tennis, football coaching within KS2
    - Release PE leaders and other effective PE teachers to work with other staff members to offer CPD (BST)
  | £ See above re. orienteering club
  | £100 – contribution to BST ‘participation’ clubs
  | Extended, alternative provision
  | Engaged or re-engaged disaffected pupils
  | Increased pupil participation
  | More confident and competent staff
  | Enhanced quality of delivery of activities
  | Increased staffing capacity and sustainability
  | Improved standards
  | Positive attitudes to health and well-being
  | Improved behaviour and attendance and reduction of low level disruption
  | Improved pupil attitudes to PESS
  | Positive impact on whole school improvement
  | Enhanced communication with parents / carers
  | Increased school-community links
  | Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values
  | Positive impact on middle leadership
| Other

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<td>Partnership work on physical education with other schools and other local partners</td>
<td>Membership of networks</td>
<td>• Regular BST PE leadership meetings</td>
<td>• Releasing PE leader to meet with other trust schools</td>
<td>£ 500 toward logistical costs for collaborative BST event</td>
<td>• Increased staff knowledge and understanding</td>
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<td></td>
<td>School / Subject Action Plans / minutes</td>
<td>• Do you attend local PESS forums?</td>
<td>• ‘Multisports’ day BST for Yr6 keen and less active pupils.</td>
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<td>• More sustainable workforce</td>
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<td>CIBT PL Support</td>
<td>• Develop and consolidate school relationship with SGO</td>
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<td>• Enhanced quality of provision</td>
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<td>Attendance at PE Forums</td>
<td>• Identify any new possible partnerships</td>
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<td>• Increased pupil participation in competitive activities</td>
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<td>afPE PL</td>
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<td>• Increased range of opportunities</td>
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<td>YST PL</td>
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<td>• The sharing of best practice</td>
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<td>School – club Links data</td>
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<td>• Increased pupil awareness of opportunities available in the community</td>
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<td>Governors’ minutes / reports</td>
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<td>• Positive impact on middle leadership</td>
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**Including the 7 key factors to be assessed by Ofsted**
(Our ‘RAG’ Rating)

### Evidence

(Sign-posts to our sources of evidence)

### Action Plan

(Based on our review, key actions identified to improve our provision)

### Effective Use of the Funding

(Summary of what our funding has been used for, including effective uses identified by Ofsted)

### Funding Breakdown

(How much spent on each area)

### Impact

(The difference it has made / will make)

#### Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)

- Whole School Plan / SEF
- PE Subject Plan
- Whole school policies / PE policies
- Year group Curriculum maps/topic planning

- Review the contribution of PESS to whole school priorities
- Ensure your vision for PESS is developed to reflect contribution to SMSC
- Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum
- Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE
- Share effective practice
- Ensure professional learning opportunities are provided as required to up skill staff
- Identify the positive impact that PESS has on:
  - Academic achievement (e.g. literacy and numeracy)
  - Behaviour and safety
  - Attendance
  - Health and well-being
  - SMSC

- Paying the most effective staff an enhanced allowance to lead improvements in PESS
- Providing PL on how to teach PE effectively
- Releasing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge
- PE leader to plan curriculum coverage throughout the year
- Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning

- £320

- Whole school targets met more effectively
- Academic achievement enhanced
- Pupils understand the value of PESS to their learning across the school
- Staff across the school can start to make the links across subjects and themes including PE
- Pupil concentration, commitment, self-esteem and behaviour enhanced
- Positive behaviour and a sense of fair play enhanced
- Good citizenship promoted
- Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values
- Positive impact on Middle Leadership
- Other
# Primary Physical Education and Sport Premium ‘One Stop Shop’

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<td>(How much spent on each area)</td>
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<tr>
<td><strong>Review the impact that the funding has had on other factors</strong></td>
<td>Used afPE Framework for Review to generate PESS Action Plan  Staff PL Record  SMT QA strategies for planning  Lesson observations  Pupil voice  Pupil progress (achievement and attainment)  Attendance data (curriculum and extra curricular)</td>
<td>• On-going review of provision for each of the following areas:  ★ Achievement  ★ Quality of Teaching  ★ Behaviour and Safety  ★ Leadership and Management  ★ Quality of the curriculum  • On-going review of the profile of PESS  • On-going review of impact on Professional Learning for PE and Sport</td>
<td>• Employing evaluation tools to measure and monitor progress and impact  • Securing time for the subject leader to undertake reviews and construct further development plans</td>
<td>£320</td>
<td>• Will have further evidence of impact to support the effective use of the funding  • Will help to identify the added value of the funding  Will support the identification of other areas of need to direct funding spend towards to enhance overall provision</td>
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Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

Further links to support you

Ofsted
www.ofsted.org
Preparing a school self-evaluation summary (Jan. 2014)
Inspecting primary school PE and School Sport: new funding (Jan. 2014)
Physical Education Survey Visits (Dec. 2013)
Ofsted Survey Visits - Supplementary Guidance (Dec. 2013)

CfBT
www.cfbt.com

Association for Physical Education (afPE)
www.afpe.org.uk
Free Downloads:
Quality of Teaching in Physical Education – From Good to Outstanding (Jan. 2014)
Achievement in Physical Education (Jan. 2014)
Effective employment and deployment of coaches
Poster: afPE outcomes and contributions to Physical Education & School Sport

New 2014 National Curriculum:
New 2014 National Curriculum

Membership:
afPE School Membership Form

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afPE Quality Mark Award:
[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](mailto:afpe@afpe.org.uk) (To apply for this award please contact simon.leach@afpe.org.uk)

Qualifications:
Level 2/3 Qualifications & Diploma in Physical Education and School Sport
Level 5 Certificate in Primary School Physical Education Specialism
Level 6 Award in Primary School Physical Education Subject Leadership

Professional Learning Opportunities:
afPE Professional Learning Events
afPE 2014 National Physical Education & School Sport Conference

Department for Education

[www.education.gov.uk](http://www.education.gov.uk)
[www.education.gov.uk/publications](http://www.education.gov.uk/publications)
[Healthy Schools Tool Kit](http://www.education.gov.uk/publications)
[Learning through PE and School Sport](http://www.education.gov.uk/publications)

Other useful links

[www.bhf.org.uk](http://www.bhf.org.uk)
[Healthy Schools Tool Kit](http://www.education.gov.uk/publications)
[Change4Life](http://www.education.gov.uk/publications)
[Energy Clubs](http://www.education.gov.uk/publications)