



Evidencing the Impact of the PE and Sport Premium Grant:

How well is the funding being used to improve the quality and breadth of PE provision, including increasing participation in PE and sport so that all pupils will adopt healthy life-styles and reach the performance levels they are capable of?

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| Amount of Grant Received: £ 9050 | Amount of Grant Spent: £ 9050 | Additional spend on PE and School Sport £1000 | Date: January 2017 |
|---|----------------------------------|--|--------------------|

School Principles for PE and Sport Premium Grant Spend

Holy Cross and All Saint's RC primary School ensures that high quality Physical Education is provided for all pupils, so that they are inspired to succeed and excel in competitive sport and other physically demanding activities. Opportunities are provided for children to become physically confident in a way which supports their health and fitness and encourages pupils to lead healthy and active lives. Our school is committed to creating opportunities for pupils to compete in sport and other activities in order to encourage good character building and help to embed values such as fairness and respect.

The DFE is providing additional funding to primary schools across the UK to improve the physical education and sports provision. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

Key Priorities: (Objectives of the funding)

1. Health and Well-Being
2. Raising the profile of PE and sport for whole school improvement
3. Professional Development in PE
4. Increasing the range of sports and activities on offer
5. Competitive Sport

RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving consistently

Key Priority 1 Health and Well-Being

To encourage children to lead healthy and active lives through engagement in regular physical activity.

| Actions and strategies | Evidence | Cost | Outcomes, Impact and sustainability | Progress (RAG) | | | |
|--|---|---|--|--|-------|-------|-------|
| | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Identify pupils who are least active out of school. | Survey monkey questionnaires to obtain parent and pupil views. | n/a | Identify and target pupils to increase their active participation. | | | | |
| Educate and encourage children to make healthy choices on a daily basis. | Survey monkey questionnaires to obtain parent and pupil views. 'Health Kick' day Freddie Fit day | n/a | . Enthuse children about the importance and benefits of leading a healthy life style whilst delivering key points about drink, nutrition and exercise. | | | | |
| Provide swimming lessons as part of the PE Curriculum to pupils in KS2. | 2 terms of swimming lessons in Y4. Additional lessons for pupils who cannot swim 25m in Y5/ Y6 Access to holiday swim clubs via Eccles Leisure Centre | Sports Premium to fund additional lessons out of school for identified pupils if necessary. | Ensure all pupils have reached the NC requirement to swim at least 25m competently, confidently and proficiently by the end of KS2. Encourage pupils to swim as a form of exercise to keep active and healthy. (record attendance out of school) | 28/ 30 Y6 Pupils assessed by Swimming instructor to swim 25m (1 pupil New arrival) | | | |

Key Priority 2 Raising the profile of PE and sport

Using the Physical Education to impact on whole school priorities.

Ofsted factors: how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills

| Actions and strategies | Evidence | Cost | Outcomes, Impact and sustainability | Progress (RAG) | | | |
|--|---|------------------------------|---|----------------|-------|-------|-------|
| | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Activities promoting physical education are implemented as part of Lunchtime Provision | Pupil responsibility application forms. Pupil and staff surveys. Welfare staff to oversee dinnertime activities and support coaches | £4,000 EDSTART Coaches | Children will have the opportunity to participate in activities that encourage leading an active and healthy lifestyle during recreational play. These activities will serve to promote calmer dinnertimes, character building, fairness and respect and working together as a team. Welfare staff to feel adequately supported to assist and direct in the activities to promote calmer dinnertimes, character building, fairness and respect and working together as a team. | | | | |

Key Priority 3 Professional Development in PE

To increase the knowledge and skills of all staff and ensure they are suitably trained and have the expertise to deliver high quality Physical Education.

Ofsted Factor: how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities

| Actions and strategies | Evidence | Cost | Outcomes, Impact and sustainability | Progress (RAG) | | | |
|--|--------------|---------|--|----------------|-------|-------|-------|
| | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| All teaching staff to receive training from specialised Gymnastics/ Dance coach. | Staff survey | EDSTART | Staff to feel more confident when delivering a Games session to pupils. Ensure that pupils are provided with high quality Physical Education. | | | | |

Key Priority 4 Increasing the range of sports and activities on offer

To increase opportunities for participation in a range of extra-curricular activities that promote an active and healthy lifestyle.

Ofsted factor: the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities

| Actions and strategies | Evidence | Cost | Outcomes, Impact and sustainability | Progress (RAG) | | | |
|--|---|---|--|----------------|-------|-------|-------|
| | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| External coaches and teaching staff to deliver a wide range of extra-curricular activities. | Survey Monkey to parents and pupils. Wide range of extracurricular activities booked. | Staff giving own time. Costs built into sports coaches at £30 per hour | Children will have multiple opportunities to attend extracurricular before and after school sessions. (Zumba, Multi – Skills, SAQ club, Football, Netball Hockey, Healthy Cooking Club, Dance etc) | | | | |
| Key Priority 5 Competitive Sport To enter children into a broad range of local competitive sporting events. | | | | | | | |
| Ofsted factor: the increase and success in competitive school sports | | | | | | | |
| Actions and strategies | Evidence | Cost | Outcomes, Impact and sustainability | Progress (RAG) | | | |
| | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| To increase opportunities and the number of children taking part in inter school and intra school competitive sporting events. | Provide and fund transport to events (Minibus) Enter the Salford School Sporting Events. Take children out on training sessions before sporting events. Staff released to take children out to experience competitive training | Venue hire/staff cover costs - unknown | Increased opportunities for children to participate in a range of competitive sporting events. Transport provided to remove barriers of children unable to attend because of transport issues. Children feeling confident enough to participate in inter and intra school competitive sporting events. | | | | |

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| | sessions or sporting events. | | | | | | |
| To develop the skills and techniques of children highlighted as gifted and talented in sports | Using school transport to run lunch-time/ extracurricular clubs away from school. | As above | Children will benefit from working in small groups on core skills in Athletics, football and other disciplines. Time will be focused on the summer term and be led by qualified teachers. | | | | |