

# ENDON HALL PRIMARY & NURSERY SCHOOL

## PE & SPORT GRANT FUNDING REPORT

The Government currently provides additional funding to all primary schools each year to improve the provision of Physical Education (PE) and Sport. This funding is allocated to primary schools. It is ring-fenced and therefore can only be spent on provision of PE and Sport in schools. The Governing Board is responsible for accounting for the impact of the PE & Sport Grant Allocation annually.

Endon Hall Primary & Nursery School continues to work hard to provide high quality PE and a variety of extra-curricular activities to promote physical development, sports and a healthy lifestyle.

Research has proven that active children perform better in school and are better behaved. It has also been proven that today's generation of children is the least active in history; engaging less in active play and sport. The cost of physical inactivity is high!

**Vision – all children leaving Endon Hall Primary & Nursery School to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.**

### School's overall objectives:

- Engage all children in regular physical activity to encourage healthy, active lifestyles, through delivery of a balanced PE curriculum and additional planned activity
- Raise the profile of PE and Sport across the school
- Increase the confidence, knowledge and skills of key staff in teaching PE and Sport
- Broaden the experience of physical activities offered to children
- Increase participation in competitive sport
- Promote sport outside of the school day and nurture identified talent.

### Overview of three focus development areas:

1. **Inspire 60 minutes or more of daily activity** – includes children being more active before, during and after school, to and from school, in the classrooms, through use of the outdoor gym and/or on the playground. A burst of 10 minutes plus would count towards this target.
2. **Deliver high-quality physical education** – children to be taught high quality PE which is inclusive, focused on physical literacy and that gives children a positive experience.
3. **Create a culture of physical activity for all** – children are surrounded by staff, parents and a community that supports and invests in physical activity, health, well-being and sport as a way for children to succeed.

**Progress and Next steps for each of the three focus development areas:**

**Inspire 60 minutes or more of daily activity** – includes children being more active before, during and after school, to and from school, in the classrooms, through use of the outdoor gym and/or on the playground. A burst of 10 minutes plus would count towards this target.

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Progress during 2018 / 2019	Progress during 2019 / 2020 (Covid-19 disruptions)
<ul style="list-style-type: none"> <li>Introduced structured lunchtime and after school activities through partnership with Premier Sport, resulting in increased opportunities for children to have the chance to move for 60 minutes per day (or more).</li> <li>Implemented clearer assessment systems, enabling staff to be aware of those children under or over achieving and therefore encourage children who aren't 'moving' to be more active during break times, PE lessons and those who show a strength in this area to be encouraged even further.</li> <li>Introduction of Outdoor Gym.</li> <li>Introduction of wider variety of activities to try after school e.g. bubble football, archery.</li> <li>Rowing club introduced and enabled increased activity for upper KS2 pupils before school.</li> <li>Bikeability undertaken (Upper KS2).</li> </ul>	<ul style="list-style-type: none"> <li>Introduced weekly 'run a mile', providing an additional opportunity for whole classes to develop their fitness levels; tracking in place to monitor children's improvements to their distance and time.</li> <li>Introduced an apprentice, TA and Sport Coach/facilitator at lunchtime, ensuring more children had the opportunity to be more active for more of the time</li> <li>Targeted least active children by involving them in choosing the activities to be provided, gathering information on their activity preferences and adjusting planned activities accordingly</li> <li>Re-introduced free Sports clubs after school (Netball, Dance, Sports x3) and tracking of attendance at clubs in order to ensure opportunities for all</li> <li>Bikeability undertaken (Upper KS2)</li> <li>Rowing club continued and enabled increased activity for upper KS2 children before school.</li> <li>Community aerobics trialled during Sports Week – parents/carers/grandparents invited to join the whole school for a morning aerobics session led by the Sports apprentice</li> <li>Achieved Sportsmark Bronze</li> </ul>	<ul style="list-style-type: none"> <li>Created a new partnership with Bee Active, further strengthening the PE curriculum delivery</li> <li>Refined focus for A&amp;T children, providing them with specific opportunities to excel in PE lessons by leading warm ups</li> <li>Introduced a more regular community aerobics session</li> <li>Continued weekly 'run for fun/ run a mile' and children's performance tracked</li> <li>Continued with sports apprentice and sports coaches facilitating physical activities at lunch times, which encouraged more children to be active more of the time</li> <li>Continued with provision of free after school sports clubs</li> <li>Bikeability undertaken (Upper KS2)</li> <li>Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Ensured that 'personal challenge' was a key component of sports provision – inspiring children to improve their personal scores in core tasks (termly), rather than comparing with others</li> <li>Continued weekly 'run for fun/ run a mile', tracking class performance and some staff linking this to the 'personal challenge'</li> <li>Continued provision of a wide range of sports clubs, engaging 50% of KS2 children weekly (actually engaged 63% weekly on a termly basis)</li> <li>Continued facilitation of sport /increased physical activity at lunch times, involving children in deciding activities</li> <li>Bikeability undertaken (Upper KS2)</li> <li>Promoted school sport more regularly through newsletters, website, social media, press</li> <li>Provided more opportunities for inter school sport (school v school competitions)</li> <li>Provided more opportunities for intra school sport (competitions in school) e.g. Super Mario challenge, team Rounders tournament</li> <li>Introduced an emphasis on the 5 ways to well-being through our Healthy Schools project, resulting in an emphasis on physical and mental well-being across the school</li> </ul>	<ul style="list-style-type: none"> <li>Continued weekly 'run for fun/run a mile', tracking class performance and some staff linking this to the 'personal challenge'</li> <li>Targeted improvement in 'run for fun/run a mile' linked to 'personal challenge' by some staff</li> <li>Continued sports clubs, offering varied after school activities for children</li> <li>Continued facilitation of sport /increased physical activity at lunch times, involving children in deciding activities through an 'ideas' board</li> <li>Introduced a school Sports Organising Committee (Sports Crew), represented by at least 15% of KS2, and set up some opportunities for them to be involved in influencing provision.</li> <li>Contacted local community sport providers to investigate signposting opportunities/local facilities/links</li> <li>Provided opportunities for intra school sport (competitions in school) as part of PE lessons</li> <li>Continued with the Healthy Schools action plan; updated evidence ahead of applying for verification.</li> </ul>

<p style="text-align: center;"><b>Progress during 2020 / 2021 (Covid-19 disruptions)</b></p>	<p style="text-align: center;"><b>Next steps for 2021 / 2022</b></p>
<ul style="list-style-type: none"> <li>• Re-introduced and promoted the weekly 'run for fun/run a mile' after the 2020 school closure and monitored that it was being done and tracked by all classes</li> <li>• Linked targeted improvement in 'run for fun/run a mile' with the 'personal challenge' component of PE lessons</li> <li>• Reintroduced the Sports Organising Committee (Sports Crew) after the 2020 school closure, ensuring that it was represented by at least 15% of KS2. Ideas for provision shared on the sports board.</li> <li>• Provided limited opportunities for inter-house competitions, including sports day</li> <li>• Bee Active continued to facilitate sport / increased physical activity at lunch times twice weekly during the Autumn Term 2020</li> <li>• Introduced half a term of alternative physical activities through the provision of weekly Yoga sessions (1 day per week throughout Autumn 1 2020)</li> <li>• Continued to develop active links with local community sport providers by forwarding information through Parent mail and/or signposting opportunities/activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to timetable and promote the weekly 'run for fun/run a mile', monitor that it is being done and tracked by all classes and ascertain improvement</li> <li>• Continue to link targeted improvement in 'run for fun/run a mile' with the 'personal challenge' component of PE lessons, monitored through a PE 'personal challenge' poster in each classroom</li> <li>• Build on the opportunities for the identified Sports Organising Committee (Sports Crew) to influence provision, particularly new ways to increase activity of 60 minutes per day – monitor through monthly Sports Crew meetings reported via the newsletter and records/photographs kept (pupil voice board)</li> <li>• Introduce and train Sports Leaders (JG) to provide activities on the playground at lunch times</li> <li>• JG &amp; staff on playground duty to facilitate sport/ increased physical activity at lunch times, incorporating the ideas decided by the Sports Organising Committee that have been displayed on the sports board – monitor engagements through photos/notes on sports board termly</li> </ul>

**Deliver high-quality physical education** – children to be taught high quality PE which is inclusive, focused on physical literacy and to give children a positive experience

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Progress during 2018 / 2019	Progress during 2019 / 2020 (Covid-19 disruptions)
<ul style="list-style-type: none"> <li>Introduced sports coaches (Premier Sport), providing expertise in the delivery of the PE curriculum and ensuring high quality, engaging coaching within PE lessons.</li> <li>Implemented CPD for PE through teaching staff observing sports coaches in order to upskill.</li> <li>Implemented clearer assessment systems, enabling staff to be aware of those children under or over achieving and therefore encourage children who aren't 'moving' to be more active during break times, PE lessons and those who show a strength in this area to be encouraged even further.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced an apprentice, increasing staff/pupil ratios during PE and maximising physical activity time; children active for at least 50% of the lesson.</li> <li>Invested in the professional development of teachers and the PE lead enabling improved delivery of PE and improved networking through forging links with local PE subject leads, resulting in increased signposting of competitions with other local schools.</li> <li>Focused on building increased encouragement and praise into PE lessons, making PE more positive for all.</li> <li>Class teacher established as PE lead, resulting in improved monitoring and further raising of the profile of the subject.</li> <li>Termly trial undertaken (Summer Term 2017) re the introduction Sports Coaches to curriculum time (3x afternoons per week; 1 hour per class from Year 1 to Year 6) enabling;               <ul style="list-style-type: none"> <li>Increased staff ratios during PE (3 adults per session)</li> <li>Focused CPD for teaching staff and the Sports Apprentice across all areas of the PE curriculum</li> <li>Strengthened positive relationships with additional staff</li> <li>A more rounded view of children's capabilities and next steps in PE/Sport (lunchtimes and in curriculum lessons)</li> </ul> </li> <li>Achieved Sportsmark Bronze</li> </ul>	<ul style="list-style-type: none"> <li>Introduced (following successful trial) Bee Active Sports Coaches to curriculum time, alongside Sports apprentice and teaching staff</li> <li>Introduced locality working, providing an increased focus on Physical Development in EYFS (LV Gymnastics working with Nursery children and staff)</li> <li>Developed the PE lead role through attendance at network meetings; resulting in closer links being forged between other schools/CS/Bee Active, driving of improvement and opportunity; cascading of good practice to all staff, particularly to our Sports apprentice</li> <li>Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>PE delivered to all year groups through Bee Active and our Sports apprentice, resulting in consistency in PE delivery across the school</li> <li>Ensured that Bee Active and our sports apprentice effectively delivered and assessed PE using PEDPASS</li> <li>Included elements of 'personal challenge' in PE lessons</li> <li>Provided children with the opportunity to 'learn to lead' through curriculum PE</li> <li>Introduced an emphasis on the 5 ways to well-being through our Healthy Schools project, resulting in an emphasis on physical and mental well-being across the school</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed content and progression of PE delivery to ensure content builds progressively and intent is clear</li> <li>Listed key vocabulary relating to each PE unit, to fit with our wider focus on vocabulary development</li> <li>Shared options for assessment systems in order to upskill Curriculum Area Learning Supervisor</li> <li>Continued with the Healthy Schools action plan; updated evidence ahead of applying for verification.</li> </ul>

<p style="text-align: center;"><b>Progress during 2020 / 2021 (Covid-19 disruptions)</b></p>	<p style="text-align: center;"><b>Next steps for 2021 / 2022</b></p>
<ul style="list-style-type: none"> <li>• Re-sequenced the curriculum to enable pupils to build their knowledge and skills towards the end of year expectations, whilst adhering to Covid-19 guidance/restrictions</li> <li>• Created a PE progression map (including key vocab) to document progression of skills and knowledge learned over time</li> <li>• Explicitly taught and revisited vocabulary in PE lessons, within the unit and making links from one unit to the next and to other subjects</li> <li>• Ascertained starting points for each child by undertaking baseline assessments (using PEDPASS) during the Autumn term and documenting which children were working below or above age related expectations and in which areas</li> <li>• Undertook overall assessment of PE at the end of the Summer Term 2021, documenting which children were working below or above age related expectations and in which areas</li> <li>• Completed KWL grid at the start of each unit of work to ascertain prior learning, using this in planning</li> <li>• Incorporated opportunities for children to reflect on previously learned knowledge and skills, over time, through memory minutes</li> <li>• Bee Active Coach worked alongside JG delivering KS1 PE two afternoons per week, including a focus on supporting JG to upskill – monitoring process and progress through Bee Active documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Use the PE progression map (including key vocab) to ensure progression of skills and knowledge learned over time</li> <li>• Continue to explicitly teach and revisit vocabulary in PE lessons, within the unit and make links from one unit to the next and to other subjects – monitor through pupil voice (including via Sports Crew meetings)</li> <li>• Ascertain starting points using PEDPASS at the start of each unit and tailor the PE lessons according to the needs of the class</li> <li>• Complete the PEDPASS assessments at the end of each unit to monitor progression</li> <li>• Complete KWL grid at the start of each unit of work to ascertain prior learning, using this in planning – monitor through pupil voice (including via Sports Crew meetings) and completed PE KWL grids displayed in classrooms</li> <li>• Incorporate opportunities for children to reflect on previously learned knowledge and skills, over time, through memory minutes</li> <li>• JG to work alongside the class teacher in delivering high-quality PE lessons</li> </ul>

**Create a culture of physical activity for all** – children surrounded by staff, parents and the community who support and invest in physical activity, health, well-being and sport as a way for children to succeed.

Progress during 2015 / 2016	Progress during 2016 / 2017	Progress during 2017 / 2018	Progress during 2018 / 2019	Progress during 2019 / 2020
<ul style="list-style-type: none"> <li>• Promoted physical activity through the introduction of professional coaches (Premier Sports), raising the profile of sport and upskilling staff.</li> <li>• Invested in Outdoor Gym, raising the profile of daily exercise and improving access to physical activity.</li> <li>• Introduced Sports Award to Well Done assembly.</li> <li>• Linked physical activity to charity work, with all children completing the Sport Relief mile.</li> <li>• Provided opportunities for the whole school to come together for physical activity:               <ul style="list-style-type: none"> <li>- Charity Event – parents cycling, all classes involved and Able &amp; Talented children competed</li> <li>- Whole school dance performed for a retiring teacher</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation in Sport celebrated through introduction of a Sports display board, more regular Sports updates in Well Done assemblies and in Newsletters to parents (sharing results of matches played, giving out awards etc)</li> <li>• Increased emphasis on discussing with children how and why physical activity is good for them, resulting in improved knowledge and understanding of the importance of a healthy lifestyle</li> <li>• Increased focus on children seeing adults around them being physically active through staff involvement in PE lessons, appropriate kit worn by staff for PE lessons, engagement in charity events, introduction of TA Sport facilitator/Coaches and apprentice involved in activities at break times and lunchtimes).</li> <li>• Built awareness of and involvement in community events and local clubs through signposting.</li> <li>• Linked physical activity to charity work (Charity Event for Donna Louise during Sports Week); all stakeholders involved, all classes involved. Whole school physical activity celebrated.</li> <li>• Included Inter-house competitions in Sports Week programme</li> <li>• Introduced community aerobics</li> <li>• Achieved Sportsmark Bronze</li> </ul>	<ul style="list-style-type: none"> <li>• Continued to celebrate participation and achievement in Sport in Well Done Assemblies</li> <li>• Provided further fun opportunities for the whole school to come together for physical activity, including a whole-school rounders tournament and a revised programme for Sports Day</li> <li>• Included every class in developing a Dance and performing it to the school (Whole school theme week – Journey)</li> <li>• Introduced locality working, building community links and signposting to out of school activities (LV Gymnastics)</li> <li>• Introduced a more regular community aerobics session</li> <li>• Achieved Sportsmark Silver in recognition of us engaging over 35% of pupils in extracurricular sporting and physical activity per week, providing at least 5 intra school competitions and attending at least 4 inter school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoted ‘personal challenge’ as a key component of sports provision – inspiring children to improve their personal scores in core tasks (termly), rather than comparing with others</li> <li>• Continued to celebrate participation and achievement in Sport in Well Done Assemblies</li> <li>• Increased focus on taking B and C teams to events in and around the local area</li> <li>• Provided children with the opportunity to ‘learn to lead’ through curriculum PE</li> <li>• Further refined focus for A&amp;T children, providing them with continued opportunities to excel in PE lessons, regularly leading warm ups (in other classes PE lessons), attending relevant events/competitions</li> <li>• Identified ‘least active’ young people and provided targeted provision / unique opportunities, e.g. trampolining</li> <li>• Introduced an emphasis on the 5 ways to well-being through our Healthy Schools project, resulting in an emphasis on physical and mental well-being across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Created and maintained a Sports board in the hall to promote sport/physical activity</li> <li>• Circulated/signposted families to community events and clubs, building some awareness of provision in the locality</li> <li>• Introduced a school Sports Organising Committee (Sports Crew), represented by at least 15% of KS2, and set up some opportunities for them to be involved in influencing provision.</li> <li>• Ensured that the ‘least active’ young people were identified and considered when opportunities for targeted provision / unique opportunities arose</li> <li>• Continued with the Healthy Schools action plan; updated evidence ahead of applying for verification.</li> </ul>

<p style="text-align: center;"><b>Progress during 2020 / 2021 (Covid-19 disruptions)</b></p>	<p style="text-align: center;"><b>Next steps for 2021 / 2022</b></p>
<ul style="list-style-type: none"> <li>• Maintained a Sports board in the hall</li> <li>• Re-introduced the Sports Award in Well Done Assembly</li> <li>• Made links to other curriculum subjects within PE lessons, including through the whole school focus on vocabulary links/development</li> <li>• Bee Active continued to facilitate sport / increased physical activity at lunch times twice weekly during the Autumn Term 2020</li> <li>• Introduced half a term of alternative physical activities through the provision of weekly Yoga sessions (1 day per week throughout Autumn 1 2020)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to maintain and refresh (at least termly) a Sports board in the hall</li> <li>• Continue to include a Sports Award in Well Done Assembly and display on the Sports Noticeboard</li> <li>• Continue to make links to other curriculum subjects within PE lessons, including through the whole school focus on vocabulary links/development – monitor by displaying any links on the Sports board</li> <li>• Provide 6 opportunities for intra-house competitions (dependent on Covid-19 advice) – one per half term</li> <li>• Provide opportunities for inter-school competitions (dependent on Covid-19 advice) - 2 inter sport competitions</li> <li>• JG &amp; staff on playground duty to facilitate sport/ increased physical activity at lunch times, incorporating the ideas decided by the Sports Organising Committee that have been displayed on the Sports board – monitor engagements through photos/notes on Sports board termly</li> <li>• Introduce and train Sports Leaders (JG) to provide activities on the playgrounds at lunch times</li> <li>• Train Upper KS2 children in basic First Aid</li> </ul>

## Endon Hall Primary & Nursery School

### PE & SPORT FUNDING ACTION PLAN 2021 / 2022

**Academic Year 2021 / 2022 - predicted spend: £17,290**

Area of focus	Action	Predicted spend
<p><b>Curriculum</b></p> <p>To ensure a clear emphasis on teaching vocabulary is evident during lessons</p> <p>To maintain high quality teaching and learning in PE</p>	<ul style="list-style-type: none"> <li>• Lesson specific vocabulary (documented on the subject progression map) to be displayed to children in PE lessons and explicitly taught and revisited within the unit, making links from one unit to the next and to other subjects</li> <li>• Cross curricular links to be displayed on the sports board</li> <li>• JG to work alongside the class teacher in delivering high-quality PE lessons</li> <li>• All staff to ensure, when delivering PE, that 'personal challenge' continues to be a key component of sports provision, noting/displaying targets and references to personal challenge</li> <li>• Complete KWL grid at the start of each unit of work to ascertain prior learning, using this in planning</li> <li>• Incorporate opportunities for children to reflect on previously learned knowledge, over time, through memory minutes</li> </ul>	<p>Subject leader CPD/Networking (£250)</p> <p>Sports Association membership (£290)</p> <p>Subject leader release time re monitoring (by arrangement)</p> <p>Curriculum Area Learning Supervisor (costed from Sport Funding) - 3 pm's curriculum time; 1 pm swimming;</p>
<p><b>Lunch/Break times &amp; /Wider activities/opportunities</b></p> <p>To target physical activity levels at lunchtimes and after school</p> <p>To raise physical activity across the school day/over the school week</p> <p>To promote well-being/mindfulness/health as part of a healthy lifestyle</p>	<ul style="list-style-type: none"> <li>• Continue to timetable and undertake the weekly 'run for fun/run a mile' (class teachers), monitor that it is being done and tracked by all classes and ascertain improvement (PE lead)</li> <li>• Link targeted improvement in 'run for fun/run a mile' with the 'personal challenge' component of PE lessons and monitor through a PE 'personal challenge' poster in each classroom</li> <li>• Build on the opportunities for the identified Sports Organising Committee (Sports Crew) to influence provision, particularly new ways to increase activity of 60 minutes per day – monitor through records kept of monthly Sports Crew meetings and pupil voice</li> <li>• Introduce and train Sports Leaders (JG) to provide activities on the playgrounds at lunch times</li> <li>• JG &amp; staff on playground duty to facilitate sport/ increased physical activity at lunch times, incorporating the ideas decided by the Sports Organising Committee that have been displayed on the sports board – monitor engagement through photos/notes on sports board termly</li> <li>• Train Upper KS2 children in basic First Aid</li> </ul>	<p>Curriculum Area Learning Supervisor time to train up Playleaders</p> <p>Theme/Competition Days x6 (£1500)</p> <p>Transport to swimming</p> <p>Junior First Aid</p>
<p><b>Competition</b></p> <p>Further develop opportunities for all children to take part in competitive events</p>	<ul style="list-style-type: none"> <li>• Identify and provide at least 6 opportunities for intra school sport (competitions in school) and at least 2 opportunities for inter school sport (school v school competitions)</li> <li>• Continue to promote school sport/results, when Covid-19 restrictions ease (at least one per fortnight using newsletters, website, social media or local press)</li> </ul>	
<p><b>Resources</b></p> <p>To replenish the required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</p>	<ul style="list-style-type: none"> <li>• Audit school equipment and purchase required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</li> </ul>	



## Endon Hall Primary & Nursery School

### Summary of previous PE & Sports Premium Allocations & Impact

**Academic Year 2014 / 2015** - **£8, 960** (school contributed £4,240 to the cost of Premier Sports delivery from the delegated budget)

Area of focus	Impact / Evidence
Investment in external sports coaching from Premier Sports to support physical education and provide continued professional development opportunities for school staff	<ul style="list-style-type: none"> <li>• Wide variety of sports introduced by Premier Sports for children to participate in e.g. archery, hockey, bubble football, resulting in a widening of experiences in physical activity beyond 'traditional' sports and improved confidence of pupils who prefer alternatives to 'traditional' sports</li> <li>• Wider range of resources introduced to pupils relating to different sports e.g. archery and hockey, resulting in better access to the PE curriculum</li> <li>• Improved awareness of expectations in PE, enabling better coverage and a closer understanding of where pupils need to be targeted or could further excel</li> <li>• Staff upskilled following observations of professional coaches, resulting in improved confidence in delivering the PE curriculum</li> </ul>
Increase pupil participation in physical activity	
Raise pupil aspirations	
Develop pupil self-confidence	
Increase pupil participation in inter-school competitions	

**Academic Year 2015 / 2016** - **£8, 955** (school contributed £6,187.50 to the cost of Premier Sports delivery from the delegated budget)

Area of focus	Impact / Evidence
Following success of partnership working with external coaching further investment approved to develop the partnership working to further develop points highlighted in 2014 /2015.	<ul style="list-style-type: none"> <li>• Variety of sports provided and new activities introduced by Premier Sports, further widening children's experiences beyond 'traditional' sports</li> <li>• Increased number of children participating in lunchtime physical activities, resulting in improved fitness levels and enabling targeting of pupil groups within the subject</li> <li>• Increased number of children accessing a wider range of extra-curricular sporting activities e.g. bubble football</li> <li>• Increased the amount of time per day available for physical activity</li> </ul>
Signposting for Able & Talented pupils	
Develop lunchtime provision for targeted groups (more able; less active)	

Area of focus	Impact / Evidence
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Ascertain (via staff questionnaire) and meet (via CPD/sharing good practice) the professional development needs of staff in PE.</li> <li>• Improve subject leadership through networking and CPD</li> <li>• Introduce and develop planning and assessment of PE</li> <li>• Use assessment information to tailor lessons to the needs of the children in order to develop their sporting skills.</li> <li>• Review of PE Policy, curriculum and progression overview</li> <li>• Implement on-going development plan for PE &amp; Sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased confidence in planning, assessing and delivering PE, including gymnastics – evident in Staff/Bee Active feedback</li> <li>• Increase of 33% of teachers completing own stretches to 83% following staff training</li> <li>• Assessment summary shows 85% of pupils meeting age related expectations in PE.</li> <li>• Learning walks show all PE lessons are fully inclusive for all children</li> <li>• PE development plan in place and proactively implemented</li> <li>• Informal monitoring in place informing next steps</li> <li>• Awarded Bronze School Games Mark</li> </ul>
<p><b>Increase physical activity levels (Lunchtime/Before &amp; After School Activities)</b></p> <ul style="list-style-type: none"> <li>• Children to have access to increased physical activity levels at lunchtimes, after school and across the school day</li> <li>• Training for lunchtime staff; induction of Sports Coaches at lunchtimes</li> <li>• Appoint Sports Coaching Apprentice</li> <li>• TA to facilitate free after school sports clubs.</li> <li>• Introduce weekly 'run a mile' in every class.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil physical activity overall – Bee Active/Sports Apprentice engaging 80%+ of children per week at lunchtimes; Aerobics targeting staff, pupils, governors and parents; inter-house competitions; Bee Active bootcamp; Charity row-a-thon</li> <li>• Increased activity levels at lunchtimes, supporting improved engagement and behaviour</li> <li>• Yr1 Bee Active interventions led to 2 chn being classed as 'expected' not 'emerging'</li> </ul>
<p><b>Competition</b></p> <ul style="list-style-type: none"> <li>• Children to be given wider opportunities to take part in competitive events.</li> <li>• More pupils to represent Endon Hall by entering more competitions/friendlies in a variety of sports.</li> <li>• Links with local schools to share expertise and resources; organised competitions for local schools (Rounders)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of children entering competitions, following development of skills - over 1/3 of KS2 children competed for the school</li> <li>• Variety of competitions entered, including high fives, rounders and boccia</li> <li>• Increased experience of competitive events – opportunities for less able children to compete for the school (Boccia)</li> <li>• Improved motivation, stamina and fitness following training for competitive events</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Audit Sport equipment</li> <li>• Review Early Years resources for physical development</li> <li>• Develop PE leader's knowledge of how PD is assessed</li> <li>• Purchase required equipment to support the curriculum and extra-curricular clubs</li> <li>• Maintenance of outdoor gym (installed 2015/2016)</li> </ul>	<ul style="list-style-type: none"> <li>• Better understanding of the profile of our children's physical development on entry, enabling more focused action planning in the future</li> <li>• Curriculum better resourced</li> <li>• Safe equipment maintained on site</li> </ul>

Area of focus	Impact / Evidence
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Further improve subject leadership through networking, CPD, working with Bee Active; cascade good practice to staff</li> <li>• Further develop and refine PE planning and assessment documents, ensuring PEDPASS is being used effectively across the school (planning and assessment) and refining where necessary</li> <li>• CS &amp; Bee Active to model to staff the use of PEDPASS to tailor lessons to the needs of the children in order that the number of children working at expected levels increases</li> <li>• Staff meetings to share, monitor and review planning and assessment documents being used.</li> <li>• Areas of focus for PE training for staff identified and actioned – impact monitored through questionnaire/Bee Active staff skills audit</li> <li>• Following Summer Term trial, introduce Sports coaching within curriculum PE</li> <li>• Introduce staff skills audit; complete baseline to summarise progress to date; identify next steps; action plan to meet next steps then review impact</li> <li>• Introduce locality working, providing an increased focus on Physical Development in EYFS (LV Gymnastics working with Nursery children and staff)</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead upskilled through attendance at termly network meetings</li> <li>• Extended our contacts, links with organisations and other schools ready for the next stage of development (achieving Sportsmark Gold)</li> <li>• Apprentice, through working alongside Bee Active and class teachers, enabled to progress to the next level of apprenticeship training</li> <li>• Increased accuracy of pitch and challenge in PE lessons through embedding of PEDPASS across the school</li> <li>• Sports coaching introduced within curriculum PE (Bee Active), resulting in higher quality delivery and ongoing professional development for the Sports Apprentice and teaching staff</li> <li>• Informal monitoring in place, resulting in informed next steps for the subject as a whole and for cohorts</li> <li>• Awarded Silver School Games Mark</li> </ul>
<p><b>Increase physical activity levels (Lunchtime/Before &amp; After School Activities)</b></p> <ul style="list-style-type: none"> <li>• Sports Coaches &amp; Sports Apprentice to continue to lead a range of physical activities at lunchtimes.</li> <li>• Teaching assistants/teachers to facilitate ‘free’ after school sports clubs.</li> <li>• Ongoing weekly ‘run a mile’ in every class.</li> <li>• Scheduled weekly Aerobics session for staff, children, governors, parents and siblings.</li> <li>• Introduce locality working, building community links and signposting to out of school activities (LV Gymnastics)</li> <li>• School to provide further fun opportunities for the whole school to come together for physical activity</li> <li>• Whole school theme week – Journey – to include every class in developing a Dance and performing it to the school</li> </ul>	<ul style="list-style-type: none"> <li>• Increased pupil physical activity evident in:             <ul style="list-style-type: none"> <li>- Bee Active/Sports Apprentice continuing to engage 80%+ of children per week at lunchtimes;</li> <li>- Start of school day Aerobics sessions - targeting staff, pupils, governors and parents, resulting in increased community participation, physical activity in advance of learning activity</li> </ul> </li> <li>• Increased activity levels at lunchtimes, supporting improved engagement/opportunity and behaviour</li> </ul>
<p><b>Competition</b></p> <ul style="list-style-type: none"> <li>• More pupils to represent Endon Hall Primary School by entering more competitions/friendlies in a variety of sports</li> <li>• Further develop opportunities for less able pupils to represent the school</li> <li>• Link with local schools to schedule competitive cluster events</li> <li>• Refine focus for A&amp;T children, providing them with specific opportunities to compete/excel</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of children entered into competitions following development of skills - over 1/3 of KS2 children competed for the school</li> <li>• Wider variety of competitions entered, including high fives, rounders, football, swimming, athletics</li> <li>• Increased opportunities for less active children, taking B team to football competition</li> <li>• Improved motivation, stamina and fitness following training for competitive events</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Purchase required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum better resourced through provision of resources via Bee Active</li> <li>• Additional equipment purchased</li> </ul>

Area of focus	Impact/Evidence
<p><b>Curriculum</b></p> <p>To ensure high quality teaching and learning in PE</p> <p>To target children at their own level in PE</p>	<ul style="list-style-type: none"> <li>• Secured consistent coach, improving delivery and securing coverage and progression</li> <li>• ‘Personal challenge’ in place as a component of PE lessons, enabling improvement at a more individual level</li> <li>• Tailored lessons to provide an element of ‘learn to lead’ through curriculum PE, enabling improvement at a more individual level</li> <li>• ‘Least active’ children targeted in lessons and with additional opportunity for a unique sport (trampolining)</li> </ul>
<p><b>Lunchtime/Before &amp; After School Activities/whole school activities</b></p> <p>To maintain increased physical activity levels at lunchtimes, after school and across the school day</p>	<ul style="list-style-type: none"> <li>• Children involved in gathering alternative ideas for physical activities at lunchtimes</li> <li>• Wide range of after school sports clubs facilitated</li> <li>• 63% of children in Years 3-6 engaged in weekly extracurricular activity each term</li> <li>• Improved tracking of weekly ‘run a mile’ in every class, enabling monitoring of improvement</li> <li>• Regular scheduled Aerobics session for staff, children, governors, parents and siblings (Autumn Term)</li> <li>• Provided further opportunities for the whole school to come together for physical activity e.g. Rounders tournament, Bootcamp, Super Mario charity event</li> </ul>
<p><b>Competition</b></p> <p>Further develop opportunities for all children to take part in competitive events</p>	<ul style="list-style-type: none"> <li>• Utilised minibus, increasing the number of opportunities for pupils to represent the school in competitions/friendlies</li> <li>• Linked with local schools to schedule competitive cluster events: rounders, high fives, cross country</li> <li>• Promoted school sport/results more widely</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Purchase required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum better resourced through provision of resources via Bee Active</li> <li>• Basic equipment replenished</li> </ul>

Area of focus	Impact/Evidence
<p><b>Curriculum</b></p> <p>To review the content and progression of the PE curriculum, ensuring content builds progressively and that a clear emphasis on teaching vocabulary is in place</p> <p>To maintain high quality teaching and learning in PE</p> <p>To introduce a new assessment system for PE</p>	<ul style="list-style-type: none"> <li>• Curriculum documentation made available and 'intent' identified in relation to content and progression of knowledge and skills</li> <li>• Key vocabulary relating to each PE unit listed</li> <li>• Bee Active and Curriculum Area Supervisor ensured, when delivering PE, that 'personal challenge' featured as part of lessons</li> </ul>
<p><b>Lunchtime/Before &amp; After School Activities/whole school activities</b></p> <p>To maintain increased physical activity levels at lunchtimes and after school</p> <p>To raise physical activity across the school day/over the school week</p>	<ul style="list-style-type: none"> <li>• Run for fun and key stage after school clubs scheduled for different days to PE days</li> <li>• Engagement between Bee Active and the children in gathering alternative ideas for physical activities at lunchtimes</li> <li>• Ensured that the 'least active' young people were identified and considered when opportunities for targeted provision / unique opportunities arose</li> </ul>
<p><b>Competition</b></p> <p>Further develop opportunities for all children to take part in competitive events</p>	<ul style="list-style-type: none"> <li>• Further refined focus for A&amp;T children, providing them with specific opportunities to compete/excel</li> <li>• Promote school sport/results (at least one per fortnight using newsletters, website, social media or local press)</li> </ul>
<p><b>Resources</b></p> <p>To purchase/replenish the required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</p>	<ul style="list-style-type: none"> <li>• Audited school equipment and purchased required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</li> </ul>

Area of focus	Impact/Evidence
<p><b>Curriculum</b></p> <p>To secure the progression of the PE curriculum, ensuring content builds progressively</p> <p>To ensure a clear emphasis on teaching vocabulary is evident during lessons</p> <p>To maintain high quality teaching and learning in PE</p> <p>Utilise assessment of PE to target least active and A&amp;T in PE lessons</p>	<ul style="list-style-type: none"> <li>• Re-sequenced the curriculum to enable pupils to build their knowledge and skills towards the end of year expectations, whilst adhering to Covid-19 guidance/restrictions</li> <li>• Created a PE progression map (including key vocab) to document progression of skills and knowledge learned over time</li> <li>• Explicitly taught and revisited vocabulary in PE lessons, within the unit and making links from one unit to the next and to other subjects</li> <li>• Ascertained starting points for each child by undertaking baseline assessments (using PEDPASS) during the Autumn term and documenting which children were working below or above age related expectations and in which areas</li> <li>• Undertook overall assessment of PE at the end of the Summer Term 2021, documenting which children were working below or above age related expectations and in which areas</li> <li>• Completed KWL grid at the start of each unit of work to ascertain prior learning, using this in planning</li> <li>• Incorporated opportunities for children to reflect on previously learned knowledge and skills, over time, through memory minutes</li> <li>• Identified the A&amp;T children in each area and each year group</li> <li>• Bee Active Coach worked alongside JG delivering KS1 PE two afternoons per week, including a focus on supporting JG to upskill – monitoring process and progress through Bee Active documentation</li> </ul>
<p><b>Lunchtime/Before &amp; After School Activities/whole school activities</b></p> <p>To target physical activity levels at lunchtimes and after school</p> <p>To raise physical activity across the school day/over the school week</p>	<ul style="list-style-type: none"> <li>• Re-introduced and promoted the weekly ‘run for fun/ run a mile’ after the 2020 school closure, monitored that it was being done and tracked by all classes and ensured that it continued to be on different days to PE days</li> <li>• Linked targeted improvement in ‘run for fun/run a mile’ with the ‘personal challenge’ component of PE lessons</li> <li>• Reintroduced the Sports Organising Committee (Sports Crew) after the 2020 school closure, ensuring that it was represented by at least 15% of KS2. Ideas for provision shared on the sports board.</li> <li>• Bee Active continued to facilitate sport / increased physical activity at lunch times twice weekly during the Autumn Term 2020</li> <li>• Introduced half a term of alternative physical activities through the provision of weekly Yoga sessions (1 day per week throughout Autumn 1 2020)</li> <li>• Continued to develop active links with local community sport providers by forwarding information through Parent mail and/or signposting opportunities/activities</li> </ul>
<p><b>Competition</b></p> <p>Further develop opportunities for all children to take part in competitive events</p> <p>Further develop competition opportunities for less able pupils</p>	<ul style="list-style-type: none"> <li>• Provided limited opportunities for inter-house competitions, including sports day</li> </ul>
<p><b>Resources</b></p> <p>To replenish the required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</p>	<ul style="list-style-type: none"> <li>• Audited school equipment and purchased required equipment to support the curriculum, extra-curricular activities, variety of play/lunch time equipment, and preparation for competitions</li> </ul>