
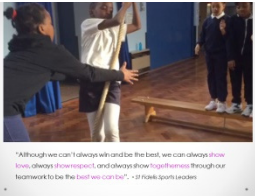




Amount of Grant Received – Year 2015/16: £ 9790

Date: June 2016

<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our ‘RAG’ Rating)</p>	<p>Evidence</p> <p>(Sign-posts to our sources of evidence)</p>	<p>Action Plan</p> <p>(Based on our review, key actions identified to improve our provision)</p>	<p>Effective Use of the Funding</p> <p>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p>	<p>Funding Breakdown</p> <p>(How much spent on each area)</p>	<p>Impact</p> <p>(The difference it has made / will make)</p>
<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p>	<ul style="list-style-type: none"> o Effective assessment of children. o Lesson observations of ‘Outstanding’ teaching & learning. o Videos of pupil’s voice “Why I love PE at St. Fidelis” o Video of pupil’s changed behaviour with “love, respect and teamwork video”.  	<p>High Quality Curriculum Implemented via a specialist PE Teacher to ensure:</p> <ul style="list-style-type: none"> o <i>The curriculum is broad and balanced from EYSF to KS2. Children can access all areas of the PE curriculum in every KS.</i> o <i>Children all access 2 hours of quality PE with a specialist teacher a week. This is inclusive of Swimming lessons and extra liturgical dance lessons.</i> o <i>Lesson observations show that lessons are outstanding across all Key Stages.</i> o <i>CPD is continuous with class teachers and TAs fully taking part in PE lessons with the specialist teacher at least once a week. Staff to highlight any weaknesses and be a point of action.</i> o <i>Specialist PE Teacher to take active role in Bexley PE Meetings for sustained CPD.</i> o <i>Pupil voice through FROG website.</i> o <i>Gifted and Talented PE to be offered to excelling children.</i> 	<ul style="list-style-type: none"> o Employing specialist teachers of Physical Education contribution o Improving staff professional learning to upskill teachers and teaching assistants so they can impact learning throughout each lesson. o Gym mats purchased to encourage high quality of lessons and further progress gifted and talented group. 	<p>£5502.60 Contribution towards PE specialist salary</p> <p>£1022.40 Higher quality gymnastics mats and soft box.</p>	<ul style="list-style-type: none"> o Quality of teaching and learning in PE was not monitored in previous years. This year 100% of teaching has been observed as outstanding. o Improved standards – with 100% of the PE lessons conducted by a PE specialist, the teaching is consistently good-outstanding. Therefore attainment is beyond the national average with 98% of the end of year 2 meeting threshold targets and 22% exceeding. At the end of year 6 this was 98% at threshold and 20% exceeding. o Positive attitudes to health and well-being. Last year children were not able to verbalise how PE made them feel. This year, the video of Year 1 can show changed attitudes towards PE and health. o Raising the profile of PE with community, parents and families of the children; the children look forward to the PE success assemblies where this year we had 47 children from KS1 and KS2 perform. o Ensuring strong, sustainable, effective links to the 2012 Games Legacy Values as



Primary Physical Education and Sport Premium

'Evidencing Impact and Accountability'



					demonstrated through 'love, respect & teamwork video of children'.
--	--	--	--	--	--



Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p><u>Extra-Curricular</u></p>	<ul style="list-style-type: none"> ○ After school registers and assessment of clubs and activities. ○ Lunchtime Club attendance such as street dance. ○ Use of assessment and monitoring higher G&T. ○ The FA Skills delegates and pupil voice survey. (get girls who attended Zoes club to complete) 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> ○ <i>Range of activities offered.</i> ○ <i>Quality and qualifications of staff providing the activities.</i> ○ <i>Challenge the time of day when activities are offered.</i> ○ <i>Partnerships and links with clubs.</i> ○ <i>Talent ‘spotting’ through ‘Champion Pathways’ initiative led by PE Specialist.</i> <ul style="list-style-type: none"> ➢ Discussions with individual pupils and liaison with parents / carers. 	<ul style="list-style-type: none"> ○ Employing local coaches to provide extra-curricular sporting opportunities. ○ Providing specialist PE teacher to introduce multi-activities at break and lunchtimes and train midday supervisors in this. ○ Providing pupils who are gifted and talented in sport with expert, intensive coaching and support. ○ Payment of member of staff to assist football coach and allow for a greater number of children to access quality coaching. 	<p>£195 on member of staff (Claire Carle) to assist and learn from football coach.</p> <p>£2170 New football goals for lunch time activities & after school club.</p> <p>£360 on Bexley Athletics Club coaches for 6 week block.</p> <p>£540 on hire of the Angelus Centre Hall as a venue to cater for after school karate and dance club.</p> <p>As mentioned above - towards PE specialist deployment (assisting activities and clubs during lunch time and after school. Creation of ‘Championship Pathways’).</p>	<ul style="list-style-type: none"> ○ Increased pupil participation 24% of KS2 girls playing football at playtime compared to 57% last year. <ul style="list-style-type: none"> ➢ Last year, Street Dance Squad offered to 8 x KS2 children, compared to 8 x Year 6 PLUS the addition of 11 x Year 2 this year. ➢ This has subsequently improved the confidence of these children and behaviour of one particular group. ○ More confident and competent staff. ○ Enhanced quality of delivery of activities due to good coaching and TA support, as well as having quality equipment to utilise during club sessions. ○ Clearer talent pathways. 26 children who were highlighted as high achieving in this area were chosen to attend extra after school athletics sessions with trained coaches. A link has now been established with clubs such as Bexley Athletics in order to develop gifted children in school as well push them into pathways to continue sport out of school. ○ Increased school-community links – many schools have now shown an interest in linking with the school to scout for talent.



Primary Physical Education and Sport Premium

'Evidencing Impact and Accountability'



Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p><u>Participation and success in competitive school sports</u></p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p>	<ul style="list-style-type: none"> ○ Schools own data / physical activity data ○ SGO ○ Calendar of events / fixture lists ○ School Games Kitemark Awarded "gold" ○ School website and videos show success of teams and groups. 	<p>Review our strategy for engaging in competition including:</p> <ul style="list-style-type: none"> ○ <i>Engage with our School Games Organiser (SGO)</i> ○ <i>Engage more staff / parents / volunteers / young leaders</i> ○ <i>Improve links with other schools, including our secondary linked school, St. Columba's.</i> ○ <i>Ensure level 1 and 2 competitions are accessible to all and most children.</i> ○ Regularly meet with St. Columba's PE staff to organise across Key Stage intra-school competitions in a range of sports. 	<ul style="list-style-type: none"> ○ Sports leaders in year 6 are deployed across the school to help engage other children. ○ Sports leaders from secondary schools are invited to assist with the running of sports days. ○ Intra-school games days are held termly to ensure that every child competes at level 1. This is completed in house format and points go towards the end of year school games day. ○ Inter-school multi skills competitions hosted by St. Fidelis ensuring that KS1 are also competing at competition level 2. ○ SGO awarded the school Silver Kitemark last year – to Gold this year. 	<p>NA – as mentioned above.</p> <p>PE specialist = Organisation of activities, competitions and engaging sports leaders.</p>	<ul style="list-style-type: none"> ○ St. Fidelis Sports Leaders in year 6 have enjoyed the role and have shown growth in confidence through working with the specialist PE teacher and leading games and whole school assemblies. ○ Increased pupil participation. Since 2013 when the PE specialist was employed, 100% of children across KS1 and KS2 are now competing in intra-school sport at least 5 times a year. ○ Children that leave St. Fidelis appear to be continuing sporting success in secondary schools according to teaching staff at St. Columba's Secondary school. Leaving a life-long love of sport with our children. ○ Children involved in Level 2 competition raised from <ul style="list-style-type: none"> ➢ KS1 – 0% to 54% ➢ Year 3 & 4 – 0% to 18% ➢ Year 5 & 6 – unknown – 74%
<p><u>How inclusive the physical education curriculum is</u></p>	<ul style="list-style-type: none"> ○ Planning for Gifted and SEND pupils ○ Pupil Progress Reports (The progress pupils make relative to 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> ○ <i>Breadth and Balance.</i> ○ <i>Use of cross phase co-operation.</i> 	<ul style="list-style-type: none"> ○ Introducing basic movement skills in the Early Years / Foundation Stage. ○ Planning is clear and accessible. ○ Teacher trio research conducted to show that mixed age groups 	<p>NA</p>	<ul style="list-style-type: none"> ○ A more inclusive curriculum which inspires and engages all pupils. ○ Increased confidence with SEND children in PE. ○ Girls' football interest, confidence and participation has grown as mentioned



	<p>their starting points, ability and age)</p> <ul style="list-style-type: none"> Engaging girls only in football and competition. 	<ul style="list-style-type: none"> Accessibility of all the activities is such that all SEND children participate in PE lessons. Use of TA's to support learning Pupil Needs (Pupil Voice) Discussions with individual pupils and liaison with parents / carers 	<p>can help some children access lessons easier when taught by other children; work conducted through this method with particular classes.</p> <ul style="list-style-type: none"> Hosting girls only coaching sessions with the FA and engaging in girls' football week. 		<p>above.</p> <ul style="list-style-type: none"> Enhanced quality of teaching and learning
Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p><u>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</u></p>	<ul style="list-style-type: none"> Whole school policies / PE policies Student and parent surveys PE Subject Plans and Resources 	<ul style="list-style-type: none"> Ensure your vision for PESS is developed to reflect contribution to SMSC. Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE. Share effective practice Identify the positive impact that PESS has on: <ul style="list-style-type: none"> Academic achievement (e.g. literacy and numeracy) Behaviour and safety Attendance Health and well-being SMSC 	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> Rights Respecting values are evident in PE planning, delivery and promotion (notice boards and videos). Academic achievement enhanced through shared vocabulary and key learning. Pupils understand the value of PESS to their learning across the school. Pupil concentration, commitment, self-esteem and behaviour enhanced. Positive behaviour and a sense of fair play enhanced. Pupils understand how PESS can benefit themselves through HRE lessons and link to science and healthy schools. Pupils can use their firm understanding of technology in lessons to assist their application, understanding and analysis of performance.



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](#)



afPE Quality Mark Award:

[afPE Quality Mark for Physical Education & Sport - Review Tool and Award](#) (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

www.education.gov.uk/publications

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

Other useful links

www.bhf.org.uk

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)