



APWG Federated Schools

Amount of grant received- Year 3: WGJ-£9164 API- £8603

Area of Focus <i>Including the 7 key factors to be assessed by Ofsted</i>	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 how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
Curriculum	<ul style="list-style-type: none"> • PHSE curriculum • LTP/MTP including Health and Wellbeing element • Weekly planning • New assessment focus 	Develop: <ul style="list-style-type: none"> • <i>Broad and balanced curriculum including games, dance, gymnastics, swimming and athletics.</i> • <i>Develop a new assessment tool (to run alongside the current assessment tool that concentrates on skills) to assess children's personal skills in PE</i> • <i>EYFS curriculum to ensure basic skills are evident by the end of KS1.</i> • <i>Wide variety of sports equipment including planning resources.</i> • <i>G&T students, signposted to relevant local clubs.</i> • <i>Staffs professional learning to continue to be developed.</i> • <i>Opportunities for physical activities outside of the prescribed 2 hours.</i> ➤ <i>Fitness Fridays</i> ➤ <i>Wheelie Wednesdays</i> ➤ <i>Val Sabin: Activate</i> 	<ul style="list-style-type: none"> • Improving staff professional learning to upskill teachers and teaching assistants • Paying for Cover to enable staff to attend CPD courses • Swimming provision • Internal CPD through employed subject leader • Paying the most effective teachers an enhanced allowance to lead improvements in PE and School Sport • Employing expert advice to provide support and guidance to school PE coordinator. • Allow coordinator release time for: <ul style="list-style-type: none"> Planning monitoring Lesson observations Assessment monitoring 	Coordinator release time Training Resources	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values



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Extra-Curricular	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers 	Develop: <ul style="list-style-type: none"> • <i>Range of activities offered:</i> <ul style="list-style-type: none"> ➤ <i>Club observations</i> ➤ <i>In depth planning</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>The promotion of active, healthy lifestyles- Change4life club</i> • <i>Quality of staff providing the activity</i> • <i>Target groups of children to increase participation</i> • <i>Review Pupil Voice data to develop the range of activities on offer to suit pupil needs</i> 	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • After school clubs and intra-school opportunities • Increased after school clubs, including a wider range of activities. • Change4life club including parent helpers. • Providing professional development for midday supervisors to introduce multi-activities at break and lunchtimes • Introducing an in-school physical activity programme 	Sports Plus Scheme. Club resources	<ul style="list-style-type: none"> • 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 • Positive impact on whole school improvement • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • <i>Provide children in these clubs with the opportunity to take part in competitions.</i>



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Participation and success in competitive school sports	<ul style="list-style-type: none"> Schools own data / registers SGO Calendar of events / fixture lists 	Develop: <ul style="list-style-type: none"> Review our strategy for engaging in competition Satellite clubs School Kite Mark for the third year Target pupils KS1 competitive opportunities Review our provision for AfPE sports Quality Mark 	<ul style="list-style-type: none"> Entry fees Paying for transport for fixtures and festivals Releasing coordinator to accompany children to games. Coordinator development in a variety of sports/activities to provide children with appropriate training. 	Entry fees Transport	<ul style="list-style-type: none"> Increased pupil participation Extended provision Increased staffing capacity Improved positive attitudes to health and well-being Clearer talent pathways Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values
How inclusive the physical education curriculum is	<ul style="list-style-type: none"> Curriculum map Long, medium and short-Term plans Pupil Progress Reports Formative and summative assessment Skills ladders Quality of teaching and learning (planning monitoring) 	Review the quality of our curriculum including: <ul style="list-style-type: none"> <i>Breadth and Balance</i> <i>Accessibility of all the activities</i> <i>Use of TA's to support learning</i> <i>Quality of teaching and learning (observations)</i> <i>PDMs for staff to increase subject knowledge and confidence in PE.</i> 	<ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Introducing basic movement skills in the Early Years / Foundation Stage Buying into expert advice to evaluate strengths and weaknesses. Coordinator release to develop new assessment methods, inclusion models and skills ladders. 	Coordinator release Dancedesk subscription	<ul style="list-style-type: none"> 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



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<i>The range of provisional and alternative sporting equipment</i>	<ul style="list-style-type: none"> • Audits • Order requests. 	<ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Pupil needs/interests</i> • <i>Partnerships and links with clubs</i> 	<ul style="list-style-type: none"> • Employing a specialist teacher to lead after-school clubs. • Increased dinnertime equipment to support Health Active lifestyles. • Introducing an in-school physical activity programme including walking programme • Paying for transport and access to indoor leisure facilities • Purchasing specialist equipment and teaching resources to develop a non-traditional activity • Buying into local, existing sports networks 		<ul style="list-style-type: none"> • Extended, alternative provision • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff • Enhanced quality of delivery of activities • Improved standards • Positive attitudes to health and well-being • Positive impact on whole school improvement • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values



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Partnership work on physical education with other schools and other local partners	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • PE networks • AfPE PL • YST PL • SGO • Calendar of events / fixture lists • Coaches from local high schools and academies leading sessions. • After school activities provided by local schools and partnerships. 	Develop: <ul style="list-style-type: none"> • Identify any new possible partnerships • Continue to take part in competitions and activities provided by local high schools and academies. • Continue to take part in sports and activities provided by the SGO. • AfPE forums attendance 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses and implement plans for improvement • Coordinator release to take part in activities/courses/CPDs to develop links with schools and other local partners. • Coordinator release to attend network meetings within the curriculum. 	Coordinator release Dancedesk subscription	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community • Positive impact on coordinator



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Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills (SMSC)	<ul style="list-style-type: none"> • PE Subject Plan • Whole school policies • Updated PE policies • PHSE policy • PHSE LTP 	Develop: <ul style="list-style-type: none"> • Share effective practice • Develop a new PHSE policy • Liaise with maths coordinator to explore development for initiative PE in maths. • Bucket fillers initiative. • Enhanced values curriculum. • Develop PE LTP that deals with Healthy and wellbeing • <i>Identify with other subject leaders how PE can support/reinforce other areas of the curriculum</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement • Paying the most effective staff an enhanced allowance to lead improvements in PE • Providing planning monitoring and observations on how to teach PE effectively 		<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • 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 • Positive impact on all teaching staff.



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<i>Review the impact that the funding has had on other factors</i>	<ul style="list-style-type: none"> • Used afPE Framework for Review to generate PE Action Plan • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) • Assessment documents 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile for PE • On-going review of impact on Professional Learning for PE and Sport • On-going review of teaching and learning. • Assessment for Quality Mark Award. 	<ul style="list-style-type: none"> • Employing evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans 		<ul style="list-style-type: none"> • 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