



APWG Federated Schools Sports Premium review of 2013/14

Amount of grant received- Year 1: WGJ-£9150 API- £8900

Area of Focus	Effective Use of the Funding	Impact
<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p>	<p style="text-align: center;">(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">(The difference it has made)</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> • Improving staff professional learning to upskill teachers and teaching assistants. • 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: Planning monitoring Lesson observations Assessment monitoring 	<ul style="list-style-type: none"> • PE co-ordinator given leadership time fortnightly to ensure the effective delivery of PE and sport • Sports coach working in school one day a week to deliver and support PE lessons • Teachers and staff had PDM training from PE coordinator • Teachers and staff had training on PE assessment • Development of new LTP for PE and sport ensuring effective coverage • Outside agencies, including golf and football, have delivered curriculum lessons. • Assessment development to ensure effective progress of all pupils throughout the school • Skills ladders to ensure effective differentiation • Summer 2 Incerts analysis of PE <p>Year 1 SO (1b/1b) SO class has met end of year 1 target</p> <p>Year 1 AB/VC (1a/1b) AB/VC class has exceeded end of year target.</p> <p>Year 2 RC (2c/2c) RC class met end of year target</p> <p>Year 2 LH (1a/1a) LH class has met end of year 2 target</p> <p>Year 3 JN (2a/2a) JN class met end of year target</p>



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		<p>Year 3 CA (2a/2a) CA class has met end of year 3 target</p> <p>Year 4 VT (3b/3b) VT class has met end of year 4 target</p> <p>Year 4 LG (3b/3b) LG class met end of year target</p> <p>Year 5 GB (3a/3a) GB class has met end of year 5 target</p> <p>Year 5 LM (3a/3a) LM class met end of year target</p> <p>Year 6 CW (4b/4b) CW class has met end of year 6 target</p> <p>Year 6 EH (4c/4b) EH class 1 sub level lower than end of year expectation</p>
Area of Focus <i>Including the 7 key factors to be assessed by Ofsted</i>	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Impact (The difference it has made)
Extra-Curricular	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • After school clubs and intra-school opportunities • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<ul style="list-style-type: none"> • 40.41% of children attending 1 or more clubs in 13/14 • Sports coach working in school one day a week to deliver and support PE • Sports coach delivering one after school club weekly. • Sports coach worked closely with sports after school club leaders to help deliver improved sessions • Children encouraged to share successes achieved outside of school within whole school assemblies.



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		<ul style="list-style-type: none"> Comprehensive house competition rota encouraging intra school competition. 45 chn took part in L1 Bikeability training. 43 chn completed L2 Bikeability training.
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Participation and success in competitive school sports	<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. 	<ul style="list-style-type: none"> Comprehensive house competition rota encouraging intra school competition. 30.3% of children have taken part in competitive school sports. Achieved Bronze- School Kite mark All of the focus provision (6 chn) attended a Mini smile pentathlon
How inclusive the physical education curriculum is	<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 Introducing ABC skills throughout the curriculum. Introducing the STEP model for inclusion and differentiation. Buying into expert advice to evaluate strengths and weaknesses. Coordinator release to develop new assessment methods, inclusion models and skills ladders. 	<ul style="list-style-type: none"> Purchased equipment that makes PE more accessible to children with SEN. All of the focus provision (6 chn) attended a Mini smile pentathlon LTP for PE and sport now includes Multi-skills and ABC skills that are taught thoroughly throughout all year groups ensuring basic skills are taught across the curriculum. STEP model for differentiation promoted at both key stages. PE coordinator analyses planning to ensure STEP is adopted in all PE lessons, ensuring provision is made for SEN children and G&T children. 15 G&T children were leaders at the KS1 Sports day
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The range of	<ul style="list-style-type: none"> Employing a specialist teacher to lead after-school clubs. 	<ul style="list-style-type: none"> Change4life bag purchased promoting healthy active lifestyles.



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<i>provisional and alternative sporting equipment</i>	<ul style="list-style-type: none"> • 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"> • Playtime and lunchtime equipment purchased enabling more children to become active during their free time. • Equipment purchased for playtime activities, including juggling and yoyo activities encouraging unfamiliar activities
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<i>Partnership work on physical education with other schools and other local partners</i>	<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. 	<ul style="list-style-type: none"> • Dancedesk purchase allowed PE coordinator to attend and host Network meetings. • Network meetings to evaluate school curriculum. • Network meetings to discuss assessment. • Purchasing the local Secondary school package has enabled children to take part in the competition calendar. • Purchasing the local Secondary school package has allowed specialised PE teachers to work with school to deliver high quality PE sessions • YST membership • AfPE membership • Dancedesk membership



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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"> • 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"> • Development of Health and Wellbeing LTP and policy. • Introduction of Get Active Points
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Review the impact that the funding has had on other factors	<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"> • Development of Playground buddies • Development of Sports Crew • Coaching and mentoring project: PE in maths