



APWG Federated Schools Sports Premium review of 2015/16

Amount of grant received- Year 3: WGJ-£9165 API- £8600

Area of Focus	Effective Use of the Funding	Impact
<i>Including the 7 key factors to be assessed by Ofsted</i>	(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	(The difference it has made)
Curriculum	<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 weekly to ensure the effective delivery of PE and sport • Sports coach working in school one day a week at each key stage to deliver and support PE lessons. • Teachers and staff had PDM training from PE coordinator • Teachers and staff had training on PE in maths • Development of new LTP to include Health and fitness • Development of LTP to include clear guidance on assessment using Core Task cards and Matalan cards • Assessment development to ensure effective progress of all pupils throughout the school including Health and Heart • Development of STEP to inform differentiation so all children can access the curriculum. • Summer 2 SPTO analysis of PE
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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 PE and implement plans for improvement 	<ul style="list-style-type: none"> • 48.6% of children attending 1 or more clubs in 15/16 • 25% of children engage in extracurricular sporting activity every week • 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. • Comprehensive house competition rota encouraging intra school



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<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 what our funding has been used for, including effective uses identified by Ofsted*)</p>	<p style="text-align: center;">(The difference it has made)</p>
<p>Participation and success in competitive school sports</p>	<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. • 37.6% of children have taken part in competitive school sports and increase of 7.3% from 14/15. • Achieved Bronze- School Kite mark • 2015/16 the children took part in 12 Level 1 competitions of the School Games • 2015/16 the children took part in 6 Level 2 competitions of the School Games • 12% of children at KS2 have took part in leading, managing and officiating School Games activities.
<p>How inclusive the physical education curriculum is</p>	<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 • Embedding ABC skills throughout the curriculum. • Embedding 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 assessment that looks at co-operation, communication and leadership. 	<ul style="list-style-type: none"> • Purchased equipment that makes PE more accessible to children with SEN. • LTP for PE and sport now includes Health and Fitness aspects 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. • STEP displays at both sites in the hall- during obs and pop-ins, teachers quite clearly applying this model to the teaching as they go. • Teachers more confident about including all pupils and extending the more able.



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The range of provisional and alternative sporting equipment	<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"> • Change4life bag purchased promoting healthy active lifestyles. • 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 • The purchase of Val Sabin, Activate package for all year groups- allowing usual non-participants to take part in at least 15 minutes of physical activity a day without the need for changing and hall space.
<i>Including the 7 key factors to be assessed by Ofsted</i>	(Summary of what our funding has been used for, including effective uses identified by Ofsted*)	(The difference it has made)
Partnership work on physical education with other schools and other local partners	<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 Values education with a Values policy. Termly Value writes and assemblies. Values Based Education audit. Development of a comprehensive PSHE curriculum across the federation. Links with NHS school programme Fortnightly visits from School nurses to run Health ambassador project
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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 Health and Fitness added to the PE LTP. Clear assessment guidance and tools to highlight and support specific year groups/ individual children/ support of individual teachers