

# PE and Sports Premium Audit and Guidance Tool CROWLE

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This tool has been created to support schools to review their current provision and reflect on what is already in place in their schools, then allowing schools to prioritise key areas of focus for the forthcoming year.

This tool also includes the template of what schools will need to complete and publish by 4<sup>th</sup> April 2018.

### DfE Guidance on Sports Premium Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement;
3. increased confidence, knowledge and skills of all staff in teaching PE and sport;
4. broader experience of a range of sports and activities offered to all pupils;
5. increased participation in competitive sport.

### What can it be used for?

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by **4 April 2018**.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively
  - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these conditions

## Key Indicator 1 – The engagement of all pupils in regular physical activity - (30 active minutes every day)

### Questions for baseline assessment –

- Does your school have a clear physical activity policy, which is implemented effectively?
- Do you know how active your children are?
- Do you have regular active lessons other than PE?
- Is your school aware of target groups of physically inactive pupils and do they address the barriers they face?
- Are positive attitudes to physical activity fostered within school?
- Does your school offer informal activity opportunities such as active breaks, active travel and other play schemes?
- Are pupils consulted about the activities on offer?
- Are staff encouraged and trained to inspire learning through active lessons?
- Is there a culture of children being active throughout the day?
- Do staff know the benefits of regular physical activity (emotional wellbeing, social as well as physical)?
- Do the positive attitudes to healthy lifestyles pervade school and the wider community?

### What are your school's key achievements to date?

-All children access 2 hours of PE per week.

-Many children demonstrate positive attitudes to PE lessons – Questionnaire shows vast majority of children enjoy physical activity and PE lessons

-The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject.

-Pupil voice is regularly sought

-Whole school staff meeting – structure of an outstanding PE lesson

### What are your areas of focus for 2017- 2018?

-For all children to be physically active for at least 30 minutes per day

-To continue to develop and improve lunchtime provision to encourage children to be more physically active

<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity          Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:  <p style="text-align: center;"><b>23%</b></p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure all children in KS1 and KS2 are physically active for at least 30 minutes per day.          To provide resources to support this.</p> <p>To ensure playtimes and lunchtimes encourage active play.</p> <p>To see an increase in the amount of children accessing out of school sports (after school sports clubs)</p>	<p>-Timetable created for 30 mins active          -All staff and children aware of expectations          -Monitoring to ensure consistency across school          -Speak to staff and pupils regarding impact and future improvements</p> <p>-Monitor lunchtimes with regard to Ambassadors and play leader role being carried out effectively.          - Ensure resources well used in the development of active play</p> <p>-Pupil voice – clubs children would like to attend.</p>	<p>Skipping ropes for every child          £339.05</p> <p>3 x £30 per week          (£3510 for 39 weeks)          Lunchtime resources including storage £238.23</p> <p style="text-align: right;"><b>Total: £4087.28</b></p>	<p>-Timetable created and shared with staff. All staff aware of expectations regarding 30 minutes active per day.          -Monitoring shows that children are being physically active each day and achieving 30 minutes.          -Monitoring (child interviews) shows that the vast majority of children enjoy the active sessions          -Children are improving with stamina – more laps completed, more skips completed in a session          -Active minutes are being linked to other areas of the curriculum          -Monitoring of playleaders – some positives given. Many playleaders not fulfilling duties. Further monitoring needed.          -Fitt 4Fun groups created and meeting weekly.</p>	<p>-Ensure resources required are kept well in stock (e.g. skipping ropes)          -Ensure timetable is followed and adapted as needed to ensure consistency across school.          -Owen’s staff meeting – Active English and Active Maths to further develop ideas (planned for Summer term)</p>

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## Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

### Questions for baseline assessment –

- What is the school's vision for PE and School Sport?
- Does the vision include outcomes skills/experiences you want children to leave their school with?
- What are the main focusses for school currently?
- How does the school use sport in a whole school context?
- Which whole school events, projects or topics have been PE or sport –related?
- How is PE and sport used in a cross-curricular context?
- How are the values and skills of PE and sport reiterated in a wider context?
- How is PE and Sport used to engage the wider school community?
- How does the school use physical activity as a tool for change? (E.g. narrowing the gap, behaviour, attendance, attainment, emotional wellbeing.)

### What are your school's key achievements to date?

-Clear vision which is on the display board: At Crowle Primary Academy we like PE lessons that are fair, challenging and enjoyable. Through PE we like to learn a wide range of sports and skills so that we can perform well in games and competitions. We want PE to help us to get fit and to lead healthy lifestyles. Everybody should be able to take part in PE and have the chance to become a Sports Leader. This was written by the children.

-PE display is in a prominent position in school and updated regularly with competition successes and information regarding being healthy and active minutes and the benefits

- The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject.

-Sporting achievements are celebrated in assembly and on the school APP.

-Participated in Race For Life – whole school event which raised a substantial amount of money for charity

-Sports Day – we encourage parents to attend and support their children in a wide variety of sports

### What are your areas of focus for 2017- 2018?

-To ensure assessments are accurate across school.

-To identify more-able and gifted children and ensure these children are challenged sufficiently

-To use sport as a tool for change – emotional wellbeing and confidence

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13 %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To use sport as a tool for change – to improve wellbeing and confidence in a selected group of children.	<ul style="list-style-type: none"> <li>-Select children to participate using after-school club tracker from last year and information from staff</li> <li>- Plan and deliver sessions to vulnerable groups of children who lack confidence to fully participate in PE lessons.</li> <li>-Participation in Inclusive events – to have the confidence to compete in a sport</li> <li>-Evaluate the sessions – regularly meet with the leader of the sessions to check the impact</li> <li>-Monitor engagement and enjoyment of sessions – see if there is a positive difference in the child overall</li> </ul>	1 x £30 per week (£1170 for 39 weeks)	<ul style="list-style-type: none"> <li>-Discussions with leader occur regularly to ensure the activities delivered are having an impact.</li> <li>-Discussions with children involved in the group to ensure they feel they have a voice. They have been involved in choosing sports to play to encourage active participation. Some children have been involved in leading sports for others.</li> <li>-Children have participated in inclusive sports (boccia)</li> <li>- Discussions with staff – some children are noticeably more confident in PE lessons and are readily bringing their kit to join in.</li> </ul>	<ul style="list-style-type: none"> <li>-To look for further opportunities to develop this group further.</li> <li>-Opportunities for participation in inclusive competitions to further develop enjoyment of sport and in their confidence</li> <li>-Monitoring of PE data to show awareness of identified more able group.</li> </ul>
PE Leader active with regard to action planning to meet the needs of the pupils and improve the quality of PE experiences for the children.	-Time allocated to making whole school improvements and focus on achieving actions outlined.	1 session per week £1170		
To ensure assessments are accurate across school. -To identify more-able and gifted children and ensure these children are challenged sufficiently	<ul style="list-style-type: none"> <li>-Provide staff with up to date assessment guidance to support judgements</li> <li>-Ensure assessment judgements are well rounded and incorporate indoor and outdoor PE work (teacher and coach)</li> <li>-PE leader to identify pupils to track throughout the year including more able and under-attaining pupils.</li> </ul>	Total £2340		

## Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

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### Questions for baseline assessment –

- Are some, the majority or all of your staff confident in teaching PE? How do you know?
- What relevant CPD training have staff attended? How was this identified and what has the impact been?
- Is the PE coordinator suitably skilled in PE and Sport?
- Does the PE Coordinator support other members of staff in their subject development?
- Does your school have detailed schemes of work that exist as a productive working document for teachers to refer to?
- Is your school well-resourced with quality tools / materials and exciting equipment that facilitate learning?
- Are some or most of PE lessons good or outstanding?
- What do you do to support those that are not?
- Are a range of teaching styles employed, suitable to the activity being taught?
- Is reporting to parents detailed and secure?
- Are pupils involved in their own assessment?
- Are all pupils engaged in PE lessons?
- Is behaviour in PE good or excellent?
- Are pupils able to demonstrate high levels of skill and understanding?

### What are your school's key achievements to date?

- Each year staff complete a CPD sheet to color code confidence in planning and delivering activities across the PE curriculum. Staff are honest in identifying areas they need help with.
- Recent CPD – 2 staff received a 6 week dance coach and all staff attended 'delivering an outstanding PE lesson' staff meeting with Owen and were also able to watch a model lesson with each class on gymnastics.
- PE leader has a passion for sport and competition
- Currently use the Primary Steps in PE planning
- School well resourced and regularly check resources and purchase new as needed
- Attainment and Effort in PE is reported in the annual report
- Children are involved in peer assessment – particularly in dance and gym
- The vast majority of children enjoy PE lessons – behavior in lessons usually reflects this
- Proportion of children in each class are working above age expectation (except Y1)

### What are your areas of focus for 2017- 2018?

- Continual staff CPD – to ensure that staff remain confident in the delivery of PE
- Observations of PE lessons
- Provide modelled lessons in sports where staff lack confidence as a way of gaining new ideas
- Differentiation and challenge for KS1

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure staff have the confidence, skills and knowledge to lead lessons that are good or outstanding.</p> <p>To ensure staff are not de-skilled whilst outdoor PE is delivered by external PE teacher.</p> <p>To provide CPD tailored to individuals including modelled lessons.</p> <p>Purchase new Primary Steps in PE planning to support the teaching of PE.</p> <p>To be apart of the Get Ahead Network</p> <p>To attend the Humber PE Conference</p>	<p>-Staff CPD audit</p> <p>-Analyse findings and plan next steps</p> <p>-Ensure staff still have some ownership over outdoor PE lessons and teach a proportion of these during the year</p> <p>-Teachers to deliver dance and gymnastics and show they have used CPD from last year within their lessons</p> <p>-Provide KS1/KS2 staff CPD on challenge and differentiation and support in identifying more able pupils.</p> <p>-Provide CPD on specific areas of PE tailored to individual staff as per skills audit.</p> <p>-Give staff time to look at new planning and resources. Advise staff as needed.</p> <p>Choose package to best suit our needs with SSCO support.</p> <p>-Attend conference as school representative. Type up and email key messages to Head and staff</p>	<p>2 x £30 per week. (£900 for 15 weeks)</p> <p>£250 for planning</p> <p>£2850</p> <p>£50</p> <p><b>Total: £4050</b></p>	<p>-Audits completed and analysed by PE lead</p> <p>-Timetable created to ensure that each term, the teachers will deliver at least one topic/sport/skill for outdoor PE</p> <p>-Discussions with staff and evidence from audit showed an improved confidence in the delivery of gymnastics.</p> <p>-CPD planned from Spring 2 through to the end of the year for all staff. Tailored to individual staff needs from staff CPD audit. Focus for all include challenge, differentiation and identifying more able pupils.</p> <p>-Attendance of PE forum and Humber PE Conference</p>	<p>-Team teach CPD to be conducted Spring 2 through to Summer 1. Each member of staff to choose 2 sports they have identified as weak areas for them and will receive personal CPD. This CPD to also include challenge and differentiation.</p> <p>Google form sent to each teacher to complete before CPD and will re-send after to measure impact.</p>



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## Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils

### Questions for baseline assessment –

- Is the curriculum varied and well developed?
- Does the curriculum engage pupils beyond simply skill development and develop more complex aspects of PE and sport?
- Are pupils encouraged to develop their leadership, coaching and officiating skills?
- Is PE experienced in a range of environments?
- How broad and accessible are the school sport activities?
- Do some of your out of hours activities link directly to the curriculum?
- Do some of your out of hours activities provide an exit route for community involvement?
- Are a reasonable proportion of your out of hours free and accessible to all?
- Are there any clubs aimed at disabled pupils, G and T, least active?
- Are there any experiences organised to raise aspirations of disabled pupils, G and T, least active?
- Does your school offer children the opportunity to take part in school sport as participants, leaders and organisers?
- Do you organise any whole school events to broaden excitement of sport and physical activity?

### What are your school's key achievements to date?

-Wide range of coverage of different sports

-Children are encouraged to apply to be a sports leader and/or Ambassador (Y6). These children receive training on leadership and are timetabled to deliver sports/active session on both playgrounds during lunchtime. These children are involved in choosing equipment and resources they need to deliver their games effectively and help to maintain these resources.

-Out of school clubs: football, Taekwondo, Acro

-Football links – Crowle Colts/Scunthorpe United

-Aspirational day – EIS visit

-Opportunities – Race for Life, Basketball (Chris Bycroft), Volleyball (Ben Pipes), Scootering (Team Rubicon)

### What are your areas of focus for 2017- 2018?

-More children involved in after school clubs – dodgeball club has been requested

-More opportunities for leaders to lead in competitions

-Additional opportunities to inspire participation in a range of sports


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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To broaden the experiences of the children by offering a range of opportunities.</p> <p>To ensure resources are well-kept and replenished as needed.</p> <p>To host two 'experience' days inviting coaches in and allow children to participate in each sport on rotation.</p> <p>Increased amount of children involved in after school clubs. More variety for after school sports clubs.</p>	<p>-Pupil voice – what would the children like to do? Seek suggestions and investigate next steps.</p> <p><u>Additional Clubs run this year:</u>            - Spring term Clubs: Dodgeball, Ball club            - Summer term clubs: Quicksticks, basketball, goalball, multisports</p> <p>Resources purchased to support teaching</p> <p>-Lunchtime provision – provide opportunities to play actual sports/games at lunch (Girl's football etc)            -Look for opportunities to leaders to lead within lessons and at competitions</p> <p>-Sports Experience Day in school – every child to experience every sport over 2 days            -Basketball (Chris Bycroft)            -Zorb ball (Carrie)            -Zumba (Joanne Millington)            -Cricket (Outcast)            -Richard Traviss            -Taekwondo (All stars)</p> <p>Day coaches – taster sessions over 2 days            -Skateboarding(Team Rubicon)            -Splats Cicrus</p>	<p>£1000</p> <p>£360 £360 £240 £0 £240 £300</p> <p>£240 £432 <b>Total</b> <b>£3172</b></p>	<p>-Ambassadors conducted school questionnaire based on opportunities they would like access to/things they would like to try.            -Dodgeball after school club up and running and is over subscribed            -Ball Club is led by the 4 Sports Ambassadors aimed at teaching ball skills to KS1 pupils.            -Lunchtime clubs (boys and girls football, bootcamp)            -Leaders leading on both playgrounds</p>	<p>-Continue to look for a variety of opportunities for our pupils that will engage them in sport.</p>

## Key Indicator 5 – Increased participation in competitive sport

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### Questions for baseline assessment –

- Are there a range of opportunities for all pupils to take part in regular competitions both within school and against other schools?
- Does every child have the opportunity to represent their school?
- Does the school enter School Games events?
- Does your school enter other competitions?
- Are there good links with local community sports clubs?
- Are the achievements of representative pupils shared with parents and carers?
- Does your school website reflect the activities undertaken by pupils and provide clear and up to date information for parents and carers?
- Does your school apply for the School Games Mark?

### What are your school's key achievements to date?

- We enter almost all cluster competitions plus additional community events e.g. Scunthorpe United Football
- Competition tracker keeps a track on attendance and participation in competitions
- Good links with Scunthorpe United
- Achievements celebrated on the PE display board and on the school APP
- Sports Premium page on the school website can be accessed by parents/carers
- Achieved Gold Sports Mark

### What are your areas of focus for 2017- 2018?

- Opportunities to participate in competitions within our new multi-academy trust
- Enter B and C teams where possible
- Keep developing opportunities for intra school sport

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To show increased participation in competitive sport (including more B and C teams where possible).</p> <p>Opportunities to participate in competitions within our new multi-academy trust</p> <p>Keep developing opportunities for intra school sport and tournaments within school.</p>	<ul style="list-style-type: none"> <li>-Competition calendar</li> <li>-Enter as many children as possible (B and C teams)</li> <li>-Continue to develop opportunities for intra school competitions</li> <li>-Develop links with Multi-Academy Trust schools</li> <li>-EIS athletics</li> <li>-Enter 3 School games competitions</li> </ul>	£3855.95	<ul style="list-style-type: none"> <li>-Proactive in assisting with competition calendar.</li> <li>Crowle host some events meaning entering more teams is easier</li> <li>-B and C teams have been used</li> <li>-Competed in sports at Hill House (links to Multi-Academy Trust)</li> <li>-Participated in Scunthorpe United Football</li> </ul>	<ul style="list-style-type: none"> <li>-Maintain strong links with cluster schools entering as many competitions as possible</li> <li>-Continue to develop links with Trust Schools</li> <li>-Possibility to attend a Trust Sports Day to develop links further.</li> </ul>

# Swimming

This year, all schools will need to report on how the school meets the national curriculum requirements for swimming and water safety

- Does your school receive sufficient data which shows progress and attainment in swimming?
- Do children make significant progress during school swimming lessons?
- Do you utilise school staff to support with the swimming lessons?
- Do all children meet the national curriculum levels for swimming?

	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	69%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	31 %
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

## National Curriculum for Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.