**Amount of Grant Received** – Year 2: £8900

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| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour 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**** ***Teaching quality***
* ***Confidence***
* ***New sports***
 | * Schools own data / registers
 | Review the quality of our curriculum including:* *Breadth and Balance (Statutory Entitlement – Sept. 2014)*
* *Time available*
* *Quality of teaching and learning (Lesson planning and observation)*
* *Staff Professional Learning (PL)*
* *Access to facilities / resources*
* *Pupil needs (Pupil Voice)*
* *Gifted in PE*
* *PE intervention*
 | * Improving staff professional learning to upskill teachers and teaching assistants – CPD opportunities
* Employing a sports apprentice to support the teaching and learning of PE in school
 | £ 4000 | * 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 pupil attitudes to PE
* Positive impact on whole school improvement
* Positive impact on middle leadership
 |
| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour sources of evidence) | **Action Plan**(Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**(Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding****Breakdown**(How much spent on each area) | **Impact**(The difference it has made / will make) |
| ***Extra-Curricular**** ***New sports***
* ***Participation rates***
 | * Before school registers
* Lunchtime registers
* After school registers
* Pupil Voice data
 | Review the quality of our extra-curricular provision including:* *Range of activities offered*
* *Ensure the enhancement and extension of our curriculum provision*
* *Inclusion*
* *The promotion of active, healthy lifestyles*
* *Quality and qualifications of staff providing the activity*
* *The time of day when activities are offered*
* *Access to facilities (on-site / off-site)*
* *Pupil needs/interests (Pupil Voice)*
* *Partnerships and links with clubs*
* *Talent provision*
* *Staff Professional Learning (PL)*

Discussions with individual pupils and liaison with parents / carers | * Employing local coaches to provide extra-curricular sporting opportunities – Aussie Rules Football
* Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities
* Providing midday supervisors PL to introduce multi-activities at lunchtime (Happy Lunchtimes)
* Providing pupils who are gifted and talented in sport with enrichment opportunities
 | £ 1000 | * Increased pupil participation
* Enhanced, extended, inclusive extra-curricular provision
* 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
* Positive impact on middle leadership
 |
| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour sources of evidence) | **Action Plan**(Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**(Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding****Breakdown**(How much spent on each area) | **Impact**(The difference it has made / will make) |
| ***Participation and success in competitive school sports*** *(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)* | * Schools own data / registers
* SGO
* Calendar of events / fixture lists
* School Games Kitemark
 | * Review our strategy for engaging in competition
* Engage with our School Games Organiser (SGO)
* Engage more staff / parents / volunteers / young leaders
* Improve links with other schools
* Apply for Gold School Games Kitemark (achieved)
 | * Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions
* Paying for transport for fixtures and festivals
 | £ 750 | * Increased pupil participation
* Extended provision
* Clearer talent pathways
* Positive impact on middle leadership
* Positive impact on PE and sporting attitudes of staff, pupils and parents.
 |
| ***How much more inclusive the physical education curriculum has become**** ***Intervention***
* ***SEND***
 | * Curriculum plan
* Long, medium and short-Term plans
* Planning for Gifted and SEND pupils
* Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age)
 | Review the quality of our curriculum including:* *Breadth and Balance*
* *Accessibility of all the activities*
* *Use of TA’s to support learning*
* *Quality of teaching and learning*
* *Staff Professional Learning (PL)*
* *Access to facilities / resources*
* *Pupil Needs (Pupil Voice)*

Check equipment to ensure it meets the needs of our pupilsEnsure our Whole School Inclusion Policy refers to PE | * Introducing basic movement skills in the Early Years / Foundation Stage – Big Moves run through LSLSSP
* PL for staff to increase subject knowledge and confidence in PE – CPD sessions (JG – Literacy link; tennis)
 | £ 100 | * 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
 |
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| ***Growth in the range of provisional and alternative sporting activities*** | * Curricular and extra-curricular plans
* Registers of participation
 | Review the quality of our extra-curricular provision including:* *Range of activities offered*
* *The enhancement and extension of our curriculum provision*
* *Inclusion*
* *The promotion of active, healthy lifestyles*
* *Quality and qualifications of staff providing the activity*
* *The time of day when activities are offered*
* *Access to facilities (on-site / off-site)*
* *Pupil needs/interests (Pupil Voice)*
* *Partnerships and links with clubs*
* *Talent provision*
* *Staff Professional Learning (PL)*

Discussions with individual pupils and liaison with parents / carers | * Paying for transport and access to indoor leisure facilities
* Introducing new initiatives
* Buying into local, existing sports networks - Rutland
 | £ 500 | * Extended, alternative provision – Aussie Rules Football
* Engaged or re-engaged disaffected pupils
* Increased pupil participation
* 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
* Increased school-community links
* Positive impact on middle leadership
 |
| **Area of Focus** *Including the**7 key factors to be assessed by Ofsted*(Our ‘RAG’ Rating) | **Evidence**(Sign-posts toour sources of evidence) | **Action Plan**(Based on our review, key actions identified to improve our provision) | **Effective Use of the Funding**(Summary of what our funding has been used for, including effective uses identified by Ofsted\*) | **Funding****Breakdown**(How much spent on each area) | **Impact**(The difference it has made / will make) |
| ***Partnership work on physical education with other schools and other local partners*** * ***RSA***
* ***Leicester Riders***
* ***Market Harborough RFU***
* ***Market Harborough Football Club***
 | * Membership of networks
* School / Subject Action Plans / minutes
* Attendance at PE Forums
* School – club Links data
* Governors’ minutes / reports
 | * Review our partnerships and membership of networks
* Do you attend local PESS forums?
* Identify any new possible partnerships
 | * Buying into existing local sports networks – Rutland
* Paying for transport to attend enrichment sessions at local secondary schools
 | £ 500 | * 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 middle leadership
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| ***Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)*** | * Whole School Plan / SEF
* PE Subject Plan
* Whole school policies / PE policies
 | * Review the contribution of PESS to whole school priorities
* Ensure your vision for PESS is developed to reflect contribution to SMSC
* Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum
* Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE
* Share effective practice
* Ensure professional learning opportunities are provided as required to up skill staff
* Identify the positive impact that PESS has on:
* *Academic achievement (e.g. literacy and numeracy)*
* *Behaviour and safety*
* *Attendance*
* *Health and well-being*
* *SMSC*
 | * Providing PL on how to teach PE effectively – CPD opportunities
* Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning
 | £ 500 | * Whole school targets met more effectively
* Academic achievement enhanced
* Pupils understand the value of PESS to their learning across the school
* 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
* Positive impact on Middle Leadership
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| ***Review the impact that the funding has had on other factors******The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health*** | * Used afPE Framework for Review to generate PESS Action Plan
* Staff PL Record
* SMT QA strategies for planning
* Lesson observations
* Pupil voice
* Pupil progress (achievement and attainment)
* Attendance data (curriculum and extra-curricular)
 | * On-going review of provision for each of the following areas:
* *Achievement*
* *Quality of Teaching*
* *Behaviour and Safety*
* *Leadership and Management*
* *Quality of the curriculum*
* On-going review of the profile of PESS
* On-going review of impact on Professional Learning for PE and Sport
 | * Employing evaluation tools to measure and monitor progress and impact (Target Tracker)
* Securing time for the subject leader to undertake reviews and construct further development plans
 | £ 250 | * 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
 |