**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 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***   * ***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 |
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| ***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 |
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| ***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 pupils  Ensure 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 |
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| ***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 |