

Primary Physical Education and Sport Premium Report

Cheam Park Farm Primary Academy (key stage 1)

‘Evidencing impact and accountability’

Amount of grant received – Year 3: £ 8,180 to date			Date: 17 March 2016		
Area of focus <small>(Including the seven key factors to be assessed by Ofsted)</small>	Evidence <small>(Sign-posts to our sources of evidence)</small>	Action plan <small>(Based on our review, key actions identified to improve our provision)</small>	Effective use of the funding <small>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</small>	Funding breakdown <small>(How much spent on each area)</small>	Impact
<p>Participation rates in such activities as games, dance, gymnastics and athletics.</p> <p>Curriculum</p>	<ul style="list-style-type: none"> • Schools own data / registers 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • Breadth and Balance (Statutory Entitlement – Sep 2014) • Time available • Quality of teaching and learning (Lesson planning and observation) • Staff Professional Development (PD) • Access to facilities / resources • Pupil needs (Pupil Voice) • Maximising use of new playground markings. • Active Alligators to encourage pupils to participate in outside clubs. • Running special events to raise awareness and encourage participation – TSS sports event, Samba drumming/dancing. • Increased ‘Physical Activity’ as part of everyday routines. <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing specialist coach to support Physical development in the EYFS. • Providing professional development for teaching staff in Gymnastics and Games to provide high quality PE lessons. • Sending subject leader on training for planning and assessment • Providing time for PE Leader to review and update PE curriculum, planning and assessment. • Providing appropriate resources to maximise use of outdoor space and playground markings (basketballs, balls, tennis balls, bibs) • Free trial of ‘five a day Fitness’ as part of everyday curriculum. 	<p>£1,710 on employing professional sports coaches to work with teachers to improve gym and games skills.</p> <p>£200 PE leader PD/Training (Cover Costs)</p> <p>£400 Purchase of resources for use by children</p> <p>Forecast to subscribe to five a day fitness when funding is required.</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, inclusive curriculum provision • More confident and competent staff • Enhanced quality of teaching and learning – progression and well resourced. • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes towards PE • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values. Links to Rio games 2016. • Positive impact on middle leadership • Raised profile of PE and sport.

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Extracurricular	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • 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)-school council providing ideas for lunchtime/playtimes. • Partnerships and links with clubs • Talent provision • Staff Professional Learning (PL) <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches (tennis, dance) to provide extra-curricular sporting opportunities • Providing PD and payment for play worker to introduce multi-activities and weekly challenge/competition at lunchtime. • PE leader delivering training to midday supervisors on multi skills and physical activities to be used at lunchtimes, • Introducing an in-school physical activity programme • Providing swimming lessons for non-swimmers in year 2. • Employ play worker to run a ‘Wake Up and Shake Up’ breakfast club two mornings per week. • Additional PE resources for pupil self-selection at playtimes/lunchtimes. 	<p>£2,670 to employ a play/games co-ordinator to work with the children and introduce multi activities. Before school clubs and lunchtime. (Inclusion, active healthy lifestyles, qualified staff, competition)</p> <p>£1,580 To provide swimming lessons for 20 non-swimmers.</p> <p>£750 To provide a street dance club for 30 pupils after school.</p> <p>£840 To provide tennis club for 20 Year 2 pupils.</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • 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 • Improved behaviour and attendance and reduction of low level disruption. • Increased participation in healthy competition – link to promoting British values. • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values. Links to Rio games 2016. • Positive impact on middle leadership.

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<p>Participation and success in competitive school sports</p> <p>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</p>	<ul style="list-style-type: none"> • Schools own data / registers • SGO • Calendar of events / fixture lists • School Games Kitemark 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition as part of the curriculum • Provide competition within the curriculum and extra-curricular activities. • Increase awareness of healthy competition with pupils. • Engage with our School Games Organiser (SGO) • Engage more staff / parents / volunteers / young leaders • Improve links with other schools • Pupils voice – what provision they want at lunchtime/playtime. 	<ul style="list-style-type: none"> • Paying play worker to run weekly ‘Fun Fit Challenge’ competition at lunchtime. • Providing PE leader with time to oversee/organise this and keep PE noticeboard up to date with competition information. 	<p>£2,670 to employ a play/games co-ordinator to work with the children and introduce multi activities. Before school clubs and lunchtime. (Inclusion, active healthy lifestyles, qualified staff, competition)</p> <p>£200 Specific Teacher PD/Training (Cover Costs)</p>	<ul style="list-style-type: none"> • Increased pupil participation • Extended provision • Improved positive attitudes to health and well-being and PESS. • Promoting British values. • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values. Links to Rio games 2016. • Positive impact on middle leadership • Creating positive PE role models within school. • Improved participation and attitudes towards competition. • Recognition/celebration of competition within school.
<p>How inclusive the physical education curriculum is</p>	<ul style="list-style-type: none"> • 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) 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • Breadth and Balance • Accessibility of all the activities • Use of TA’s to support learning • Quality of teaching and learning • Staff Professional Learning (PD) • Access to facilities / resources • Pupil Needs (Pupil Voice) <p>Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE</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 - Play worker specifically for PE. • PD for staff to increase subject knowledge and confidence in PE • School council working party to determine pupil needs. 	<p>£2,670 to employ a play/games coordinator to work with the children and introduce multi activities. Before school clubs and lunchtime. (Inclusion, active healthy lifestyles, qualified staff, competition)</p> <p>£1,710 on employing professional sports coaches to work with teachers to improve gym and games skills.</p>	<ul style="list-style-type: none"> • 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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<p>The range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • 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) <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Introducing new initiatives – five a day fitness videos and lunchtime ‘Fun Fit’ Challenge. • Purchasing specialist equipment and teaching resources to develop a non-traditional activity – breaking stereotypical activity. • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks 	<p>£2,670 to employ a play/games co-ordinator to work with the children and introduce multi activities. Before school clubs and lunchtime. (Inclusion, active healthy lifestyles, qualified staff, competition)</p> <p>£400 purchase of resources for use by children (Including Futsals – girls football club)</p>	<ul style="list-style-type: none"> • Extended, alternative provision • 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 • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values. Links to Rio games 2016. • Positive impact on middle leadership

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Partnership work on physical education with other schools and other local partners	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PD • YST PD • School – club Links data • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Attend local PESS forums • Identify any new possible partnerships 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Membership fees for affiliated organisations. • Cover for PE leader to attend SSGO and PE annual conference. 	£ 200 cover for PE leader.	<ul style="list-style-type: none"> • 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 • Links to other schools. • Increased pupil awareness of opportunities available in the community • Positive impact on middle leadership

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<p>Review the impact that the funding has had on other factors</p>	<ul style="list-style-type: none"> • Used of PE Framework for Review to generate PESS Action Plan • Staff PD Record • SMT QA strategies for planning Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • Ongoing review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ Achievement ▪ Quality of Teaching ▪ Behaviour and Safety ▪ Leadership and Management ▪ Quality of the curriculum 	<ul style="list-style-type: none"> • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>£200 cover for PE leader.</p>	<ul style="list-style-type: none"> • 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