





## 'Evidencing Impact and Accountability'

<b>Area of Focus</b>  <i>Including the 7 key factors to be assessed by Ofsted</i>  (Our 'RAG' Rating)	<b>Evidence</b>  (Sign-posts to our sources of evidence)	<b>Action Plan</b>  (Based on our review, key actions identified to improve our provision)	<b>Effective Use of the Funding</b>  (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	<b>Funding Breakdown</b>  (How much spent on each area)	<b>Impact</b>  (The difference it has made / will make)
<b>Participation and success in competitive school sports</b>  <i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i>	<ul style="list-style-type: none"> <li>Schools own data / registers</li> <li>SGO</li> <li>Calendar of events / fixture lists</li> <li>School Games Kitemark</li> <li>Website</li> <li>Borough League Tables</li> </ul>	<ul style="list-style-type: none"> <li>Review our strategy for engaging in competition</li> <li>Engage with our School Games Organiser (SGO)</li> <li>Engage more staff / parents / volunteers / young leaders</li> <li>Improve links with other schools</li> <li>Satellite clubs</li> </ul>	<ul style="list-style-type: none"> <li>Paying cover teacher to release staff to run competitions, or to increase pupils' participation in national school games competitions</li> <li>Paying for transport for fixtures and festivals</li> </ul>	£300	<ul style="list-style-type: none"> <li>Increased pupil participation</li> <li>Extended provision</li> <li>Increased staffing capacity</li> <li>Improved positive attitudes to health and well-being and PESS</li> <li>Clearer talent pathways</li> <li>Positive impact on middle leadership</li> <li>Raising the profile of the school within the borough</li> <li>Sense of achievement</li> </ul>
<b>How inclusive the physical education curriculum is</b>	<ul style="list-style-type: none"> <li>Curriculum plan (Enfield)</li> <li>Long, medium and short-Term plans</li> <li>Planning for Gifted and SEND pupils</li> <li>Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age)</li> <li>Observations</li> </ul>	Review the quality of our curriculum including: <ul style="list-style-type: none"> <li><i>Breadth and Balance</i></li> <li><i>Accessibility of all the activities</i></li> <li><i>Use of TA's to support learning</i></li> <li><i>Quality of teaching and learning</i></li> <li><i>Staff Professional Learning (PL)</i></li> <li><i>Access to facilities / resources</i></li> <li><i>Pupil Needs (Pupil Voice)</i></li> <li><i>Feedback from parents</i></li> </ul> 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	<ul style="list-style-type: none"> <li>Adapting the borough scheme to ensure it is inclusive with our school's needs.</li> <li>Introducing basic movement skills in the Early Years / Foundation Stage – employ a cover teacher to release a member of staff who is skilled to teach in this area</li> <li>Training for staff to increase subject knowledge and confidence in PE e.g. visiting other schools to observe good practice</li> </ul>	£300	<ul style="list-style-type: none"> <li>A more inclusive curriculum which inspires and engages all pupils</li> <li>More confident and competent staff</li> <li>Enhanced quality of teaching and learning</li> <li>Increased capacity and sustainability</li> </ul>

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<b>The range of provisional and alternative sporting activities</b>	<ul style="list-style-type: none"> <li>• Curricular and extra-curricular plans</li> <li>• Registers of participation</li> <li>• Lists of sports participated in.</li> </ul>	Review the quality of our extra-curricular provision including: <ul style="list-style-type: none"> <li>• <i>Range of activities offered</i></li> <li>• <i>The enhancement and extension of our curriculum provision</i></li> <li>• <i>Inclusion</i></li> <li>• <i>The promotion of active, healthy lifestyles</i></li> <li>• <i>Quality and qualifications of staff providing the activity</i></li> <li>• <i>The time of day when activities are offered</i></li> <li>• <i>Access to facilities (on-site / off-site)</i></li> <li>• <i>Pupil needs/interests (Pupil Voice)</i></li> <li>• <i>Partnerships and links with clubs</i></li> <li>• <i>Talent provision</i></li> <li>• <i>Staff Professional Learning (PL)</i></li> </ul> Discussions with individual pupils and liaison with parents / carers	<ul style="list-style-type: none"> <li>• Teacher to lead after-school clubs with a focus on SEND children to promote physical well-being.</li> <li>• Introducing an in-school physical activity programme including a running programme</li> <li>• Paying for transport and access to indoor leisure facilities and for pupils to be able to participate in a range of different sporting activities Provided by the LA</li> <li>• Introducing new initiatives</li> <li>• Buying into local, existing sports networks</li> </ul>	£300	<ul style="list-style-type: none"> <li>• Extended, alternative provision</li> <li>• Engaged or re-engaged disaffected pupils</li> <li>• Increased pupil participation</li> <li>• More confident and competent staff</li> <li>• Enhanced quality of delivery of activities</li> <li>• Increased staffing capacity and sustainability</li> <li>• Improved standards</li> <li>• Positive attitudes to health and well-being</li> <li>• Improved behaviour and attendance and reduction of low level disruption</li> <li>• Improved pupil attitudes to PESS</li> <li>• Positive impact on whole school improvement</li> <li>• Enhanced communication with parents / carers</li> <li>• Increased school-community links</li> <li>• Positive impact on middle leadership</li> </ul>

## Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
(Our ‘RAG’ Rating)	evidence)		effective uses identified by Ofsted*)	spent on each area)	
<b>Partnership work on physical education with other schools and other local partners</b>	<ul style="list-style-type: none"> <li>• Membership of networks</li> <li>• School / Subject Action Plans / minutes</li> <li>• CfBT PL Support</li> <li>• Attendance at PE Forums</li> <li>• afPE PL</li> <li>• YST PL</li> <li>• School – club Links data</li> <li>• Governors’ minutes / reports</li> <li>• Termly Head teacher’s report</li> <li>• newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• Review our partnerships and membership of networks</li> <li>• Attendance at local PESS forums</li> <li>• Identify any new possible partnerships e.g. local Cricket Club</li> <li>• Continued work with the Enfield PE team to develop opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Buying into existing local sports networks</li> <li>• Release member of staff to meet with other schools and other local partnerships</li> <li>• Transporting pupils to a variety of sporting events in the locality e.g. multi-skills, Go-Enfield-Go</li> <li>• PE co-ordinator and Townie partnership meetings to promote more opportunities.</li> </ul>	£300	<ul style="list-style-type: none"> <li>• Increased staff knowledge and understanding</li> <li>• More sustainable workforce</li> <li>• Enhanced quality of provision</li> <li>• Increased pupil participation in competitive activities</li> <li>• Increased range of opportunities</li> <li>• The sharing of best practice</li> <li>• Increased pupil awareness of opportunities available in the community</li> <li>• Positive impact on middle leadership</li> <li>• Encouraging pupils to become involved in clubs outside of school</li> </ul>

## Primary Physical Education and Sport Premium ‘One Stop Shop’

### ‘Evidencing Impact and Accountability’

Including the 7 key factors to be assessed by Ofsted (Our ‘RAG’ Rating)	(Sign-posts to our sources of evidence)	(Based on our review, key actions identified to improve our provision)	(Summary of what our funding has been used for, including effective uses identified by Ofsted*)	(How much spent on each area)	(The difference it has made / will make)
<p><i>Review the impact that the funding has had on other factors</i></p>	<ul style="list-style-type: none"> <li>• Used afPE Framework for Review to generate PESS Action Plan</li> <li>• Staff PL Record</li> <li>• SMT QA strategies for planning</li> <li>• Lesson observations</li> <li>• Pupil voice</li> <li>• Pupil progress (achievement and attainment)</li> <li>• Attendance data (curriculum and extra-curricular)</li> <li>• Parent questionnaire</li> <li>• Feedback from Governors</li> </ul>	<ul style="list-style-type: none"> <li>• On-going review of provision for each of the following areas:               <ul style="list-style-type: none"> <li>▪ <i>Achievement</i></li> <li>▪ <i>Quality of Teaching</i></li> <li>▪ <i>Behaviour and Safety</i></li> <li>▪ <i>Leadership and Management</i></li> <li>▪ <i>Quality of the curriculum</i></li> </ul> </li> <li>• On-going review of the profile of PESS</li> <li>• On-going review of impact on Professional Learning for PE and Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Release time for PE Co-ordinator to complete the PE and Sport Quality Mark to measure and monitor progress and impact</li> <li>• Securing time for the subject leader to undertake reviews and construct further development plans</li> <li>• Release time to complete the School Games Active Mark</li> </ul>	<p>£330</p>	<ul style="list-style-type: none"> <li>• Further evidence of impact to support the effective use of the funding</li> <li>• Helps to identify the added value of the funding</li> <li>• Will support the identification of other areas of need to direct funding spend towards to enhance overall provision e.g. cycling proficiency, increase in number of pupils attending swimming lessons in school time</li> </ul>