



## Evidencing the Impact of Primary PE and Sport Premium

**DfE Vision for the Primary PE and Sport Premium:** “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

**Objective:** To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

**Measure against 5 key indicators:**

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

**Statutory requirement of Ofsted** to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

**You should use the premium funding to:**

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work **with** teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- run sport competitions
- increase pupils’ participation in the School Games
- run sports activities with other schools

**You should not use your premium funding to:**

- employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the National Curriculum – including those specified for swimming



## 2019/20 Sport Premium Improvement Plan

|   |                            |   |                 |
|---|----------------------------|---|-----------------|
| <b>School: Orleans Primary School</b>   | <b>No. Pupils KS1/KS2:</b> | <b>Sport Premium Funds</b>                        |                 |
| <b>5 Key Indicators</b><br>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles ( <i>Play &amp; Engage, DiscME, CAL, five a day, walk to school...</i> )<br>2. the profile of PE and sport being raised across the school as a tool for whole school improvement ( <i>strategic develop, leaders, transition phase support</i> )<br>3. increased confidence, knowledge and skills of all staff in teaching PE and sport ( <i>lesson support/mentoring, twilight CPD</i> )<br>4. broader experience of a range of sports and activities offered to all pupils ( <i>clubs wide variety of curriculum activities</i> )<br>5. increased participation in competitive sport ( <i>Intra &amp; Inter</i> ) |                            | <b>Total Sport Premium</b>                        | <b>£ 20,010</b> |
|   |                            | <b>External Specialist Support (Sport Impact)</b> | <b>£ 10,800</b> |
|   |                            | <b>Other</b>                                      | <b>£ 9,210</b>  |
| <b>RAG rating key</b> <div style="display: inline-block; margin-right: 10px; background-color: red; color: white; padding: 2px 5px;">Emerging</div> <div style="display: inline-block; margin-right: 10px; background-color: yellow; padding: 2px 5px;">Established</div> <div style="display: inline-block; background-color: green; color: white; padding: 2px 5px;">Embedded</div>   |                            |   |                 |

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| <b>Key achievements to date:</b><br><br>The new planning format has proved highly successful this year and we will be continuing to follow this scheme of work in 2020-2021.<br><br>Greater engagement of pupils in sport: children have the opportunities to take part in a range of sports activities, both within the school day and as extra-curricular events.<br><br>The Monday Mile has been successfully embedded into each child's school week. This will continue in 2020-2021. | <b>Areas for further improvement and baseline evidence of need:</b><br><br>We will continue to embed My PB within PE lessons and curriculum.<br><br>To investigate further opportunities for pupil involvement in sports leadership (continue to expand the Sports Leaders and Sports Council roles).<br><br>We will continue to investigate opportunities for staff CPD to ensure all staff feel confident with delivering a high quality PE curriculum. |
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| Key indicator select 1-5                                | Intent/Planned Impact  | Implementation  | Termly review RAG Rate                                      | Impact on pupils (evidence)  | Next steps (sustainability)   | Funding Allocated £ |
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| <b>*NOTE: Please remember to upload to your website</b> |  |   |   |  |   |                     |
| <b>1, 2, 4</b>  | <b>Sport leaders:</b><br>Training of Play Leaders- School Sport Partnership to provide trainer. RV to speak to children in assembly, letter to be sent out to parents and children to invite applications. Children notified of selection. | <b>Sport leaders:</b><br>Pupil voice and children becoming confident play leaders.<br><br>Working to maintain Gold Sports Mark through involving a greater % of play leaders. | <b>Sport leaders:</b><br>Autumn<br><br>Spring<br><br>Summer | <b>Sport Leaders:</b><br>Sports Leaders have received their training in order to give them more confidence and ability to play games for different children. | <b>Sport leaders:</b><br>Children taking part in a larger variety of games at playtime.<br><br>Next year we will be continuing this playground training and use of up levelled SMSAs. Current Y5 Sports | 510                 |

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| <p>Once trained, children to have a clear timetable and clear on their day and roles to be undertaken.</p> <p>Leaders introduced in assembly, pictures added to sports board.</p> <p>RV will monitor effectiveness of this approach and ER and sports leaders will be given feedback in Sports Council.</p> <p>Year 6 to assist with KS1 Sports Day.</p> | <p>Leaders inspiring and motivating our younger children.</p> <p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>                       |  | <p>Sports Leaders have agreed the rota. Children are taking part in the activities the leaders are running.</p> <p>Feedback from Sports Leaders so far has been positive.</p>  | <p>Leaders will support new leaders when in Y6.</p> <p>Teachers to continue to use children to lead parts of lessons.</p> <p>Year 6 to help support KS1 in multi-skills events and Sports Day.</p>  |      |
| <p><b>Sports Council</b><br/>Children will be asked to apply for the role of sport leader – two per class (1 girl and 1 boy)</p> <p>Sports Council members from Y1-6 to meet half-termly to discuss PE and how to take sports forward in school.</p> <p>Council to feedback on new curriculum map.</p>   | <p><b>Sports Council</b><br/>To give children across the school a platform to get their ideas, suggestions and feedback.</p>   | <p><b>School Council:</b><br/>Autumn<br/>Spring<br/>Summer</p> | <p><b>School Council:</b><br/>Children have been selected from each class.</p> <p>Minutes taken and actions (as appropriate) are acted on, for example clarification on class balls.</p>   | <p><b>School Council:</b><br/>Children will be reselected using the same criteria – one boy and girl per class. A mixture of SEN and PPG where possible. One child who is enthusiastic in sports and being active, and one child who at the start of the year is reluctant.</p>   | 0    |
| <p><b>Daily Mile:</b><br/>Class teachers to work with children between Reception and Y6 to encourage and motivate them to complete the Daily Mile.</p> <p>Email to be sent by ER to all staff explaining the changes to the Monday Mile based on the feedback from student voice sessions.</p> <p>This to be linked to Cross Country competition.</p>    | <p><b>Daily Mile:</b><br/>Leaders inspiring and motivating our younger children</p> <p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> | <p><b>Daily Mile:</b><br/>Autumn<br/>Spring<br/>Summer</p>     | <p><b>Daily Mile:</b><br/>Pupil Voice feedback positive, the children knew why it was important and could feel a difference in pace. General more enthusiasm for running and children like choosing who they run with and how they move.</p> | <p><b>Daily Mile:</b><br/>Next year, this will be called the 'Movement Mile' and will take place on different days to allow each year group more space when running.</p> <p>Teachers will be able to use the whole playground to create a route that enthuses children.</p> <p>Encourage children to move in alternative ways – not just jogging/running.</p> | 0    |
| <p><b>Greater engagement of sports:</b><br/>Funds to cover PPG and less active children to assess a range of sporting opportunities.</p>   | <p><b>Greater engagement of sports:</b><br/>Leaders inspiring and motivating our younger children</p>  | <p><b>Greater engagement of sports:</b></p>                    | <p><b>Greater engagement of sports:</b><br/>The children who take part in sessions with Conor have been reassessed.</p>  | <p><b>Greater engagement of sports:</b><br/>Following on from the feedback from students working with Conor and Samba Soccer, this will continue next</p>   | 6000 |

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|   | <p>Teachers to survey activeness and sports participation across their class and record this. Less active children and/or reluctant children to work with Samba Soccer and Conor Molyneaux to provide additional in school training which focuses on a love for sport.</p> <p>RV to investigate new resources for the playground including long jump lines and measurements.</p>   | <p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>  | <p>Autumn</p> <p>Spring</p> <p>Summer</p>                       | <p>Verbal feedback from children who have worked with Conor shows their enthusiasm.</p> <p>Samba Soccer has worked with year groups across the school to provide additional 30 minutes of sporting per week for the whole class. Feedback from the children about these sessions has been positive.</p> <p>During Lock down, children were still able to access lessons, which were recorded by ER to maintain skills. Feedback children and parents was very positive.</p> | <p>year. Children will be re-evaluated by teachers monitoring who is not getting their 30:30.</p> <p>Continue to use Samba Soccer to encourage children to be activities, focusing more on encouraging any children who are nervous of football – additional benefit of gaining confidence on ball days and to play with other children on the playground.</p> |      |
| 3 | <p><b>Staff CPD:</b><br/>Teacher CPD to ensure high levels of PE leadership.</p> <p>ER and RV to investigate CPD opportunities in the Borough to cascade back to staff in staff meetings.</p> <p>RV and ER to look out for specific training to up level staff based on their feedback.</p> <p>RV/ER to attend cluster events, meetings, and CPD, feeding back information to relevant year groups.</p> <p>RV to organise training for SMSCs to lead lunchtime games and activities.</p> | <p><b>Staff CPD:</b><br/>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p><b>Staff CPD:</b><br/>Autumn</p> <p>Spring</p> <p>Summer</p> | <p><b>Staff CPD:</b><br/>Teachers have attended staff meeting session regarding My PB.</p> <p>NQT's have had specialist training.</p> <p>ER attended YST day which speakers on Ofsted 'Dive Deeper' in PE and differentiated learning</p> <p>PE observations to be carried out in week beginning 16<sup>th</sup> March.</p>   | <p><b>Staff CPD:</b><br/>Teachers to continue embedding My PB into lessons. Termly feedback from teachers on how this is working in their lessons and discussions about the impact of these skills on children.</p> <p>Teacher observations to cover those that did not take place due to lock down.</p>   | 4500 |
|   | <p><b>NQT CPD:</b><br/>New staff members CPD with JW to enhance their knowledge and skills in teaching in games, such as effective warm ups, challenges and tournament management.</p>   | <p><b>NQT CPD:</b><br/>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>   | <p><b>NQT CPD:</b><br/>Autumn</p> <p>Spring</p> <p>Summer</p>   | <p><b>NQT CPD:</b><br/>JW has been in to work with NQTs. Discussions with NQT show improved confidence and knowledge of leading PE, discussion with JW and the NQT's show they are able to do more in the teaching</p>  | <p><b>NQT CPD:</b><br/>JW to support new NQTs next year. Additional support given to RQT as appropriate.</p>   | 1200 |

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|      |  | Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  |  | of PE which will benefit their classes.   |   |      |
|      | <p><b>Consistent planning:</b><br/>Staff to use a website with bank of information to plan effective lessons, and ensure consistency across year groups.</p> <p>ER and RV to discuss with teachers around planning, ensuring it is being used to its full potential, and being adjusted where needed such as for SEN(D) students.</p> <p>My PB (introduced last year) to be shown on lesson plans and highlighted with the children.</p> <p>ER and RV to overhaul curriculum map using Get Set 4 PE planning to include a wider range of sports and skills.</p> <p>EYFS to be evaluated EYFS in curriculum to ensure Early Learning Goals are being catered for and met.</p> | <p><b>Consistent planning:</b><br/>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Understanding of the skills that PE can develop amongst the children and staff.</p> <p>Teachers to take responsibility of looking at the different planning options available and make the decision as a year group to which documents will work best.</p> | <p><b>Consistent planning:</b><br/><b>Autumn</b></p> <p><b>Spring</b></p> <p>Summer</p>  | <p><b>Consistent planning:</b><br/>New planning has been established. Extremely positive feedback from staff about available resources.</p> <p>All staff have used staff meeting time to plan specific My PB life skills into their PE topics.</p> <p>RV and ER have adjusted the curriculum map to ensure a broad and balanced coverage of a range of sports across the school.</p> <p>Summer term gross and fine motor club before school for select children run by LSAs</p> | <p><b>Consistent planning:</b><br/>Continue to use Get Set 4 PE and My PB in teaching next year.</p> <p>Discussions this term with teachers about how to teach the skills the children may have missed out on during lockdown.</p> <p>Teachers to think on tasks to ensure ALL children can make outstanding progress where possible.</p>   | 300  |
| 2, 5 | <p><b>Matches and Fixtures:</b><br/>Greater participation in competitive games and competitions. School teams to be trialled, selected, and trained to compete with local schools in a range of sports such as football, rugby, and netball.</p> <p>Borough wide sports competitions against other schools in swimming and athletics.</p> <p>Additional team training in place such as year 3 and 4 football</p> <p>Cross Country competitions</p>   | <p><b>Matches and Fixtures:</b><br/>Increased participation in competitive sports</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>   | <p><b>Matches and Fixtures:</b><br/><b>Autumn</b></p> <p><b>Spring</b></p> <p>Summer</p> | <p><b>Matches and Fixtures:</b><br/>All league sports now completed with further matches (friendlies) to take place in the summer term.</p> <p>Teams have done well (the Hockey team reached the borough finals and children made it to the Swimming Gala finals).</p> <p>Sports Hall athletics entered.</p> <p>Please see attached letters from Sport Newsletters.</p>   | <p><b>Matches and Fixtures:</b><br/>RV to take over matches and fixtures organisation next academic year.</p> <p>Trials and team selection will be organised so that children who regularly attend training sessions are prioritised for match selection over those who do not regularly attend training.</p> <p>RV to look into alternative sports and teams other than football, tag rugby and netball. Suggestions include</p> | 1600 |

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|   | Parents and children notified of selected children via newsletter, webpage and during merit assemblies. Celebration and recognition of participation, representation, and success.  |  |  | Y3/4 fixtures scheduled to take place during the summer term.<br><br>Borough Sports trials to take place after Easter holidays.<br><br>Rise and Panathlon entered as SEN competitions.<br><br>Cross country, netball and basketball additional team events to be organised. | basketball, cross country and gymnastics.  |     |
|   | <b>Whole school sporting events:</b><br>KS1 and KS2 to compete in separate sports day event.<br><br>KS1 and KS2 to take part in multi skills and cluster events.<br><br>Year 6 to act as Sports Leaders at KS1 Sports Day.  | <b>Whole school sporting events:</b><br>Increased participation in competitive sports<br><br>The profile of PE and sport being raised across the school as a tool for whole school improvement.                      | <b>Whole school sporting events:</b><br>Autumn<br><br>Spring<br><br>Summer | <b>Whole school sporting events:</b><br>To be run in summer term.<br><br>ER and RV are looking in to reorganising KS2 sports day.   | <b>Whole school sporting events:</b><br>RV and AJ to look into reorganising sports day for next academic year.   | 300 |
|   | <b>Intra sporting events:</b><br>Intra sport competition in houses within school, within year groups such as at the end of a topic.   | <b>Intra sporting events:</b><br>Children competing and being motivated by the challenge, whilst showing their ability.  | <b>Intra sporting events:</b><br>Autumn<br><br>Spring<br><br>Summer        | <b>Intra sporting events:</b><br>All year groups participating in intra sport competition (e.g. relay races in Reception, hockey matches in Y5). This will continue into the summer term.   | <b>Intra sporting events:</b><br>Children to continue to compete in intra sporting events each half term (as appropriate to topic and year group) and data collected. This to be highlighted in our school newsletter.   | 0   |
| 4 | <b>Variety of sports:</b><br>Expand the number of sports already offered to the children to participate in, such as cross-country, using the local facilities.<br><br>Discussion with schools in the borough as well as staff and parents for suggestions on appropriate providers who can come in and facilitate a wider range of sports | <b>Variety of sports:</b><br>The profile of PE and sport being raised across the school as a tool for whole school improvement.<br><br>Broader experience of a range of sports and activities offered to all pupils. | <b>Variety of sports:</b><br>Autumn<br><br>Spring<br><br>Summer            | <b>Variety of sports:</b><br>10 children from Y4 and Y5 attended the Royal Ballet School's Primary Insight day.<br><br>Cross-country competitions have been organised.  | <b>Variety of sports:</b><br>Cross country team to be created in the Autumn Term.<br><br>Continue with the sporting clubs which are held at our school including (but not limited to) karate, basketball, hockey, football, netball, dance, gymnastics and tag rugby.<br><br>RV to look into alternative sports and teams other than football, tag rugby and netball. Suggestions include basketball and gymnastics. | 600 |

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| <p><b>Sports Person of the week:</b><br/>Children can nominate a 'sporting person of the week' such as a teacher, parent or carer, coach, friend or athlete. This will be shared into the newsletter each week to show who is inspiring us to be better at sport and/or more active.</p> <p>Submissions to be placed into a box in the office and chosen by ER and CB for the newsletter.</p> | <p><b>Sports Person of the week:</b><br/>Encourage children to be thoughtful about the 'sporty people' around them.</p> <p>Children to show appreciation towards others because of their encouragement</p> <p>A sporting element to the newsletter each week to show its importance at Orleans</p> | <p><b>Sport Person of the week:</b><br/>Autumn<br/><br/>Spring<br/><br/>Summer</p> | <p><b>Sport Person of the week:</b><br/>This is now in the newsletter. A range of people selected: staff, club leaders and peers.</p> <p>To continue in the Summer term.</p> | <p><b>Sport Person of the week:</b><br/>Children to resubmit their suggested people to be person of the week which will be highlighted in our newsletter.</p>  | 0    |
| <p><b>Wider use of space:</b><br/>Wider use of space to facilitate more activities which all children can participate in together.</p>  | <p><b>Wider use of space:</b><br/>Broader experience of a range of sports and activities offered to all pupils.</p>  | <p><b>Wider use of space:</b><br/>Autumn<br/><br/>Spring<br/><br/>Summer</p>       | <p><b>Wider use of space:</b><br/>Using Marble Hill Park with great feedback from children (Pupil Voice survey) and will continue to use in the Summer term.</p>             | <p><b>Wider use of space:</b><br/>Marble Hill will continue to be used on the same days to allow year groups and clubs to use this wider space. SMSAs to walk children with teachers when possible. Also to be used on some lunch times with specifically chosen children.</p> | 3500 |
| <p><b>Motivational speaker:</b><br/>Inspirational/ motivational sport speakers to deliver assemblies. Link to Tokyo 2020</p>  | <p><b>Motivational speaker:</b><br/>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>   | <p><b>Motivational speaker:</b><br/>Autumn<br/><br/>Spring<br/><br/>Summer</p>     | <p><b>Motivational speaker:</b><br/>RV in communication with Sport for Champions to organise a Team GB athlete visit.</p>  | <p><b>Motivational speaker:</b><br/>Due to lockdown, a motivational speaker was not possible. This plan to be rolled over to next year.</p>  | 800  |

**Meeting national curriculum requirements for swimming and water safety**

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| <b>Name of Sport Impact Specialist:</b> | <b>Headteacher signature:</b><br><br>Jane Evans | <b>Date:</b><br><br>23 <sup>rd</sup> July 2020 | <b>PE Subject Lead signature:</b><br><br>Rachel Verge | <b>Date:</b><br><br>23 <sup>rd</sup> July 2020 |
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|  | Please complete all of the below: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school. | 94%                               |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | %                                 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | %                                 |
| 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?                                    | <b>No</b>                         |



## Sport Impact - External Specialist Support

### In school support could include:

- Production of evidence and impact based improvement, bespoke to school, in the form of detailed action planning and termly reviews, which will support Ofsted inspections
- Visioning and long term planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.
- Strategic Leadership support for PE Subject Lead
- Teacher/coach lesson support/mentoring
- Play and Engage: Parental Engagement. Parent /carer and child fun, themed physical literacy sessions
- Delivery of extra-curricular clubs
- Curriculum planning and assessment
- Quality assurance
- Training of young leaders
- Professional development : In school twilight, half day or full day workshops bespoke to the needs of the school
- Support with transition phases
- Support with funding bids to enhance the strategic development of PE, sport and healthy active lifestyles
- Enhanced School Games provision
- Youth Sport Trust membership including free professional development opportunities
- Quality Mark and School Games Mark support

## Key Indicators : questions & prompts to support planning

| <p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</b></p>   | <p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>The profile of PE &amp; sport being raised across the school as a tool for whole school improvement</b></p>   | <p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>   | <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Broader experience of a range of sports &amp; activities offered to all pupils</b></p>   | <p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Increased participation in competitive sport</b></p>  |
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| <p><i>Are all pupils given a range of opps to be physically active?</i></p> <p><i>Do they understand how physical activity can help them to adopt a healthy and active lifestyle?</i></p> <ul style="list-style-type: none"> <li>• M&amp;E targeted children? data?</li> <li>• Intervention activities? What has been the difference?</li> </ul> <p><i>Are you providing HQ outcomes for YP through PE &amp; sport?</i></p> <ul style="list-style-type: none"> <li>• Can pupils retain info, apply skills and adapt tasks?</li> <li>• Do staff give opportunities for pupils to think &amp; work independently?</li> </ul> <p><i>What physical activity oppss are on offer &amp; for whom?</i></p> <ul style="list-style-type: none"> <li>• Play &amp; Engage, Disc ME, five a day, walk to school</li> </ul> | <p><i>Does your school have a vision for PE and School Sport?</i></p> <ul style="list-style-type: none"> <li>• Vision in place</li> <li>• Promoted within school/ Govs/ parents</li> <li>• Strategic development</li> <li>• transition phase support</li> </ul> <p><i>Does your PE &amp; Sport provision contribute to overall school improvement?</i></p> <ul style="list-style-type: none"> <li>• Any new PE activities used across school/subject areas?</li> <li>• School values being promoted?</li> </ul> <p><i>Do you have strong leadership &amp; management of PE, Physical Activity &amp; Sch sport?</i></p> <ul style="list-style-type: none"> <li>• Clear overview of CPD needs</li> <li>• M&amp;E quality of PE lessons?</li> <li>• M&amp;E progress of children?</li> </ul> | <p><i>Do you provide a broad, rich and engaging PE Curriculum?</i></p> <ul style="list-style-type: none"> <li>• Opportunities to progress from fundamental movement skills, multi – skills, sports specific activities</li> <li>• Variety of activities? Individual, creative and team?</li> </ul> <p><i>How good is the teaching and learning of PE in your school?</i></p> <ul style="list-style-type: none"> <li>• Staff more confident /competent? How do you know?</li> <li>• Increased staff K&amp;U of what children need to learn?</li> <li>• Pupil progress? Data?</li> </ul> | <p><i>Are you providing a rich, varied &amp; inclusive school sport offer as extension of the curriculum?</i></p> <ul style="list-style-type: none"> <li>• Additional pupils participating in L 1 / L 2 activities? No's?</li> <li>• Additional clubs being offered? Outcomes</li> </ul> | <p><i>Are there opportunities for all pupils to participate in intra school and inter school competitions?</i></p> <p><i>How do you develop role models within competition?</i></p> <p><i>What life skills/ values do the pupils learn from competition?</i></p> <p><i>Use of young leaders as coaches, officials, judges etc?</i></p> <p><i>Involvement of parents and Governors in promoting competitive sport?</i></p> <p><i>How do you track pupil's participation in competitions out of school?</i></p> |