

Sport Premium Self Evaluation Form

This form should assist schools to highlight existing provision and impact in PE and School Sport and help to action plan provision to support the use of the Sport Premium Funding in school. This is a supportive method to assist schools in analysing the impact they are having on young people and planning to improve.

Each question starts by asking schools to grade aspects of their work on a four point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Requires Improvement
- Grade 4: Inadequate

When listing the reasons for deciding on the grade please try to show the impact this has had for the school. Highlight the successes you have had and also the areas for development for the school and how you will measure the impact of resulting actions/strategies. Consider the data and evidence you have to back up statements. There are prompt questions throughout the document and referral to the Ofsted document 'Physical Education survey visits' published in December 2013.

Sub-section A1: School Context

A1.1: The context in which the school works regarding PE and School Sport

Please provide information below

PE and School Sport is a highly valued part of our school curriculum, as are extra curricula sports activities. Children with SEND issues/LAC/FSM who qualify for Pupil Premium who attend for football, cricket, basketball clubsetc.

R.- 1/4 - 'S7'	Yr.4- Basketball 2 /7
Yr.1- 1/7 - 'Freddie Fit'	Yr.5 - Skipping 0/5
Yr.2- 4/9 - 'Freddie Fit'	Yr.6 - Skipping 0/13
Yr.3 -0/9 - N/A	

(NB. Figures above show No. qualifying for PP in each class and who attend after school Sports activities)

Teaching and Learning-

Sport Premium has enabled top-class, 'coaching' for the children , one day per week . Our 'coach' , Mr Lees, delivers high class PE., games and dance lessons to all KS1 and KS2 children and also delivers training to class teachers when required. This has had a positive impact on children and colleagues.

After school clubs-

After school clubs are also delivered weekly –

- . by our coach (Wednesdays)
- . during the week, sports related clubs by our own staff and include 'S7' coaches and 'Freddy Fit' delivered by trained staff

and

- . subsequent trained children who deliver activities at break/lunchtimes.

Additional activities-

The school also has a Service Level Agreement with the School Swimming Service and this provides weekly swimming for Years 2 and 3 to Grade 3.

Sub-section A2: Outcomes: Achievement of Pupils in PE - How well are pupils doing?

Guidance from Physical Education survey visits – Page 3-5

A2.1: Pupils achievement and the extent to which they enjoy their learning in PE

	1	2	3	4
Grade: Pupils achievement and the extent to which they enjoy their learning in PE		X		

A2.2: The quality of pupils' learning and their progress (including SEN and or disabilities) in PE

	1	2	3	4
Grade: The quality of pupils' learning and their progress		X		

Briefly list your major reasons for deciding on these grades.

Is the progress and achievement of all pupils in physical education consistently good or outstanding? How does physical education and school sport contribute to the overall attitude, behaviour and achievement of all our pupils?
Progress is consistently good, children are keen to take part.
Staff enthusiastic in their delivery of P.E.
High standard of external expertise brought in weekly for ALL classes in KS1 and 2, ensures teachers are empowered to deliver their subsequent lessons.

A2.3: The extent to which pupils contribute to the school and wider community in sport (including school club links and community providers of Sport)

	1	2	3	4
Grade: The extent to which pupils contribute to the school and wider community		X		

Briefly list your major reasons for deciding on this grade.

How many young people take part in sport outside of school at a community club or within a community setting?
 Do you utilise external coaches to deliver sessions at extra-curricular sessions? **YES**
 Do you have active links with community clubs or community sports providers which you promote to the children in your school? **YES**
 The School Games criteria: schools to have 3 active links with local sports clubs for silver and 6 links for gold.
On-going, to be addressed.
At present our school is in the Clarksfield Collaborative and comes under the umbrella of Abid Hussain, who is responsible for organising cross-school sports eg. Greenhill Primary , Alexandra Park Juniors, Clarksfield, Roundthorn and Horton Mill have all competed.
We have a highly motivated HLTA who organises and ensures our children take part.

A2.4: The extent to which pupils develop workplace and other skills that will contribute to their future well-being in PE and Sport (include leadership skills)

	1	2	3	4
Grade: extent to which pupils develop workplace and other skills that will contribute to their future well-being		x		

Briefly list your major reasons for deciding on this grade.

Do you train any pupils as playground leaders or similar? Do you have leadership built into lessons? Do you have a School Games Organising Crew (School Games Kitemark requirement)?

Successful training has been given to -

- . **'Playground Leaders' for Foundation Stage x3 and KS1 x6.**
- . **'Freddie Fit' leaders trained by 'Freddie Fit' coach each year.**
- . **'Purple Pelicans' and our Head Girl/ Boy also support informal games activities.**

Sub-section A3: Quality of Teaching in PE - How effective is the provision?

Guidance from Physical Education survey visits – Page 6-8

A3.1: The quality of teaching in PE

	1	2	3	4
Grade: The quality of teaching in PE		X		

Briefly list your major reasons for deciding on this grade.

How much time is timetabled for physical education? Two hours is still the advocated minimum and required to achieve silver and gold School Games Kitemark.

How does the school ensure that the PE curriculum is engaging and stretching for all pupils?

Is the quality of teaching and learning of PE consistently good or outstanding in your school?

- . **Each child has approx. 2 hours timetabled PE time during the school day and KS1 and 2 have an additional 45mins. per week of high class coaching from the Sports Development Coach if required (most colleagues/children take this eg. our Year 6 have this time during lunch break, so it doesn't interfere with their studies).**
- . **The activities are age-related and offer appropriate challenges ('Able & Talented Register is kept).**

A3.2: The use of assessment to support learning

	1	2	3	4
Grade: The use of assessment to support learning		x		

Briefly list your major reasons for deciding on this grade.

How does your school demonstrate progress and achievement in PE?

How do you assess PE in your school and is it effective?

- . **Each year group/class completes an assessment sheet based on a series of baseline skills and 'improvements' ie.' must, should, could' grids.**
- . **This is informed by achievements, teacher observations and standard assessments for each area of the PE/Games/swimming curriculum -as agreed by whole .**
- . **Achievement/underachievement can be seen immediately.**

A3.3: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships – quality of the curriculum

Guidance from Physical Education survey visits – Page 9-10

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships		x		

Briefly list your major reasons for deciding on this grade

Is the curriculum broad and balanced and enable pupils both success and challenge?

If external deliverers are used within the curriculum how are they supporting the development of the teachers in your school?

- . **'S7' Coaches deliver activities for KS1 in after school clubs, children who qualify for PP are Registered to attend.**
- . **'Sports Development', deliver all activities called for by the school PE directive.**
- . **Other activities are available according to the class or teachers requirement .**

. External coaches deliver a range of dance/music activities which link into cross-curricula opportunities (ie. Global Week', 'Shine Week' etc.) Staff assist/are empowered in all these sessions.

Sub-section 4: Quality of additional provision

A4.1: The extent to which extra-curricular provision supports all pupils

	1	2	3	4
Grade: The extent to which extra-curricular provision supports all pupils		X		

Briefly list your major reasons for deciding on this grade

Does your school provide a rich and varied programme of extra-curricular sport and physical activity to pupils?

Do you engage your pupils in deciding on extra-curricular activity provision?

How do you encourage all pupils to get involved with extra-curricular activities? School Games Kitemark 2013/14 is to engage **Bronze = 20%**, Silver = 35%, Gold = 50% of pupils in extra-curricular each week.

Do you run a Primary Change for Life club and if yes what is the impact of this?

. **KS2 – have the opportunity to take part/be coached in three major ‘after school’ PE related clubs**
 . football . basketball . cricket

. **KS1 – coached in football, ‘dodgeball’ and ‘gymnastics’ (Foundation)**

. **‘Freddie Fit’ 8.30am. and lunchtimes - Monday to Thursday**

A4.2: The provision of intra-school competition (within school between forms or houses) - Level 1 School Games

	1	2	3	4
Grade: The provision of intra-school competition			x	

Briefly list your major reasons for deciding on this grade

Intra-school competition is inter form or inter house competition.

What impact has level 1 intra school competition had on your school?

Do you celebrate the success and fair play that this creates?

Do you engage pupils in the planning and organising of level 1 intra-school competition?

The school games criteria for 2013/14 is bronze = 5 competitions, silver = 6 and gold = 9 different sports competitions over the academic year.

. **Our Sports Development coach leads KS2 intra class competition on a Wed. evening after school (staff INSET/Meetings are on Wed.) BUT all intra-school competitions is supported by our own Staff). This is celebrated in KS2 assemblies and whole school Friday assemblies. Certificates/Photographs as appropriate.**

A4.3: The provision of inter-school competition (between schools) – Level 2 School Games

	1	2	3	4
Grade: The provision of inter-school competition		x		

Briefly list your major reasons for deciding on this grade

Do you participate in high-quality competitive opportunities with other schools?

Is the competition offer to pupils wide and varied? Do they compete in sports that they would not usually have an opportunity in?

How do you celebrate participation in competition and representing the school?

The school games criteria for 2013/14 is to participate in bronze = 4 competitions, silver = 6 (plus 2 B teams) and gold = 9 (plus 4 B teams and 1 C team) different sports competitions over the academic year.

- . See AT2-3 - above re our partner schools
- . Assemblies, School Newsletter enable sharing/celebrating
- . A girls Football League has been initiated by Mrs N. Goodwin (HLTA) from our school with Alexandra Park Juniors.

A4.4: The identification, development and support of pupils who are Gifted and Talented in PE

	1	2	3	4
Grade: identification, development and support of pupils who are Gifted and Talented in PE		X		

Briefly list your major reasons for deciding on this grade

How do you identify pupils who are gifted and talented in PE?
 What do you do to ensure they can progress and be challenged?
Identification via 'Class Attainment' grids, teacher and peer observations
Class lesson assessments by teacher and LSA's
Comments from visiting coaches ('S7', 'Junior Jam' and 'Freddie Fit')
Confirmation from our resident Schools Development Coach.

Sub section 5: Behaviour and Safety of pupils

A5.1: The extent to which pupils are safe participating in PE and School Sport

	1	2	3	4
Grade: Safety in PE		x		

Briefly list your major reasons for deciding on this grade

How does your school ensure the PE and school sport programme is of a high quality and delivered safely?
 Are any external coaches/deliverers appropriately qualified and CRB checked?
 Are the resources and equipment fit for purpose?
All adults employed by our school have a valid CRB check, including visitors ,who work with our Children. These are checked by our Business Manager and a record kept.
Our Health Safety Policy is reviewed regularly by all staff and Governors and as such all are aware.

A5.2: Ensuring the health and well-being of all pupils

	1	2	3	4
Grade: The extent to which school contributes to the health and well-being of all its pupils	X			

Briefly list your major reasons for deciding on this grade.

How does the school ensure that physical activity contributes to the health and well-being of all its pupils?
 Do you utilise the healthy weight data for your school to intervene with healthy weight issues?
 How do you promote healthy lifestyles in your school? Do you have links with parents on this issue?
 How do you promote break time activity, active travel and supervised play?
 How do you encourage less active pupils to be more engaged with physical activity?
. Healthy Schools Gold Award - reaffirmed
. Tooth Friendly Award-reaffirmed
. Perceived weight problems – Learning Mentors see families
. Rota timetables for KS2 to enable them to play football at break and lunch times on our new enclosed pitch officially opened by paralympian, Josie Cichockyi, GB Basketball Captain and

5000m World Record Holder on 25.10.12.

- . **Freddie Fit sessions run by staff and trained Year 5 and 6 leaders -4 days per week at lunchtime.**
 - . **Play boxes with PE/games equipment in KS1 and 2 (separate playgrounds/ares).**
 - . **Summer 2012 –**
 - . **Permanent agility nets, obstacle courses and a climbing area installed on KS2 play area.**
 - . **Play house with slide, cargo net, different types of ladders , a ropes tunnel area installed on KS1 play area.**
 - . **Ample opportunity for Foundation Stage children to use a range of high quality activities including a fixed climbing activity centre.**
- All of the above encourage activity for our children and mums.**

Sub Section 6: Quality of Leadership and Management

Guidance from Physical Education survey visits – Page 11-14

A6.1: The quality of the Leadership and Management of PE

	1	2	3	4
Grade: the quality of Leadership and Management in PE		x		

Briefly list your major reasons for deciding on this grade

Does the school have a clear vision for high-quality PE and school sport that contributes to the whole school development plan? How do you know?

Who takes the lead for physical education in the school and what impact do they have on staff and pupils?

Is there a strategy for ensuring effective professional development in physical education?

Do you work in partnership with other schools and local partners to enhance provision?

Do you have a clear plan for the use of Primary Sport Premium funding?

- . **See Section 2 of ‘School Improvement Plan 2013-14’(SIP) –‘Staying Healthy’.**
- . **Mrs A. Davis is the Subject Lead for PE. and as such submits an annual Action Plan that is kept in the SIP file and significantly supports this area of the SIP.**
Mrs Davis regularly updates staff on developments in PE/Sports and ensures staff aware of hall use.
Mrs Goodwin (HLTA) ensures regular liaison with Clarksfield base collaborative and is the key organiser of groups attending other schools within the area for sporting competitions.
- . **A questionnaire/survey was sent to staff by the Subject Lead and answers/responses were audited.**
Key issues raised were lack of expertise in some areas of teaching/learning in this subject.
These areas have now been addressed via the Sports Development Coach.
- . **Provision is enhanced by being part of Clarksfield Collaborative.**
- . **School ‘voice’ addressed for use of the funding ie. cross curricula and teacher development.**

A6.2: A clear plan for the use of Primary Sport Premium

	1	2	3	4
Grade: Sport Premium Plan				

Briefly list your major reasons for deciding on this grade

Do you have a clear plan for the use of Primary Sport Premium funding which includes improving provision and outcomes in PE, Physical Activity and School Sport?

How will you monitor and evaluate the impact of the Sport Premium funding in your school?

How will you report the impact to your Governing Body?

- . At present a part of our funding pays for Sports Development personnel which in turn benefits all KS1 and 2 children by providing high quality sports/PE opportunities throughout the year and specific coaching for children in KS2.
- . Other initiatives include:
 - . 'S7' coaching for KS1 in football
 - . Gym skills
 - . Dance skills by 'Junior Jam'
 - . KS2 Curriculum delivered by Soccer Academy
- . Monitoring is done as part of the Subject Leader role and feedback is given to Governors when Requested. Governors are welcome in school to observe the sports activities provided on a Wednesday (ie. Sport Development Coach).

The Overall Effectiveness of Physical Education provided in the school

For guidance see Physical Education Survey Visits – Page 2

	1	2	3	4
Grade: Overall Effectiveness				