

Amount of Grant Received £18,140

Actions	Evidence	Funding	Impact
<p>Curriculum <i>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</i></p>			
<ul style="list-style-type: none"> ○ Review quality of teaching of indoor PE, including gymnastics, dance, yoga and fitness ○ Review quality of teaching of outdoor PE, including athletics, ball games, invasion games ○ Keep register of non-participation in PE sessions, ie through illness, lack of PE kit etc ○ Build up a store of spare PE kit to ensure lack of kit is not a barrier ○ Liaise with disadvantaged families; purchase PE/swimming kit where necessary to ensure this is not a barrier ○ Whole staff audit of PE equipment; identify lesser used PE equipment and ways this can be utilised to greater effect. Purchase new equipment where required ○ Carry out staff confidence questionnaire and analyse results to create bespoke training schedule for the year ○ Carry out pupil voice questionnaire and analyse results to ensure pupil needs are met 	<p>PE lesson observations</p> <p>PE Audit</p> <p>PE Store</p> <p>PE lesson registers</p> <p>Minutes of meetings with families</p> <p>Staff Questionnaire results</p> <p>Staff Training Timetable</p> <p>Pupil Voice questionnaires results</p>	<p>Spare PE kit purchased £200</p> <p>New PE Equipment £500</p> <p>Whole School Staff Training x2 sessions @ £200 each (20 staff members)</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 • Increased capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance • Improved pupil attitudes to PE • Positive impact on whole school improvement

<ul style="list-style-type: none"> ○ Pay for a duty lifeguard at weekly swimming lessons to ensure lessons can always go ahead even if regular, trained school staff cannot attend 	Swimming Register	<p>Cost of lifeguard for x1 hour weekly</p> <p>Swimming assessments</p>	<ul style="list-style-type: none"> • Increased opportunities for both gifted children and targeted under-achieving children • Continuous, consistent swimming tuition for children, resulting in better progress and achievement
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Swimming: Current Year 6 cohort (% of children currently on track to meet these targets by end of Summer Term 2018)

- swim competently, confidently and proficiently over a distance of at least 25 metres (93% = 38/41)
- use a range of strokes effectively (88% = 36/41)
- perform safe self-rescue in different water-based situations (88% = 36/41)

Extra-Curricular

<ul style="list-style-type: none"> ○ Sports leaders trained to provide lunchtime sporting activities for all age groups ○ Rolling programme of training for lunchtime staff to empower them to lead lunchtime sporting activities ○ Work alongside after-school, and lunchtime, sports providers (karate, football, netball, dance, football, cross-country) to ensure provision is inclusive and offered to all children where possible 	<p>Lunchtime Blog</p> <p>Lunchtime Staff Training Timetable</p> <p>Lunchtime Observation Records</p>	Pupil Premium funding used to cover cost of sports clubs and activities where appropriate	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption
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			<ul style="list-style-type: none"> • Positive impact on whole school improvement • Clearer talent pathways • Increased school-community links
<p>Participation and Success in Competitive School Sports <i>Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions</i></p>			
<ul style="list-style-type: none"> ○ Widely advertise, and encourage, children's involvement in competitive sports - inter and intra school ○ Weekly assembly to celebrate children's successes in out-of-school competitive events ○ Make links within trust schools to broaden scope for engaging in competitive sports ○ Explore use of minibus contract hire to, and from, competitive sports events to ensure transport is not a barrier to pupil participation ○ Specific skills taught to develop competitive instinct in a match situation through school led extra-curricular programme and lessons ○ Compete in both after school and in-school day competitive events; analyse how, if at all, the time of day impacts pupil involvement 	<p>Pupil Voice Questionnaire School twitter Account</p> <p>Assembly Records</p> <p>Competitive Sports Attendance registers</p> <p>Lesson Plans</p> <p>Competitive Match Outcomes and score sheets</p> <p>List of competitive sports entered throughout year</p>		<ul style="list-style-type: none"> • Increased pupil participation and success • Extended provision • Increased staffing capacity • Clearer talent pathways

<ul style="list-style-type: none"> ○ Explore wider range of competitive events that school can enter throughout the year – use results of pupil voice where appropriate ○ Enter into borough-wide competitions across a range of ages including: football, netball and cross country 	<p>Competitive Match Outcomes and score sheets</p>	<p>Membership of Oldham Competitive Sports League £250</p>	
<p><i>How inclusive the physical education curriculum is</i></p>			
<ul style="list-style-type: none"> ○ Employ LSA/Playworker x2 days per week for work in class and encourage inclusion of more children in sporting activities at play and lunchtime ○ Use Arbor assessment system to track cohort progress in PE skills ○ Identify vulnerable and disadvantaged groups and track progress in PE, compared with other groups ○ Use Arbor assessment system to identify gaps in teaching in the PE curriculum; provide bespoke training to ensure these are responded to efficiently ○ Analyse long, medium and short term planning of PE to identify SEND provision, differentiation and challenge ○ Observe range of PE sessions throughout the year, with particular focus on SEND provision and gifted and talented challenge 	<p>Play and Lunch behaviour records</p> <p>Play and lunchtime observations</p> <p>Arbor assessment outturns</p> <p>PE and Games Planning</p> <p>PE lesson observations</p>	<p>Cost of LSA/Playworker x2 days per week £6000</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

<ul style="list-style-type: none"> ○ Ensure curriculum offers a broad range of activities to develop all aspects of physical literacy and social/mental wellbeing 	<p>Lesson planning and observations</p>		
<p><i>Growth in the range of provisional and alternative sporting activities</i></p>			
<ul style="list-style-type: none"> ○ Ensure Health and Well Being is a key development point on 2017/18 school development plan ○ Introduce the St Chad's mile for all children in KS2 ○ Extend St Chad's mile provision to KS1 ○ Map a range of mile routes, for all weathers and with varying degrees of challenge ○ Elect a group of Year 6 sports leaders ○ Train sports leaders to develop and lead a range of lunchtime activities ○ Work alongside school governor for health and well-being to develop ways of encouraging healthy lifestyles for all ○ Introduce a sports blog to share weekly '30 second challenge' and 'healthy snack swaps' ○ Support sports leaders in leading regular whole school assemblies 	<p>School Improvement Plan 2017/18</p> <p>Evidence of improvement in times for St Chad's mile</p> <p>Sport's Leader Blog</p> <p>Lunch and playtime observations</p> <p>Governor meeting minutes</p> <p>30 second challenge blog</p> <p>Assembly records</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 • Increased school-community links • Increased space available for a wide range of sporting activities

<ul style="list-style-type: none"> ○ Work alongside range of external providers locally for non-competitive sports day; provide children with opportunity to try a range of new sports, eg archery, Frisbee, lacrosse etc ○ All weather, astro-turf pitch installed on school site to allow for increased numbers of curriculum, lunchtime and after-school activities all year round 	<p>Curriculum mapping</p> <p>Lunchtime and after-school club sports registers</p>	<p>£6600 of Sports Premium pooled with additional school funds</p>	<ul style="list-style-type: none"> ● Increased number of lunchtime and after-school activities for all age groups ● Increased numbers of children participating in lunchtime and after school sporting activities
<p>Partnership work on physical education with other schools and other local partners</p>			
<ul style="list-style-type: none"> ○ Utilise knowledge and expertise of newly appointed PE specialist ○ Exploit possible links with colleagues from other settings, to provide challenge and new ideas for school ○ Promote involvement in Saddleworth Olympics, through assemblies, work with Olympics organisers and regular reminders to parents and children of how to get involved ○ Work alongside range of external providers locally for non-competitive sports day; provide children with opportunity to try a range of new sports, eg archery, Frisbee, lacrosse etc 	<p>Assembly Records</p> <p>Records of number of children engaged in Saddleworth Olympics</p> <p>Non-Competitive Sports Day timetable</p>	<p>Cost of Non-Competitive Sports Day providers £1000</p>	<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 ● Increased pupil awareness of opportunities available in the community

Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills

<ul style="list-style-type: none"> ○ 'Relax' Kids sessions for all children across school ○ 'Relax' Kids sessions for all school staff ○ 'Relax' Kids intervention groups weekly ○ 'Relax' Kids sessions for parents and carers ○ Provide cover for PE specialist to work throughout school – observing, team-teaching and providing feedback to ensure PE provision is outstanding in PE lessons and health and well-being is addressed throughout the curriculum ○ Provide cover for Science co-ordinator to observe Science sessions; highlight links to healthy lifestyles and health and well-being ○ Use assemblies to share with whole school, links between exercise, healthy eating and healthy minds and happiness ○ All subject leaders identify links to PE and health and well-being in their subject area 	<p>Pupil Voice questionnaires</p> <p>Staff Questionnaires</p> <p>Health and Well-Being Questionnaire</p> <p>Mental Health School Self-Assessment</p> <p>Lesson planning and observations</p> <p>Pupil Voice Questionnaires</p> <p>Staff Voice Questionnaires</p> <p>Assembly Records</p> <p>Curriculum Tracker</p>	<p>1 hr per week whole class £90 p/w</p> <p>3 hours per week small group intervention £45 p/h = £135 p/w</p> <p>Termly Staff session £90 p/h</p>	<ul style="list-style-type: none"> • Academic achievement enhanced • 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 • Whole school targets met more effectively
<p>Review the impact that funding has had on other factors <i>A greater awareness amongst pupils about the dangers of obesity, smoking, and other such activities that undermine health</i></p>			
<ul style="list-style-type: none"> ▪ Achievement – use pupil voice, staff voice and whole school data to evaluate impact of healthier lifestyles of pupil's choices and attainment and achievements 	<p>Questionnaires</p> <p>Data (in Arbor)</p> <p>Snack Swap analysis</p>		<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding

<ul style="list-style-type: none"> ▪ Quality of Teaching – track quality of teaching throughout school; highlight where lessons cover elements of health and well-being ▪ Behaviour and Safety – use CPOMMS to track social interaction and behaviour data; how does pupil involvement in sport/games impact behaviours? ▪ Leadership and Management – use QA report to identify strengths and areas for development in school leadership team; how are leadership promoting healthy lifestyles? ▪ Quality of the curriculum – ensure sufficient release time for PE subject leader to undertake rigorous review of PE and develop bespoke training 	<p>Lesson Observations Lesson planning</p> <p>CPOMMS records Behaviour records Arbor data Sports Registers</p> <p>QA report School Improvement plan Staff Questionnaires</p> <p>PE action plan Staff Training records Lesson plans and observations</p>	<p>Purchase 'Insight' tool on Arbor @ £350</p>	<ul style="list-style-type: none"> • 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
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SUSTAINABILITY

Ways we will ensure that the improvements outlined in this 2017/18 plan are sustainable in the future

- Regular staff training to promote regular and safe use of a range of sporting equipment
- Ensure lesson planning across the curriculum contains reference to healthy lifestyle, and that this is central to mindset, rather than an 'add-on'
- Buddying of Year 6 sports leaders with Year 5 children in Summer term to ensure skills and knowledge is passed on
- Succession planning in school to ensure that a change in personnel does not negatively impact sport and PE provision
- Development of school grounds to ensure more space is available and usable for sporting activities into the future
- Continual development of Arbor tracking in PE and sports
- Ensure elements of healthy lifestyle remain key objectives in the SIP in coming years

2016/17 Impact of Sports Premium Spending

In 2016/17 our key aims were: to improve the assessment and data tracking of PE and sports skills in the curriculum; to increase the level of skill that children had; and to improve the quality of teaching and learning in PE.

- All staff feel supported and 95% of PE lessons were graded as good or outstanding; additional support and CPD offered for those not graded as such
- Staff have enthusiastically suggested and welcomed ways to increase pupil activity and wellbeing; these will be implemented over coming terms
- Clear skills progression evident within lessons and across year groups; split year groups are carefully planned for to ensure no skills are missed
- Staff training in PE assessment proved incredibly useful and range of assessment methods are not being utilised to good effect: videos, 'live' feedback, peer-assessment, self-assessment etc
- Increased numbers of children achieving expected standard in PE
- Increased numbers of children achieving greater depth standard in PE
- Participation in sports clubs continues to be high although we would like to extend breadth of participation in these; alternative sports clubs will be explored over coming terms
- Pupils engagement and enjoyment within PE lessons is high and has increased since previous pupil voice