

## ‘Evidencing Impact and Accountability’

Amount of Grant Received – Year 1: £ 5,438

Date: October 2013

| <b>Area of Focus</b><br><br><i>Including the 7 key factors to be assessed by Ofsted</i><br><br>(Our ‘RAG’ Rating)                 | <b>Evidence</b><br><br>(Sign-posts to our sources of evidence)                 | <b>Action Plan</b><br><br>(Based on our review, key actions identified to improve our provision)   | <b>Effective Use of the Funding</b><br><br>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)   | <b>Funding Breakdown</b><br><br>(How much spent on each area)    | <b>Impact</b><br><br>(The difference it has made / will make)  |
|---|--|--|--|--|--|
| <p><b>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</b></p> <p><b>Curriculum</b></p> | <ul style="list-style-type: none"> <li>Schools own data / registers</li> </ul> | <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> <li><i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i></li> <li><i>Time available</i></li> <li><i>Quality of teaching and learning (Lesson planning and observation)</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>Gifted in PE</i></li> </ul> <p>Discussions with individual pupils and liaison with parents / carers</p> <p>Discussions with School sports leaders.</p> | <ul style="list-style-type: none"> <li>Employing specialist teachers of Physical Education</li> <li>Improving staff professional learning to upskill teachers and teaching assistants</li> <li>Paying the most effective teachers an enhanced allowance to lead improvements in PE and School Sport</li> <li>Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul> | <p>£ 6,310-<br/>Employing all round specialist P. E teacher.</p> | <ul style="list-style-type: none"> <li>Increased pupil participation</li> <li>Enhanced, inclusive curriculum provision</li> <li>More confident and competent staff</li> <li>Enhanced quality of teaching and learning</li> <li>Increased capacity and sustainability</li> <li>Improved standards</li> <li>Positive attitudes to health and well-being</li> <li>Improved behaviour and attendance</li> <li>Improved pupil attitudes to PE</li> <li>Positive impact on whole school improvement</li> <li>Easier pupil management</li> <li>Enhanced communication with parents / carers</li> <li>Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>Positive impact on middle leadership</li> <li>Other</li> </ul> |

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|---|--|---|--|--|---|
| <b>Extra-Curricular</b>   | <ul style="list-style-type: none"> <li>• Before school registers</li> <li>• Lunchtime registers</li> <li>• After school registers</li> <li>• Pupil Voice data</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>Ensure 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> <li>• <i>Other</i></li> </ul> Discussions with individual pupils and liaison with parents / carers | <ul style="list-style-type: none"> <li>• Employing local coaches to provide extra-curricular sporting opportunities</li> <li>• Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra-school opportunities</li> <li>• Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes</li> <li>• Introducing an in-school physical activity programme</li> <li>• providing pupils who are gifted and talented in sport with expert, intensive coaching and support</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul> | £ 6310-<br>Employing all round specialist P. E teacher.<br><br>£756-<br>Employing specialist ballet teacher. | <ul style="list-style-type: none"> <li>• Increased pupil participation</li> <li>• Enhanced, extended, inclusive extra-curricular provision</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>• Easier pupil management</li> <li>• Enhanced communication with parents / carers</li> <li>• Clearer talent pathways</li> <li>• Increased school-community links</li> <li>• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>• Positive impact on middle leadership</li> <li>• Other</li> </ul> |

## ‘Evidencing Impact and Accountability’

| <b>Area of Focus</b><br><br><i>Including the 7 key factors to be assessed by Ofsted</i><br><br>(Our ‘RAG’ Rating)  | <b>Evidence</b><br><br>(Sign-posts to our sources of evidence)  | <b>Action Plan</b><br><br>(Based on our review, key actions identified to improve our provision)  | <b>Effective Use of the Funding</b><br><br>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)   | <b>Funding Breakdown</b><br><br>(How much spent on each area)   | <b>Impact</b><br><br>(The difference it has made / will make)   |
|--|---|---|--|---|---|
| <b>Participation and success in competitive school sports</b><br><br><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>Gateshead School Sport Partnership (GSSP)</li> <li>SGO</li> <li>Calendar of events / fixture lists</li> <li>School Games Kitemark</li> </ul>   | <ul style="list-style-type: none"> <li>Review our strategy for engaging in competition</li> <li>Engage with our School Sport Partnership (SSP) &amp; School Games Organiser (SGO)</li> <li>Engage more staff / parents / volunteers / young leaders</li> <li>Improve links with other schools</li> <li>Improve breadth of students representing school.</li> </ul>  | <ul style="list-style-type: none"> <li>Paying staff or external sports coaches to run competitions, or to increase pupils’ participation in national school games competitions</li> <li>Paying for transport for fixtures and festivals</li> </ul>   | £ 6310- Employing all round specialist P. E teacher.<br><br>£756- Employing specialist ballet teacher.<br><br>£ 1505 – Joining GSSP at Premium Level. | <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>Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>Positive impact on middle leadership</li> <li>Other</li> </ul> |
| <b>How inclusive the physical education curriculum is</b>  | <ul style="list-style-type: none"> <li>Curriculum plan</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> </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>Other</i></li> </ul> Discussions with individual pupils and liaison with parents / carers<br>Check equipment to ensure it meets the needs of our pupils<br>Ensure our Whole School Inclusion | <ul style="list-style-type: none"> <li>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum</li> <li>Introducing basic movement skills in the Early Years / Foundation Stage</li> <li>PL for staff to increase subject knowledge and confidence in PE</li> <li>Employing a specialist teacher to lead after-school clubs for disable pupils and for those with SEND</li> <li>Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul> | £ 228 – Improving resources.  | <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> <li>Other</li> </ul>  |

## *'Evidencing Impact and Accountability'*

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|--|--|---------------------|--|--|--|
|  |  | Policy refers to PE |  |  |  |
|--|--|---------------------|--|--|--|

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

| Area of Focus<br><br><i>Including the 7 key factors to be assessed by Ofsted</i><br><br>(Our ‘RAG’ Rating) | Evidence<br><br>(Sign-posts to our sources of evidence)   | Action Plan<br><br>(Based on our review, key actions identified to improve our provision)  | Effective Use of the Funding<br><br>(Summary of what our funding has been used for, including effective uses identified by Ofsted*)   | Funding Breakdown<br><br>(How much spent on each area)   | Impact<br><br>(The difference it has made / will make)   |
|--|---|--|---|--|--|
| <b><i>The range of provisional and alternative sporting activities</i></b>                                 | <ul style="list-style-type: none"> <li>• Curricular and extra-curricular plans</li> <li>• Registers of participation</li> </ul> | <p>Review the quality of our extra-curricular provision including:</p> <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> <li>• <i>Other</i></li> </ul> <p>Discussions with individual pupils and liaison with parents / carers</p> | <ul style="list-style-type: none"> <li>• Employing a specialist teacher to lead after-school clubs for disabled pupils and for those with SEND</li> <li>• Introducing an in-school physical activity programme including walking programme</li> <li>• Paying for transport and access to indoor leisure facilities</li> <li>• Introducing new initiatives</li> <li>• Purchasing specialist equipment and teaching resources to develop a non-traditional activity</li> <li>• Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence</li> <li>• Buying into local, existing sports networks</li> </ul> | <p>£ 6310-<br/>Employing all round specialist P. E teacher.</p> <p>£756-<br/>Employing specialist ballet teacher.</p> <p>£ 1505 –<br/>Joining GSSP at Premium Level.</p> | <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>• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>• Positive impact on middle leadership</li> <li>• Other</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  |
|--|---|--|--|--|---|
| <p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p style="text-align: center;">(Our ‘RAG’ Rating)</p> | <p style="text-align: center;">(Sign-posts to our sources of evidence)</p>  | <p style="text-align: center;">(Based on our review, key actions identified to improve our provision)</p>  | <p style="text-align: center;">(Summary of what our funding has been used for, including effective uses identified by Ofsted*)</p>   | <p style="text-align: center;">(How much spent on each area)</p> | <p style="text-align: center;">(The difference it has made / will make)</p>   |
| <p><b>Partnership work on physical education with other schools and other local partners</b></p>   | <ul style="list-style-type: none"> <li>• Membership of the GSSP and related 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> </ul> | <ul style="list-style-type: none"> <li>• Review our partnerships and membership of networks</li> <li>• Do you attend local PESS forums?</li> <li>• Identify any new possible partnerships</li> </ul> | <ul style="list-style-type: none"> <li>• Buying into existing local sports networks</li> <li>• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul> | <p>£ 1505 Joining GSSP at Premium Level.</p>                     | <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>• Other</li> </ul> |

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|--|---|--|---|---|---|
| <b>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral social and cultural skills (SMSC)</b> | <ul style="list-style-type: none"> <li>• Whole School Plan / SEF</li> <li>• PE Subject Plan</li> <li>• Whole school policies / PE policies</li> </ul> | <ul style="list-style-type: none"> <li>• Review the contribution of PESS to whole school priorities</li> <li>• Ensure your vision for PESS is developed to reflect contribution to SMSC</li> <li>• Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum</li> <li>• Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE</li> <li>• Share effective practice</li> <li>• Ensure professional learning opportunities are provided as required to up skill staff</li> <li>• Identify the positive impact that PESS has on:               <ul style="list-style-type: none"> <li>▪ <i>Academic achievement (e.g. literacy and numeracy)</i></li> <li>▪ <i>Behaviour and safety</i></li> <li>▪ <i>Attendance</i></li> <li>▪ <i>Health and well-being</i></li> <li>▪ <i>SMSC</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Employing expert advice to evaluate the school’s current strengths and weaknesses in PE and sport, and implement plans for improvement</li> <li>• Paying the most effective staff an enhanced allowance to lead improvements in PESS</li> <li>• Providing PL on how to teach PE effectively</li> <li>• Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge</li> <li>• Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning</li> </ul> | £ 6310-<br>Employing all round specialist P. E teacher.       | <ul style="list-style-type: none"> <li>• Whole school targets met more effectively</li> <li>• Academic achievement enhanced</li> <li>• Pupils understand the value of PESS to their learning across the school</li> <li>• Staff across the school can start to make the links across subjects and themes including PE</li> <li>• Pupil concentration, commitment, self-esteem and behaviour enhanced</li> <li>• Positive behaviour and a sense of fair play enhanced</li> <li>• Good citizenship promoted</li> <li>• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values</li> <li>• Positive impact on Middle Leadership</li> <li>• Other</li> </ul> |



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|---|---|---|---|--|---|
| <i>Review the impact that the funding has had on other factors</i>  | <ul style="list-style-type: none"> <li>Used GSSP self evaluation framework for Review to generate PESS Action Plan</li> <li>Used other (i.e..YST/ afPE) Framework for Review to generate PESS</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> </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>Employing expert advice to evaluate the school’s current provision strengths and areas for development</li> <li>Employing evaluation tools to measure and monitor progress and impact</li> <li>Securing time for the subject leader to undertake reviews and construct further development plans</li> </ul> <p>for Review to generate PESS</p> | £ 1505 –<br>Joining GSSP which support staff in self evaluation. | <ul style="list-style-type: none"> <li>Will have further evidence of impact to support the effective use of the funding</li> <li>Will help 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</li> </ul> |



### **Further links to support you**

#### **Gateshead School Sport Partnership**

[www.gatesheadssp.org.uk](http://www.gatesheadssp.org.uk)

#### **Ofsted**

[www.ofsted.org](http://www.ofsted.org)

[Preparing a school self-evaluation summary \(Jan. 2014\)](#)

[Inspecting primary school PE and School Sport: new funding \(Jan. 2014\)](#)

[Physical Education Survey Visits \(Dec. 2013\)](#)

[Ofsted Survey Visits - Supplementary Guidance \(Dec. 2013\)](#)

#### **CfBT**

[www.cfbt.com](http://www.cfbt.com)

#### **Association for Physical Education (afPE)**

[www.afpe.org.uk](http://www.afpe.org.uk)

#### **Free Downloads:**

[Quality of Teaching in Physical Education – From Good to Outstanding \(Jan. 2014\)](#)

[Achievement in Physical Education \(Jan. 2014\)](#)

[Effective employment and deployment of coaches](#)

[Poster: afPE outcomes and contributions to Physical Education & School Sport](#)

#### **New 2014 National Curriculum:**

[New 2014 National Curriculum](#)

### Department for Education

[www.education.gov.uk](http://www.education.gov.uk)

[www.education.gov.uk/publications](http://www.education.gov.uk/publications)

[Healthy Schools Tool Kit](#)

[Learning through PE and School Sport](#)

### Other useful links

[www.bhf.org.uk](http://www.bhf.org.uk)

[Healthy Schools Tool Kit](#)

[Change4Life](#)

[Energy Clubs](#)