

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Amount of Grant Received £ 8430

Date: September 2017 to July 2018

Additional funding to be awarded December 2017 – TBC – Policy review in April 2018 in light of extra funding

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
<p>Curriculum</p> <p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p>	<ul style="list-style-type: none"> • Schools own data / registers 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time available</i> • <i>Quality of teaching and learning (Lesson planning and observation)</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> • <i>Gifted in PE</i> • <i>Other</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing specialist teachers of Physical Education from Swadlands secondary school • Improving staff professional learning to upskill teachers and teaching assistants through joint teaching, monitoring and coaching • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	<p>£ ..5,000 paid to Swadlands sports college .</p>	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
<p>Extra-Curricular</p> <p>➤ To increase enthusiasm and participation in PE for all children</p>	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>Ensure the enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Parent Questionnaire</i> <p>Discussions with individual pupils and liaison with parents / carers</p>	<ul style="list-style-type: none"> • Employing local coaches to provide extra-curricular sporting opportunities • Providing high quality professional learning for adults supporting learning (ASL's) to run sports teams, after school clubs and intra-school opportunities • Introducing an in-school physical activity programme • providing pupils who are gifted and talented in sport with expert, intensive coaching and support • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • Ensuring all pupils achieve 25m swimming by end of year 6 	<p>£1000.....</p>	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
<p>Participation and success in competitive school sports</p> <p><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"> • Schools own data / registers • SGO • Calendar of events / fixture lists • School Games Kitemark 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our School Games Organiser (SGO)-Amy Cavanagh at Swadlands • Engage more staff / parents / volunteers / young leaders • Improve links with other schools – collaboration teams and menu of activities 	<ul style="list-style-type: none"> • Paying staff or external sports coaches to run competitions, or to increase pupils' participation in national school games competitions • Paying for transport for fixtures and festivals- use of the KULB minibus 	<p>£ ...500 – fees and contribution towards the minibus</p>	<ul style="list-style-type: none"> •
<p>How inclusive the physical education curriculum is</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-Term plans • Planning for Gifted and SEND pupils • Pupil Progress Reports (The progress pupils make relative to their starting points, ability and age) 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance</i> • <i>Accessibility of all the activities</i> • <i>Use of TA's to support learning</i> • <i>Quality of teaching and learning</i> • <i>Staff Professional Learning (PL)</i> • <i>Access to facilities / resources</i> • <i>Pupil Needs (Pupil Voice)</i> • <i>Other</i> <p>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</p>	<ul style="list-style-type: none"> • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum • Introducing basic movement skills in the Early Years / Foundation Stage • P D for staff to increase subject knowledge and confidence in PE • Employing a specialist teacher to lead after-school clubs for disable pupils and for those with SEND • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • New equipment for younger children in early years to support development of gross motor skills. 	<p>£ 5000 as above</p> <p>£500 for new resources for curriculum and after school clubs</p>	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
<p><i>The range of provisional and alternative sporting activities</i></p> <p>➤ <i>To provide opportunities for children who are not active outside school hours</i></p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation • After school club registration 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Identify children who are not taking part in extra – curricular activities in or out of school</i> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Quality and qualifications of staff providing the activity</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with clubs</i> • <i>Talent provision</i> • <i>Staff Professional Learning (PL)</i> • <i>Other</i> 	<ul style="list-style-type: none"> • Paying for transport and access to indoor leisure facilities • Introducing new initiatives • Purchasing specialist equipment and teaching resources to develop a non-traditional activity • Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence • Buying into local, existing sports networks • Specialist PE teacher in school to support after school clubs <ul style="list-style-type: none"> • New equipment for younger children in early years to support development of gross motor skills. 	<p>£1000.payment for swimming lessons</p>	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
		Discussions with individual pupils and liaison with parents / carers			
	(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)
<i>Partnership work on physical education with other schools and other local partners</i>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors' minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Identify any new possible partnerships- KULB subject leader team 	<ul style="list-style-type: none"> • Buying into existing local sports networks • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement 	£5000 ...	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (The difference it has made / will make)
<p><i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills (SMSC)</i></p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies • SIAMS report 	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities • Ensure your vision for PESS is developed to reflect contribution to SMSC • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE- work as subject team across KULB • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> ▪ <i>SMSC</i> 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement • Paying the most effective staff an enhanced allowance to lead improvements in PESS • Providing PL on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning • Chance to Shine – Cricket coaching • Diet and healthy eating focus linked to developments in PSHE 	<p>£ .5000 – managed through Swadeldands</p>	

Leeds and Broomfield C of E Primary School
Everyone is a learner and every experience is a learning opportunity

Area of Focus	Evidence (Sign-posts to our sources of evidence)	Action Plan (Based on our review, key actions identified to improve our provision)	Effective Use of the Funding (Summary of what our funding has been used for, including effective uses identified by Ofsted*)	Funding Breakdown (How much spent on each area)	Impact (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"> • Used a PE Framework for Review to generate PESS Action Plan • Staff PL Record • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PESS • On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school's current provision strengths and areas for development • Employing evaluation tools to measure and monitor progress and impact • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>£ ..5000.....</p>	<ul style="list-style-type: none"> •