



## P.E. & sport premium strategy statement:

1. Summary information			
<b>School</b>	Park Way Primary School		
<b>Academic Year</b>	2018/19	<b>Total P.E. &amp; SP budget</b>	
<b>Total number of pupils</b>	308		

2. Current attainment			
	December 2018	Easter 2019	July 2019
% children across the school eligible for P.E & SP.	100%	100%	100%
% children participating in school based clubs.	20%	20%	20%
% children competing for the school in P.E and sports competitions.	20%	20%	20%
% of staff confident to teach P.E and sports to the required standard for their phase.	100%	100%	100%

3. Barriers to future attainment (for pupils eligible for P.E & SP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	Lack of teacher confidence to deliver the P.E. curriculum across the school from Year R to Year 6.
<b>B.</b>	Limited range of P.E. opportunities or sports offered across the school.
<b>C.</b>	Lethargy of children ~ lack of enthusiasm for and engagement in P.E. and sports.
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>D.</b>	Lack of parental support; attendance at clubs, support at competitions etc.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Trained, confident teachers deliver high level PE lessons and are able to support all levels of participation within their class. Measured via observation	Assessed at the end of the School Year.
<b>B.</b>	Children have access to a varied timetable, both curricular and extra-curricular and the opportunity to represent the school in different events across the year. Measured through intervention tracking via SIMS	Assessed at the end of the School Year.
<b>C.</b>	Children across the school have enthusiasm for PE and sports with many opportunities to find sports they enjoy and to want to represent the school at local level. Measured via observation of long term plan	Assessed at the end of the School Year.
<b>D.</b>	Positive parental engagement leading to increased attendance at clubs and enthusiasm for sports events. Increased numbers representing school at competitions at local level. Measured through intervention tracking via SIMS	Assessed at the end of the School Year.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the P.E. & sport premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To train confident teachers in order for them to deliver high level PE lessons thus ensuring that they are able to support enhanced levels of participation within their class.	<p>Fully exploit PASS support to upskill teachers developing the PE expertise within the school:</p> <ul style="list-style-type: none"> <li>Two twilight training sessions for staff</li> <li>Continued support for staff CPD</li> <li>Lunchtime staff training</li> </ul>	<ul style="list-style-type: none"> <li>Lack of pupil engagement in PE impacts negatively on future lessons.</li> <li>Teachers lack the confidence to try new areas of PE.</li> <li>Equipment not used correctly – gym equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Fully inclusive plans in all areas of PE</li> <li>Monitoring</li> <li>Observation</li> <li>Conferencing with groups of children and individuals</li> <li>Responses from staff</li> <li>Impact reports written by PASS coach</li> </ul>	PASS coach DL All staff	Termly
To ensure that the children across the school have enthusiasm for PE and sports. Introduce opportunities for them to develop the sports that they enjoy and want to represent the school at local level.	<ul style="list-style-type: none"> <li>Use PASS support fully to ensure a full range of plans are available for all levels of PE to staff and a well-structured long term plan to include different sports across the year.</li> <li>Extra-curricular activities support future competitions to ensure the children are prepared to compete at local level.</li> </ul> <p>Order new sports equipment:</p> <ul style="list-style-type: none"> <li>To be used for the P.E. curriculum and competitions against other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of variety in past planning</li> <li>No or little competitive sports made available</li> <li>Children unable to use some equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Fully inclusive long term plan to ensure varied curriculum.</li> <li>Notice board of competition calendar.</li> <li>Conferencing with groups of children.</li> <li>Increased participation and enthusiasm for extra-curricular activities leading up to a competition tracked in SIMS</li> <li>P.E display board to show what the children are doing.</li> </ul>	DL	Termly
<b>Total budgeted cost</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have access to a varied timetable, both curricular and extra-curricular activities and the chance to represent the school in various events across the school year for their year group.	<p>Target groups of specific children who lack involvement in extra-curricular activities</p> <ul style="list-style-type: none"> <li>• Run girl only clubs.</li> <li>• Buy equipment needed that might be holding back some PP children from joining.</li> </ul> <p>Participation in sporting festivals and competitions with a view of gaining the bronze award at the end of this school year to highlight the improvements that have been made.</p>	<ul style="list-style-type: none"> <li>• Conferencing with girls across year 5 and 6 highlighted they wanted to take part but they were reluctant due to negative pressure from the boys and a lack of personal sports clothing and equipment.</li> <li>• PP children are less likely to get involved with an extra-curricular activity if there is a cost involved and extra equipment and clothing is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure competition dates are fully supported.</li> <li>• Plan extra-curricular clubs around the competitions to promote events</li> <li>• Conferencing with children to promote events.</li> <li>• Meet with FLO to ensure PP children are fully supported and needs are met.</li> <li>• Tracking attendance via SIMS.</li> <li>• Liaise with PASS coaches to get advice about the competitions internally and externally against other schools.</li> </ul>	DL PASS Coach	Termly
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Positive parental engagement leading to increased attendance at clubs and enthusiasm for sports events.	<ul style="list-style-type: none"> <li>• Work with FLO to promote participation in clubs.</li> <li>• Liaison via text, letter, phone call etc.</li> <li>• Invite parents to support their children and teams when competing.</li> <li>• Liaise with parents to facilitate transportation to competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous limited parental support for sporting events</li> <li>• Children unable to represent the school due to transportation or equipment issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite parents to offer advice areas where they can support and what it is the school can do better.</li> <li>• Monitor attendance.</li> <li>• Provide regular feedback.</li> </ul>	DL	Termly

	<ul style="list-style-type: none"><li>Promotion of sports competitions via newsletter, website etc.</li></ul>				
					<b>Total budgeted cost</b>