



CAMBOIS PRIMARY SCHOOL

SCHOOL SPORTS FUNDING 2015/2016

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) This will be updated termly as the impact is measured.
<p><i>Partnership work on physical education with other schools and other local partners</i></p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes Bedlington school sports partnership Support • Attendance at PE Forums • 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 	<ul style="list-style-type: none"> • Buying into existing local sports networks (school sports partnership) • Employing expert advice to evaluate strengths and weaknesses in PE and Sport and implement plans for improvement 	<p>£ 10,000 is total cost of the partnership agreement</p>	

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Extra-Curricular	<ul style="list-style-type: none"> • Before school registers • Lunchtime registers • After school registers • Pupil Voice data • Numbers of children participating 	<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>Other</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 • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • Children accessing different sports clubs as isolated area and not many places locally to go to. 	<p>£</p> <p>Cycling as part of university project. £500</p>	

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<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 • Calendar of events / fixture lists 	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Engage with our School Games Organiser through the school sports partnership • Engage more staff / parents / volunteers / young leaders • Improve links with other schools 	<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 	<p>£included in 10k SLA.</p>	
<p>How much more inclusive the physical education curriculum has become</p>	<ul style="list-style-type: none"> • Curriculum plan • Long, medium and short-Term plans • 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 Lead PE specialist in school to work with the specialist teachers to design new curriculum and improve their own skills.</p>	<ul style="list-style-type: none"> • Employing a specialist teacher to lead after-school clubs. • Employing expert advice to evaluate strengths and weaknesses in PE and sports and implement plans for improvement. 	<p>£</p>	

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<p>Review the impact that the funding has had on other factors</p> <p>Inspectors also take account of the following factor: The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils' health</p>	<ul style="list-style-type: none"> • Used a fPE Framework for Review to generate PESS Action Plan • Staff PL Record • SMT QA strategies for planning • 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 <p>PE leader to shadow and team teach with the specialist to gain practical ideas and improve own knowledge and expertise.</p>	<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>£</p>	
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