

Ulcombe C of E Primary School
Together we will achieve our goals

Amount of Grant Received £ 8090

Date: May 2016

<p>Area of Focus</p> <p><i>Including the 7 key factors to be assessed by Ofsted</i></p> <p>(Our 'RAG' Rating)</p>	<p>Evidence</p> <p>(Sign-posts to our sources of evidence)</p>	<p>Action Plan</p> <p>(Based on our review, key actions identified to improve our provision)</p>	<p>Effective Use of the Funding</p> <p>(Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*)</p>	<p>Funding Breakdown</p> <p>(How much spent on each area)</p>	<p>Impact</p> <p>(The difference it has made / will make)</p>
<p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</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 Swadelands 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>£ ...3,500 paid to Swadelands sports college</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 • Easier pupil management • Enhanced communication with parents / carers • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership • 1x pupil gaining a place at secondary school with scholarship for dance

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<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 (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>£2000.....</p>	<ul style="list-style-type: none"> • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Positive attitudes to health and well-being • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Parental involvement and feedback on after school clubs is positive

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<p><i>Participation and success in competitive school sports</i></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 Swadelands • 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"> • Increased pupil participation • Extended provision • Increased staffing capacity • Improved positive attitudes to health and well-being and PESS • Clearer talent pathways • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values – and its continuation through the road to Rio • KS2 children will attend competitions across Maidstone area – this is in the early stages of development • Sainsbury's School Mark – active kids Bronze award (currently undertaking assessment)
<p><i>How inclusive the physical education curriculum is</i></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 	<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> 	<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 	<p>£ 3500 as above</p> <p>£1000 for new resources for curriculum and after school clubs, and play time</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 • Links made to our Christian Values and aspects of PE – e.g prayer written for Invictus games/Paralympic sports • Development for SEND pupils in class linked to gross and fine motor skills

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	their starting points, ability and age)	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	weaknesses in PESS and implement plans for improvement		
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<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> 	<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 	<p>£ 2000 payment see above</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 • Improved behaviour and attendance and reduction of low level disruption • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership

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		<ul style="list-style-type: none"> • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision • Staff Professional Learning (PL) • Other <p>Discussions with individual pupils and liaison with parents / carers</p>			<p><i>All children in KS2 have taken part in an extra-curricular club at some point in the year, either in or out of school</i></p>
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<p>Partnership work on physical education with other schools and other local partners</p>	<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 	<p>£ .3500...</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 • Positive impact on middle leadership • Teaching staff are more positive and confident in the area they have observed and are able to use this as a basis for their own planning

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<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 	<p>£ ..3500 – managed through Swadeldands</p>	<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school • 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 • SMSC links with other cultures – diversity day aspect • Paralympic games- greater understanding of the challenges faced by athletes • Worship sessions focusing on great achievements

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<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>£ ..3500.....</p>	<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • 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