



Greneway Middle School

Together Everyone Achieves More

PE and Sport Premium

ACTION PLAN 2015/2016

EVALUATIONS

Amount of Grant Received: £9100

Amount of Grant used: £9100



Evidencing the Impact of the Primary PE and Sport Premium

Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport



REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015/2016

Key priorities to date:	Key achievements/What worked well:	Key Learning: Impact Value for money ✓	Sustainability/Next Steps2016/2017
1. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles	<ol style="list-style-type: none"> 1. Further enhanced our 3 hour curricular provision 2. Followed Healthy Schools status programmes 3. Extended table tennis club to Yr 6 4. Whole school drive on healthy active lifestyles 5. The school extended table-tennis Change4Life Club providing another opportunity for pupils to access good quality physical activity and the understanding of a healthy lifestyle – basketball and cycling clubs established 6. Healthy active lifestyles focused Assemblies 7. All PE lessons supporting/reinforcing healthy active lifestyles 8. Pupils provided with positive role models and examples especially Olympics/Paralympics 	<ol style="list-style-type: none"> 1. More pupils involved in extra-curricular programmes ✓ 2. More pupils active at break/lunchtimes ✓ 3. More pupils walking to and from school ✓ 4. Improved food choices in school tuck and lunches ✓ 5. Increased pupil participation 6. Enhanced, extended, inclusive extra-curricular provision ✓ 7. Positive attitudes to health and well-being ✓ 8. Improved behaviour and attendance ✓ 9. Improved pupil attitudes to PESS ✓ 10. School Games Gold 2016 awarded – fifth consecutive year awarded Gold standard ✓ 	<ol style="list-style-type: none"> 1. Maintain 3 hours of HQ PESS 2. Regularly engage pupils in HQ PESS (M+E) 3. Maintain TT/BB/Cycling clubs 4. Use TT tables in curriculum 5. Maintain HS focus 6. Continue with new clubs 7. PE learning to support active healthy lifestyles 8. Update AfPE QMD (2017) 9. Update AMG (2017) 10. Update School Games Gold (2017)
2. Further raising the profile of PE and sport across the school as a continuing tool for whole school improvement	<ol style="list-style-type: none"> 1. Further developed physical literacy and creativity opportunities 2. TEAM - Personal development, behaviour and welfare (SDP3) focus 3. Further developed pupils' as confident, self-assured, self-disciplined learners (SDP 4) + (PEDP 3) 4. Ensured that our children are physically competent and confident and enjoy learning in, and through, the physical. 5. Supported whole school DP target: 6. Further celebrated achievement 'Academic and Behaviour' using 'Lesson Monitor' and the Learning Journal specifically learning in, and through, PESS 7. Use our new tracking system for pupil development, behaviour and welfare through LM 8. Further developed the House system to extol the virtues of 'TEAM' increased focus in assemblies, blog, twitter and house competitions/festivals 9. Re-accredited with School Games Gold kitemark for 2016 (5th consecutive time) 10. PE Team affiliated to AfPE as a school 	<ol style="list-style-type: none"> 1. All pupils demonstrate a positive attitude to learning, 'live' the TEAM values and have a sense of personal responsibility towards caring for the school environment ✓ 2. Parents/carers feel informed about child's attitude to learning and conduct in lessons ✓ (exit and entry surveys) 3. Positive attitudes to learning exemplified and acknowledged by form teachers and in pupils' reports. ✓ (surveys/interviews) 4. Whole school statistics readily available to support intervention and to inform evaluation and review of approach. ✓ 5. Improved standards ✓ (National Middle schools' forum data) 6. Positive attitudes to health and well-being ✓ (Surveys/interviews) 7. Improved behaviour and attendance and reduction of low level disruption ✓ (Lesson Monitor/reports) 8. Improved pupil attitudes to PESS ✓ (surveys/interviews) 9. Positive impact on whole school improvement ✓ (whole school data) 	<ol style="list-style-type: none"> 1. Increased and more effective use of 'Lesson Monitor' embedded to track achievements /behaviour and support interventions ensuring rapid and sustained progress in learning 2. All staff and House Captains embrace the house system and proactively implement ideas to encourage a sense of competition, fun and belonging 3. Variety of House competitions/ activities/assemblies enthuse and engage pupils 4. Continue to analyse assessment and perceptions data 5. To continue to monitor and evaluate PESS through PE SEF and DP 6. Increase CRISP Mindset and TEAM ethos



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3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ol style="list-style-type: none"> 1. Contributed to the employment of our own School Sports Co-ordinator (RD) as part of NE Herts SSP. 2. Provided high quality professional learning for adults supporting learning (ASL's) to run sports teams, after school clubs and intra-school opportunities 3. RD employed to support with the delivery of KS1&2 PE within the first schools of Icknield Walk, Studlands Rise, Reed and St Marys. 4. RD supported first schools with intra and inter school sport. This will include practices, festivals and competitions. 5. RD assisted with First School staff CPD to enrich early physical activity. 6. RD supported Jan Wood (PDM) with the delivery of the North East Herts SSP programme. RD had a particular focus on the Greneway family of schools: Icknield Walk, Studlands Rise, Reed and St Marys 	<ol style="list-style-type: none"> 1. This continues to give us a package of in-school support and training for both children and staff: 2. Supporting greater confidence in planning and delivery of high quality physical education in our First Schools leading to improved PE and Sport outcomes for all in the Royston Area Schools Partnership (RASP) ✓ 3. First school staff continued to develop their confidence to organise run and sustain school sporting events. ✓ 4. All staff taught good or outstanding P.E.lessons ✓ 5. Children felt confident to participate in physical activity this year and beyond. 6. Improved staff professional learning to upskill teachers and teaching assistants ✓ 	<ol style="list-style-type: none"> 1. Increasing staff knowledge and understanding 2. More sustainable workforce 3. Enhanced quality of provision 4. Increased pupil participation in competitive activities 5. Increased range of opportunities 6. The sharing of 'best' practice 7. Increased pupil awareness of opportunities available in the community 8. Positive impact on middle leadership
4. Broader experience of a range of sports and activities offered to all pupils	<ol style="list-style-type: none"> 1. Reviewed the quality of our extra-curricular provision including: <ul style="list-style-type: none"> • Range of activities offered • The enhancement and extension of our curriculum provision • Inclusion • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • The time of day when activities are offered • Access to facilities (on-site / off-site) • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • More use of school blog and website • More emphasis still on APs for O/P values 	<ol style="list-style-type: none"> 1. Included more pupils in new activities (15% increase) ✓ 2. Increase competence and confidence for pupils ✓ 3. More learning achievement points achieved and celebrated re TEAM and O/P Values (16% increase) ✓ 4. Pupils feel more empowered as PV explicitly heard and acted upon (surveys) ✓ 5. New outdoor TT tables (FoGs) are very popular ✓ 6. Develop more links with external clubs (cycling and TT) ✓ 7. Regular updates on school blog and @GrenewayPE ✓ 	<ol style="list-style-type: none"> 1. Introducing an in-school physical activity programme 2. Develop further TT and SStacks clubs and festivals 3. Start a Handball club



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5. Increased participation in competitive sport	<ol style="list-style-type: none"> Continued to employ our quality-assured coaches to provide a range of extra-curricular sporting opportunities Introduced an in-school physical activity programme Provided pupils who are talented in sport with expert, intensive coaching, pathways and support Employed expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement Developed further our weekly sports leaders programme for pupils at Greneway to attend Extended opportunities for pupils to apply their leadership skills within the curriculum and through extra-curricular activities including first school festivals. 	<ol style="list-style-type: none"> Raising activity levels and achieving success in the School Games events ✓ Enhanced school-club links and further develop exit routes for participation and Excellence. ✓ Increased pupil participation ✓ Enhanced, extended, inclusive extra-curricular provision ✓ Enhanced quality of delivery of activities ✓ 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 ✓ Easier pupil management ✓ Enhanced communication with parents / carers ✓ Increased school-community links ✓ 	<ol style="list-style-type: none"> Continue to employ our quality-assured coaches to provide a range of extra-curricular sporting opportunities Maintain Healthy Schools focus (lead by RD/GC) Aim to get even more teams involved Aim to get into all HSG finals where applicable Plan to arrange more B C and D team opportunities Clearer talent pathways Introducing an in-school physical activity programme Continue with very successful TT and SStacks clubs and festivals Staff CPD to include NLP updates More use of school blog and website More emphasis still on APs for O/P values
5a. Continue to develop our outstanding extra-curricular programme.	<ol style="list-style-type: none"> Employing our 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 e.g. KF in football, basketball and dodgeball providing pupils who are gifted and talented in sport with more expert, intensive coaching and support with all staff having NGB awards for all our sports as well as being PE graduate teachers Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement – very successful with JW and her myriad of HQ PE experiences 	<ol style="list-style-type: none"> Raising activity levels and achieving success in the School Games events: Greneway were successful in all the events we participated in ✓ Enhanced school-club links and further develop exit routes for participation and Excellence – rugby and cricket esp. ✓ Increased pupil participation: KS2 up 16% KS3 up 20% ✓ Improved standards – Year 8 exit data for PE very high ✓ Positive attitudes to health and well-being Improved behaviour and attendance and reduction of low level disruption LLD down by 19% ✓ Improved pupil attitudes to PESS with 32% increase in Achievement Points (APs) ✓ Positive impact on whole school improvement: increased PESS APs led to improved House achievements ✓ Easier pupil management - NLP and CRISP Mindset principles implemented were very successful ✓ Enhanced communication with parents / carers: Increased use of school blogs and PE and Arts Twitter accounts ✓ school-community links were maintained well ✓ Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values: over 24% of all school APs achieved are for O/P values ✓ 	<ol style="list-style-type: none"> Developing an in-school physical activity programme Continue with very successful TT and SStacks clubs and festivals Staff CPD to include NLP updates More use of school blog and website More emphasis still on APs for O/P values



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6. To further support the development of identified pupils within each year through PE and School Sport opportunities.	<ol style="list-style-type: none"> 1. Employing expert (J.Wood and AfPE) to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement 2. Paying RD an allowance to lead improvements in PESS 3. Providing PL on how to teach PE effectively 4. Employing specialist PE teachers 	<ol style="list-style-type: none"> 1. To increase the pupils confidence, motivation and involvement in extra-curricular opportunities. ✓ 2. Whole school targets met more effectively e.g. physical literacy ✓ 3. Pupils understand the value of PESS to their learning across the school ✓ 4. Pupil concentration, commitment, self-esteem and behaviour enhanced (see above data) ✓ 5. Positive behaviour and a sense of fair play enhanced (see above APs data) ✓ 6. Good citizenship promoted esp Sports leaders ✓ 7. Ensuring strong, sustainable, effective links to the 2016 Games Legacy and Olympic and Paralympic Values ✓ 	<ol style="list-style-type: none"> 1. Organise more intra-school events to get more involved 2. Update APs and BPs total every term 3. Ensure citizenship APs are achieved by Sports leaders 4. Reinforce use of O/P values in assemblies and with blog
Review the impact that the funding has had on other factors	<ol style="list-style-type: none"> 1. Used afPE Framework for Review to generate PESS Action Plan 2. PE DP Target 4.3: Review Impact of SP 3. Staff PL Record 4. SLT QA strategies for planning 5. Lesson observations 6. Pupil voice 7. Pupil progress (achievement and attainment) 8. Attendance data (curriculum and extra-curricular) 	<ol style="list-style-type: none"> 1. Employed an expert advice to evaluate the school's current provision strengths and areas for development e.g AfPE, SGO, YST ✓ 2. Employed evaluation tools to measure and monitor progress and impact e.g. AfPE QMD ✓ 3. Secured time for the subject leader to undertake reviews and construct further development plans ✓ 	<ol style="list-style-type: none"> 1. Continue to employ expert advice to evaluate the school's current provision strengths and areas for development - AfPE, SGO, 2. Continue to employ AfPE evaluation tools to measure and monitor progress and impact and this evaluation 3. Update process of M/E in relation to changing Ofsted framework 4. Develop a healthy eating policy, and further encourage pupils to think about a balanced diet and having everything in moderation. 5. Use 5 key indicators as framework for 2016/2017 plan



Primary PE and Sport Premium Expenditure 2015/2016*

