



**DAME ELLEN PINSENT
PE & SPORT PREMIUM ALLOCATION PLAN
2017-18**

Primary PE & Sports Premium...

The Government introduced a PE and Sport Premium Grant for schools in September 2013. The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. This funding is currently worth £150 million a year and is being jointly provided from The Department of Education, The Department of Health and The Department for culture, media and sport. For this academic year the PE and Sport Premium has doubled. This year Dame Ellen will receive a sum of £16,000 plus £10 per eligible pupil.

The Purpose of the Funding...

Schools must spend their money on improving their provision of PE and Sport, but they have the freedom to choose how best to do this. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

With the implementation of the PE and Sport Premium Funding, it is expected that schools will see an improvement against the following five 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

The Vision...

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

Below is a table showing how Dame Ellen Pinsent will be spending their allocated funding for 2017-18. This will outline the plan for the year, including activities, intended outcomes and expected impact.

Estimated Spend	Activity	Intended outcomes	Expected Impact
£6,800	<p>Bishop Challoner</p> <p>PE and Sport Premium</p> <p>Primary Programme</p> <p>2017-18</p> <p>GOLD OPTION</p>	<ul style="list-style-type: none"> ☆ Provide high quality PE and school sport opportunities for all young people to inspire them to be physically active and healthy. ☆ Provide an innovative approach and allow colleagues to network and share good practice. ☆ Work creatively and coherently to deliver a tailored service that meets the needs of the schools and young people in our network and the local community. ☆ Support all schools in providing a high quality CPD programme that supports effective delivery of PE lessons and maximises pupil progress. ☆ Provide access to and draw down additional funding streams that would benefit all schools. ☆ Support schools and staff to develop important characteristics in pupils such as resilience, perseverance and confidence through all our programmes. ☆ Provide high quality opportunities for a wide range of young people to participate in inter school competitions and festivals. ☆ Ensure young people are prepared as well as possible to participate in all sports competitions and festivals. ☆ Develop competitions to ensure that opportunities for young people are inclusive, connected and exciting. ☆ Provide trophies, medals and certificates for all competitors. ☆ Provide appropriate and high quality training to Year 5 and 6 pupils to be competent and confident Playleaders. ☆ Provide appropriate resources, lanyards and certificates for pupils. ☆ Develop confident and competent young leaders with such leadership skills as communication, organisation, motivation and the raising of self-esteem. 	<ul style="list-style-type: none"> ☆ Accessing, hosting and participating in high quality intra and inter school competitions. ☆ Raising the profile of the school in the local area. ☆ Using sport to raise the ethos across the school. ☆ Opportunities for young people to meet and compete against a diverse range of people. ☆ Raising the standards of competitive school sports. ☆ Opportunity to achieve in a wide range of sporting competitions within and beyond school. ☆ Experience winning and losing in fun, competitive situations and learn how to deal with success and disappointment. ☆ Opportunities to experience leadership through local competitions and festivals. ☆ Embedding the values of the 'Spirit of the Games' through competition. ☆ Providing an opportunity for young people to experience non-traditional competition and activities. ☆ Increased physical activity levels and opportunities for all pupils to participate in a wide range of fun, playground games and activities. ☆ Increased whole school standards within PE as a result of high quality school sports sessions being organised. ☆ Reduce incidences of bad behaviour during lunchtimes. ☆ Quicker/calmer starts to lessons after lunchtime. ☆ Raised profile of PE and sport within school. ☆ Opportunities for young people to develop important skills for life and improve employability. ☆ Increased confidence and self-esteem of play leaders. ☆ Raising self-esteem, self-confidence and knowledge of leadership in young people. ☆ Increasing physical activity levels amongst the least active young people in schools, especially KS1. ☆ Providing opportunities for young people to work with even younger students and developing cohesion within all schools. ☆ Improved communication, planning and organisational skills. ☆ Primary school to develop sufficient evidence for all five focus areas. ☆ Primary school to be aware of developments in preparation for Ofsted inspection.

		<ul style="list-style-type: none"> ☆ Increase informal physical activity and structured play within primary school playgrounds. ☆ Support volunteers, lunchtime supervisors and parents to deliver physical activity sessions during out of school hours. ☆ Understanding the importance and role of the PE co-ordinator. ☆ Have the knowledge and understanding to develop a broad and balanced PE and sport provision that provides for all pupils. ☆ To gain the confidence and ability to support all staff with their planning, teaching and monitoring to raise achievement in PE. ☆ To know what is required to prepare your school for the rigour of an Ofsted inspection in PE and sport. <p style="text-align: center;">☆ See the full Primary Programme on our Website outlining the full package.</p>	<ul style="list-style-type: none"> ☆ Primary school to have a clear understanding of the five focus areas and types of evidence to demonstrate impact. ☆ Understanding the importance and role of the PE co-ordinator. ☆ Have the knowledge and understanding to develop a broad and balanced PE and sport provision that provides for all pupils. ☆ To gain the confidence and ability to support all staff with their planning, teaching and monitoring raise achievement in PE. ☆ To know what is required to prepare your school for the rigour of an Ofsted inspection in PE and sport. ☆ Specialist support for teachers identified by you in your school to support lesson planning and delivery. ☆ Access to resources, teaching methods and practical ideas. ☆ Allows teachers to gain one to one support to develop understanding of assessment and to be able to plan for and monitor pupil progress. ☆ Increased staff confidence in PE delivery e.g. gymnastics and dance. ☆ Receive key feedback from a specialist PE teacher on effective planning and teaching. ☆ A whole school approach to raising achievement in PE. ☆ Improved understanding of how to structure and deliver PE lessons. ☆ Learn how to plan lessons from a range of starter activities and develop teaching strategies for differentiation, vigour, engagement and pace. ☆ Increased understanding of assessment for learning to be able to demonstrate progress for all pupils. ☆ Practical ideas for lessons through a bespoke activity focus e.g. gymnastics or dance. ☆ Specialist support for teachers identified by you in your school to promote learning. ☆ Teachers to work in a supportive manner to develop planning, teaching and use of assessment for monitoring pupil progress. ☆ Teachers develop their understanding of National Curriculum and areas of activity. ☆ Teachers develop their confidence to teach effective PE lessons gaining practical activities and ideas for differentiation and ensuring pupil progress. ☆ All classes will receive assessment demonstrating progress.
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TBC	<p style="text-align: center;">The set-up of Gross Motor Programmes</p> <p style="text-align: center;">and</p> <p style="text-align: center;">Occupational Therapy Support within school</p>	<ul style="list-style-type: none"> ☆ Muscular strength: The ability to exert force against resistance. ☆ Muscular endurance: The ability of a muscle or group of muscles to exert force repeatedly against resistance. ☆ Motor (muscle) planning: The ability to move the body with appropriate sequencing and timing to perform bodily movements with refined control. ☆ Motor learning: A change in motor (muscle) behaviour resulting from practice or past experience. ☆ Postural control: The ability to stabilize the trunk and neck to enable coordination of other limbs. ☆ Sensory processing: Accurate registration, interpretation and response to sensory stimulation in the environment and one's own body. ☆ Body awareness: Knowing body parts and understanding the body's movement in space in relation to other limbs and objects. ☆ Balance: The ability to maintain position whether that is static, dynamic (moving) or rotational. ☆ Coordination: Ability to integrate multiple movements into efficient movement. ☆ Crossing Mid-line: The ability to cross the imaginary line running from the child's nose to pelvis that divides the body into left and right sides. ☆ Proprioception: This is information that the brain receives from our muscles and joints to make us aware of body position and body movement. ☆ Muscle Tone: The resting muscle tension of a muscle which is the continuous and passive partial contraction of the muscles. 	<ul style="list-style-type: none"> ☆ To enable children to perform every day functions, such as walking and running and skills e.g. catching, throwing etc ☆ Improvements into everyday self-care skills like dressing, getting into and out of bed, zips and buttons. ☆ The ability to maintain appropriate core stability that will improve their ability to participate in fine motor skills such as writing, drawing and cutting. ☆ To improve the core stability for sitting upright to attend to class instruction and activities, this then impacts on their academic learning. ☆ Gross motor skills impact on your endurance to cope with a full day of school ☆ These skills will have an impact on the children's ability to navigate their environment.
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<p>£1300</p>	<p>Level 5-6 Professional Vocational Qualifications</p> <p>Primary School PE Specialism and Subject Leadership in PE & School Sport</p>	<ul style="list-style-type: none"> ☆ Qualifications to upskill primary colleagues to be able to assist (Level 5) or lead (Level 6) the delivery of high quality primary school PE. ☆ To improve the overall delivery of the physical education curriculum within primary schools. ☆ To upskill primary school PE Leaders or Subject co-ordinators on the delivery of the primary school physical education curriculum 	<ul style="list-style-type: none"> ☆ On successful completion of this qualification, delegates will be able to assist in raising the standards within primary school physical education teaching. ☆ The qualifications will enable subject leadership within primary school physical education teaching and deliver high quality primary school physical education. ☆ The course will drive changes to the curriculum map with new and innovative ideas and sports most relevant to the children. ☆ To raise the standards in PE, to develop subject expertise across the school and get pupils active in a way that developed their fundamental movement skills, their agility, balance and coordination and their overall fitness for activity and competition.
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