



Summarising the Impact of PE Funding 2018-19

Strategy/Action	Impact
School Funds and Pupil Premium	<p>Attendance has improved.</p> <p>Participation in PE lessons is high.</p> <p>Children enter school with a higher degree of motivation.</p> <p>Children who took part in specific activities to raise self-esteem reported back that the events had been beneficial.</p> <p>Behaviour in school has improved – a number of Upper Key Stage 2 pupils find PE activities to be a worthwhile challenge and their behaviour has improved as a result.</p> <p>Active learning sessions have brought additional energy into years 1 and 4/5 lessons.</p>
CPD/Monitoring	<p>Staff have worked alongside experts to further develop their own knowledge and understanding of the PE curriculum – in a curriculum area the feel more need.</p> <p>Staff receive feedback from these external colleagues after having planned and delivered work alongside them. The co-ordinator attends part of one lesson and is involved in feedback. Children's skill bases are therefore extended.</p>
Assessment	<p>A staff meeting was put aside to the assessment of children. Target tracker statements are to be used to monitor children's progress.</p> <p>Formative assessments are made and help inform lessons – especially in Early Years and KS1 where time can then be given to further develop gross and fine motor skills where needed.</p>
PHSE link Pride – self-belief - independence	<p>PE has been used to raise self-belief in children. Those who took part in tailored activities and those who attended clubs both have greater confidence. One child in Y6 and another in Y5 have enjoyed setting themselves challenging targets. Behaviour throughout the school is good and PE/active learning helps bring this about.</p> <p>Each child is being assessed at a physical skill on 3 occasions throughout the year.</p>
Attendance/Punctuality	<p>A general improved attitude to PE feeds into the overall attitude a child has on school.</p>
Spatial awareness, health and general development	<p>PE involves dressing and undressing. It involves being aware of the body and the space around it. It trains children in following instructions and routines. It</p>

	challenges children to set targets and goals. It develops teamwork and a sense of fairness. PE lessons include periods of reflection and calm and of understanding the changes to the body exercise causes. These skills and attributes feed into all aspects of school life.
Extra-curricular and Awards	A range of activities have been offered after school. Attendance has generally been good. The school is looking at achieving Sports Awards in the next year.
Cross-curricular links	Active learning techniques have been used in Years 1 and 4/5 within Literacy and Numeracy. Information has been disseminated to all staff.
Policy, Scheme of Work, Governors, Parents	<p>A Policy exists. The school follows a Scheme of Work covering most aspects of PE – to ensure full coverage, children attend Outward Bound courses and we have visitors who lead us through Orienteering and Problem Solving activities.</p> <p>Information is presented to Governors at regular intervals throughout the year.</p> <p>Parents are informed of events through newsletters and Facebook. Parental support for PE has improved – good take-up of family sporting activities, fewer children needing kit, good attendance and participation at Sports Day. The way in which PE is promoted – success is great but having a go is better – this feeds nicely into the School's ethos of Inclusion and helps promote a good working relationship with parents and the Community.</p>