

# PE and Sports Premium Audit and Guidance Tool CROWLE

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This tool has been created to support schools to review their current provision and reflect on what is already in place in their schools, then allowing schools to prioritise key areas of focus for the forthcoming year.

This tool also includes the template of what schools will need to complete and publish by **31<sup>st</sup> July 2019**.

### DfE Guidance on Sports Premium Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
2. the profile of PE and sport is 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.

### What can it be used for?

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by **4 April 2018**.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
  - swim competently, confidently and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively
  - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these conditions

## Key Indicator 1 – The engagement of all pupils in regular physical activity - (30 active minutes every day)

### Questions for baseline assessment –

- Does your school have a clear physical activity policy, which is implemented effectively?
- Do you know how active your children are?
- Do you have regular active lessons other than PE?
- Is your school aware of target groups of physically inactive pupils and do they address the barriers they face?
- Are positive attitudes to physical activity fostered within school?
- Does your school offer informal activity opportunities such as active breaks, active travel and other play schemes?
- Are pupils consulted about the activities on offer?
- Are staff encouraged and trained to inspire learning through active lessons?
- Is there a culture of children being active throughout the day?
- Do staff know the benefits of regular physical activity (emotional wellbeing, social as well as physical)?
- Do the positive attitudes to healthy lifestyles pervade school and the wider community?

### What are your school's key achievements to date?

- All children access 2 hours of PE per week.
- Many children demonstrate positive attitudes to PE lessons – Questionnaire shows vast majority of children enjoy physical activity and PE lessons
- The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject.
- Pupil voice is regularly sought
- Whole school staff training – structure of an outstanding PE lesson, Active English and Maths
- Range of after school clubs offered
- Range of lunchtime clubs on offer
- Sports leaders/ambassadors used to support activities at lunchtime.
- Lunchtime provision supported by FITT4 3 times per week to encourage active play and additional opportunities to play sport (clubs)

### What are your areas of focus for 2018- 2019?

- For all children to be physically active for at least 30 minutes per day
- To continue to develop and improve lunchtime provision to encourage children to be more physically active
- Track fitness levels with the use of a weekly tracking sheet for pedometers and the weekly run.
- Encourage children in making active choices at break/lunch by introducing reward system.

<p><b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b> Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				<p>Percentage of total allocation:</p> <p>22%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children participate in daily physical activity and are encouraged to complete an additional 30 minutes at home.</p> <p>To ensure children who are inactive are given additional time to be physically active.</p> <p>Increase the amount of children who travel to school in an active way to 70%.</p> <p>Ensure lunchtimes are an active time – coach to lead lunchtimes 3 times per week and sports leaders used to lead games.</p>	<p>Engage with North Lincs 'Let's Get Healthy' sports provision (audit and specific action plan to be completed in September)</p> <p>Children should experience daily exercise in addition to 2 hours high quality PE. Teachers should use the ideas from the Active Learning staff meeting (Summer term 2018) within their teaching to achieve active 30.</p> <p>Identify our least active children using data collected last year. Let's Get Healthy team to work with these children. - Healthy Heroes Club.</p> <p>Encourage active playtimes and lunchtimes - audit resources and replenish as needed.</p> <p>Invest in class Fit Bits or pedometers to track activity</p> <p>Work alongside 'Let's Get Healthy' to encourage active travel. Incentivise active travel as part of the whole school reward system for making an active choice. Pledge cards and sticker system..</p> <p>Encourage participation in personal challenges which will be set weekly to be</p>	<p>£3510</p>	<p>Let's Get Healthy team completed audit and set key focuses including active travel, healthy lunches, active 30, wellbeing group and breakfast club. In September 53% of pupils travelled to school in an active way, by April, this has increased to 63%. By July, this increased to 70%.</p> <p>All children have 2 hours of PE timetabled (One hour indoor for dance/gym and one hour outdoor for games, athletics, OAA) In addition to PE, children do additional physical activity such as WUSU, weekly run, skipping, active English/maths).</p> <p>Healthy Heroes club conducted with a specific group of identified children. Focuses included: -nutritional knowledge -importance of physical activity Quiz conducted at the start and end of the club to track progress. 6 out of 8 pupils saw a positive increase in results (some as much as a 21% increase). 1 child stayed the same, and 1 child was absent for the 2<sup>nd</sup> assessment.</p> <p>Children are encouraged to be active at playtime/lunchtime. Reward system in</p>	<p>Children will continue to be encouraged to live active lifestyles.</p> <p>Children will continue to access 2 hours of PE per week plus additional opportunities at lunch and after school.</p> <p>Personal challenge – suggested next step – more variety of personal challenges to be completed and recorded in school – possibly a circuit which is revisited termly. Monitor increase in fitness/competency levels.</p> <p>Reward system – continue with this but in a different format (cards constantly lost) – possibly class lists for leaders to mark children who are being active.</p>

	<p>completed at home and school.</p> <p>Sports Ambassadors – applications need to be made and judged to fill these positions. New sports leaders need to be chosen and trained in their role.</p> <p>Lunchtime clubs – encourage children to try something new. Rota which sports are on offer to engage different children and encourage them to participate.</p>	<p>place to reward children being active and working towards their active 30. Winning class announced each week in assembly. Children are keen to be rewarded for being active. End of term data was shared with children and parents on the APP as a way to encourage them to make further healthy choices.</p> <p>Class set of Fitbits are used to track steps for one class per 4 week block. Data sent to Get Ahead as part of a North Lincs competition for the healthiest school. All other classes used pedometers.</p> <p>Funding allocated for a coach to lead active lunchtimes 3 times each week. Children encouraged to ‘try something new’ with a range of sports on offer.</p>	
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## Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

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### Questions for baseline assessment –

- What is the school's vision for PE and School Sport?
- Does the vision include outcomes skills/experiences you want children to leave their school with?
- What are the main focusses for school currently?
- How does the school use sport in a whole school context?
- Which whole school events, projects or topics have been PE or sport –related?
- How is PE and sport used in a cross-curricular context?
- How are the values and skills of PE and sport reiterated in a wider context?
- How is PE and Sport used to engage the wider school community?
- How does the school use physical activity as a tool for change? (E.g. narrowing the gap, behaviour, attendance, attainment, emotional wellbeing.)

### What are your school's key achievements to date?

-Clear vision which is on the website: At Crowle Primary Academy we like PE lessons that are fair, challenging and enjoyable. Through PE we like to learn a wide range of sports and skills so that we can perform well in games and competitions. We want PE to help us to get fit and to lead healthy lifestyles. Everybody should be able to take part in PE and have the chance to become a Sports Leader. This was written by the children.

-PE display (2017-18) is in a prominent position in school and updated regularly with competition successes and information regarding being healthy and active minutes and the benefits

- The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject.

-Sporting achievements are celebrated in assembly and on the school APP.

-Participated in large scale events such as Race For Life – whole school event which raised a substantial amount of money for charity

-Sports Day/ Sports Experience days – we encourage parents to attend and support their children in a wide variety of sports

-New assessment guidance given to staff to support in making accurate judgements

What are your areas of focus for 2018- 2019?

- To identify more-able and gifted children and ensure these children are challenged sufficiently – track data throughout the year
- To identify under achieving pupils – target these for wellbeing/healthy heroes group – track data throughout the year
- Continue to use sport as a tool for change – emotional wellbeing and confidence

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				27 %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children recognise the importance of physical activity in leading healthy lifestyles.</p> <p>Children understand the importance of good nutrition, eating the right foods and portion sizes.</p> <p>Sports Leaders are empowered to deliver high quality provision during break and lunchtimes.</p> <p>To ensure PE is inclusive to all. Provide opportunities for HA in ‘aim high’ events like Future Stars and SEN/less able pupils to take part in inclusive sports and competitions.</p> <p>Breakfast Club is a focus for reemphasising key messages around being healthy and making healthy choices.</p> <p>Personal Challenges used as a way for pupils to set goals and targets and strive to achieve or exceed them.</p>	<p>Engage with North Lincs 'Let's Get Healthy" sports provision.</p> <p>Health and well-being assemblies are a focus for the autumn term</p> <p>PE Lead to deliver assembly on importance of being active.</p> <p>Participate in National Fitness Day.</p> <p>Sports Leaders/Ambassadors in place and are confident in delivering activities and games which develop our Growth Mindset ethos: effort, resilience and collaboration.</p> <p>PE lead to identify opportunities for all:                      Gifted and talented: Future Stars EIS                      SEN/Less able: Inclusive events</p> <p>Use well-being group to develop confidence in participation</p> <p>Healthy Heroes groups conducted for focussed children across school.</p> <p>Participate in opportunities such as 'Portion Wise' which highlights key messages around healthy eating and portion size.</p> <p>Set Personal challenges each week – these will focus on physical health and making healthy food choices.</p>	<p>£4460</p>	<p>Let's Get Healthy team completed audit and set key focuses including active travel, healthy lunches, active 30, wellbeing group and breakfast club.</p> <p>Key findings in September:</p> <ul style="list-style-type: none"> <li>• 53% of children travel to school in an active way</li> <li>• 100% of breakfast club was unhealthy</li> <li>• 86% of children choose unhealthy pudding at lunch and only 3% chose fruit</li> <li>• In packed lunches, 72% of children eat white bread compared to 10% eating brown bread.</li> </ul> <p>Key findings in April:</p> <ul style="list-style-type: none"> <li>• 63% of pupils travel to school in an active way – an increase of 10%</li> <li>• Increase to 13% of pupils selecting fruit over pudding at lunchtime</li> <li>• Children eating brown bread in packed lunch has increased from 10% to 33%</li> </ul> <p>Key findings in July:</p> <ul style="list-style-type: none"> <li>• 70% of pupils travel to school in an active way – an increase of</li> </ul>	<p>Children will continue to be encouraged to make healthy choices during the school day:</p> <ul style="list-style-type: none"> <li>• Active travel</li> <li>• Breakfast club</li> <li>• Hot dinners</li> <li>• Packed lunches</li> </ul> <p>Reward system – continue with this but in a different format (cards constantly lost) – possibly class lists for leaders to mark children who are being active or making healthy choices.</p> <p>Leadership opportunities will continue – 4 new sports ambassadors appointed and replacement for Y6 leaders that have left.</p> <p>Personal challenge to have a larger focus in school rather than at home so we can monitor impact more rigorously.</p>

			<p>17% since September</p> <ul style="list-style-type: none"> <li>• 22% of pupils choose fruit for pudding. This has increased by 19% since September</li> <li>• Breakfast Club has improved from 0% healthy options in September to 79% in July.</li> </ul> <p>Sports Leaders and Ambassadors in place and active in their role. Timetable for indoor duties including monitoring healthy choices made at lunch and rewarding yellow stickers. Timetable for outdoor provision – 4 leaders each day lead games on playgrounds and take equipment out.</p> <p>Health messages were a key focus for assemblies during the autumn term.</p> <p>Children have access to personal challenges each week. PE leader uploads a challenge per week for children to complete either at school or at home with families. We celebrate these in assembly each week.</p> <p>Children have accessed a range of activities to boost confidence – inclusive events as part of the cluster. The whole school participated in Get Glowing, an event aimed at improving confidence and self-esteem.</p>	
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## Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

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### Questions for baseline assessment –

- Are some, the majority or all of your staff confident in teaching PE? How do you know?
- What relevant CPD training have staff attended? How was this identified and what has the impact been?
- Is the PE coordinator suitably skilled in PE and Sport?
- Does the PE Coordinator support other members of staff in their subject development?
- Does your school have detailed schemes of work that exist as a productive working document for teachers to refer to?
- Is your school well-resourced with quality tools / materials and exciting equipment that facilitate learning?
- Are some or most of PE lessons good or outstanding?
- What do you do to support those that are not?
- Are a range of teaching styles employed, suitable to the activity being taught?
- Is reporting to parents detailed and secure?
- Are pupils involved in their own assessment?
- Are all pupils engaged in PE lessons?
- Is behaviour in PE good or excellent?
- Are pupils able to demonstrate high levels of skill and understanding?

### What are your school's key achievements to date?

- Each year staff complete a CPD sheet to color code confidence in planning and delivering activities across the PE curriculum. Staff are honest in identifying areas they need help with.
- Recent CPD 2016-17 – 2 staff received a 6 week dance coach and all staff attended 'delivering an outstanding PE lesson' staff meeting with Owen and were also able to watch a model lesson with each class on gymnastics. 2017-18/ 2018-19 – all staff received CPD on outdoor PE provision for a particular sport of their choice with a large focus on differentiation and challenge. Whole staff training on Active English and Maths. KS2 staff also received training on OAA with Owen.
- PE leader has a passion for sport and competition
- Currently use the updated version of Primary Steps in PE planning – staff have found the videos useful in supporting their teaching.
- School well resourced and regularly check resources and purchase new as needed
- Attainment and Effort in PE is reported in the annual report, the vast majority of our pupils are on track.
- Children are involved in peer assessment – particularly in dance and gym
- The vast majority of children enjoy PE lessons – behavior in lessons usually reflects this
- Proportion of children in each class are working above age expectation (except Y1)

### What are your areas of focus for 2018- 2019?

- Continual staff CPD – to ensure that staff remain confident in the delivery of PE
- Observations of PE lessons

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff to attend/receive quality training and implement ideas and strategies in their teaching.</p> <p>Further develop CPD to enhance the teaching and learning of PE</p> <ul style="list-style-type: none"> <li>Teacher PE skills audit undertaken, individual training needs identified and CPD organised as required.</li> </ul> <p>Staff are increasingly confident in delivering the PE curriculum.</p>	<p>Staff CPD Audit to identify training needs.</p> <p>PE Lead organise CPD for staff as required- Investigate possibility of team teach sessions with Sarah Burdett/Carrie Dodge.</p> <p>Monitor impact – before and after training.</p> <p>Staff to use the new Primary steps in PE planning which incorporates video and music support for lessons.</p>	<p>£520</p>	<p>Primary Steps in PE used by staff to support planning. Staff have reported the music and video links extremely helpful and has improved confidence with delivery.</p> <p>PE leader has supported SCITT student with delivery of indoor and outdoor PE.</p> <p>Staff audit indicated training needs and plans in place for the summer term. Each teacher selected an area of PE that felt they needed support with and this was delivered.</p>	<p>Staff can continue to use the Primary Steps in PE planning as a guide to support teaching.</p> <p>CPD to be a continued focus next year.</p>

## Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils

### Questions for baseline assessment –

- Is the curriculum varied and well developed?
- Does the curriculum engage pupils beyond simply skill development and develop more complex aspects of PE and sport?
- Are pupils encouraged to develop their leadership, coaching and officiating skills?
- Is PE experienced in a range of environments?
- How broad and accessible are the school sport activities?
- Do some of your out of hours activities link directly to the curriculum?
- Do some of your out of hours activities provide an exit route for community involvement?
- Are a reasonable proportion of your out of hours free and accessible to all?
- Are there any clubs aimed at disabled pupils, G and T, least active?
- Are there any experiences organised to raise aspirations of disabled pupils, G and T, least active?
- Does your school offer children the opportunity to take part in school sport as participants, leaders and organisers?
- Do you organise any whole school events to broaden excitement of sport and physical activity?

### What are your school's key achievements to date?

-Wide range of coverage of different sports supported by the use of the Primary Steps in PE planning

-Children are encouraged to apply to be a sports leader and/or Ambassador (Y6). These children receive training on leadership and are timetabled to deliver sports/active session on both playgrounds during lunchtime. These children are involved in choosing equipment and resources they need to deliver their games effectively and help to maintain these resources.

-Out of school clubs: football, Taekwondo, Acro, dodgeball, benchball

-Football links – Crowle Colts/Scunthorpe United

-Aspirational day – EIS visit

-Opportunities – Race for Life, Basketball (Chris Bycroft), Volleyball (Ben Pipes), Scootering/Skateboarding (Team Rubicon), Badminton (Richard Traviss), Zumba (Joanne Millington), Zorb balls (Carrie Dodge FITT 4)

### What are your areas of focus for 2018- 2019?

- -More opportunities for leaders to lead in competitions including lunchtime

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide opportunities for children to experience a variety of sports.</p> <p>To provide after school and lunchtime clubs which encourage children to try something new.</p>	<p>Use lunchtime to try something new: FITT<sub>4</sub> to deliver a range of sports at lunchtime which encourage different children to participate.</p> <p>Signpost children to local clubs.</p> <p>Research coaches to deliver taster sessions working alongside staff members so can act as CPD too.</p> <p>Links with Hill House – opportunity to use their coaches and facilities for rugby and hockey</p>	<p>£4644 (resources, sports day, Hill House visit)</p>	<p>Sports Clubs on offer Autumn/Spring: (lunchtime and after school):</p> <ul style="list-style-type: none"> <li>-Football</li> <li>-Taekwondo</li> <li>-Ball skills</li> <li>-FITT 4 Fun</li> <li>-Dodgeball</li> <li>-Cross country</li> <li>-Athletics</li> </ul> <p>Spring term – ‘try something new’ was introduced at lunchtime. 5 sports each week which children could opt to join.</p> <p>Sports Clubs on offer Summer:</p> <ul style="list-style-type: none"> <li>-Football</li> <li>-Taekwondo</li> <li>-benchball</li> <li>-Disco bootcamp/Zumba</li> </ul> <p>Broadening experiences – each class from nursery to Y6 did a Yoga session. Great opportunity to try something different.</p>	<p>Continue to look for different opportunities to try something different.</p> <ul style="list-style-type: none"> <li>- Look into the use of Allegro gym</li> <li>- Opportunity for hill walking with a guide</li> </ul>

## Key Indicator 5 – Increased participation in competitive sport

### Questions for baseline assessment –

- Are there a range of opportunities for all pupils to take part in regular competitions both within school and against other schools?
- Does every child have the opportunity to represent their school?
- Does the school enter School Games events?
- Does your school enter other competitions?
- Are there good links with local community sports clubs?
- Are the achievements of representative pupils shared with parents and carers?
- Does your school website reflect the activities undertaken by pupils and provide clear and up to date information for parents and carers?
- Does your school apply for the School Games Mark?

### What are your school's key achievements to date?

- We enter almost all cluster competitions plus additional community events e.g. Scunthorpe United Football
- Links with Trust Schools and Hill House
- Competition tracker keeps a track on attendance and participation in competitions
- Good links with FITT4
- Achievements celebrated on the PE display board and on the school APP
- Sports Premium page on the school website can be accessed by parents/carers
- Achieved Gold Sports Mark

### What are your areas of focus for 2018- 2019?

- Opportunities to participate in competitions within our new multi-academy trust
- Enter B and C teams where possible
- Keep developing opportunities for intra school sport

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 19%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure KS1 and KS2 to take part in a variety of sport competitions throughout the year.  Ensure all children have opportunity to take part in intra-school competition.	Enter a range of sports competitions both cluster and north lincs wide  Enter KS1 into the new sports mornings offered by Get Ahead Partnership so that every KS1 child has participated in sport this year	£3085	Proactive in assisting with competition calendar.  Crowle host some events meaning entering more teams is easier  -B and C teams have been used	We will continue to enter as many competitions as we can, including B and C teams.  Continue links with Multi-academy trust and Hill House.

	Intra school competition should be included within PE teaching, all children should have the opportunity to represent a team each half term. Remind staff of this and use leaders to support.		-Competed in sports at Hill House (links to Multi-Academy Trust)	
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## Swimming

This year, all schools will need to report on how the school meets the national curriculum requirements for swimming and water safety

- Does your school receive sufficient data which shows progress and attainment in swimming?
- Do children make significant progress during school swimming lessons?
- Do you utilise school staff to support with the swimming lessons?
- Do all children meet the national curriculum levels for swimming?

	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	82 %
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	Swordfish 2 = 89 % Swordfish 3 = 32%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

### National Curriculum for Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.