

## Ten Questions surrounding PE and Sports Premium

1. Who is reviewing the school's PE provision and what areas for development have they identified?  
School's PE provision is reviewed by C Lloyd and d Morris as part of a termly review process through the school development plan and subject leader review.
2. Has the school got (or should it consider) a designated subject leader for PE? What is their role in deciding how the premium should be spent?  
Yes- C Lloyd and D Morris  
They work in collaboration with Jo Longworth to audit the subject and decide on how the premium should be spent.
3. What specific outcomes does the school aim to achieve with the primary PE and sport premium? For example, in terms of improving progress and skills, better attendance, increasing opportunities and activities.  
Aims for this year:
  - To ensure our children are prepared fully for competitive sport.
  - To ensure clubs promote sport for all.
  - To improve children's physical fitness by increasing their stamina and resilience.
  - To continue to improve children's physical skills.
4. How is the premium being used to enhance, rather than maintain, existing provision?

The premium is used yearly to develop sport. Over the last three years we have enhance provision through:

- A new trim trail for outside physical development in Nursery and Reception has been installed and has had a positive impact on the physical development of children in the Early Years.
- Play Leaders have been trained and recruited in Key Stage Two to develop fundamental skills throughout playtimes. There is a bespoke playtime programme in place based on children's requests and interests. This programme is developed by play leaders in partnership with the School Council.
- Games and sports equipment has been purchased for all children to access sport at playtimes.
- The playground has been zoned off and signage has been purchased and displayed to ensure key areas of physical development are implemented.
- The school field has been redesigned to be used for sporting events and to be used for sport at playtimes (weather permitting) and a running track has been added.
- Healthy Heroes resources have been purchased and implemented across the Early Years.
- New PE equipment has been purchased to ensure the skills curriculum is implemented throughout school.
- Sport has been timetabled as sport afternoons to ensure the full coverage of the PE Curriculum within school.
- Children in our Nursery and Reception classes carry out daily fundamental movement skills activities; this ensures that key gross motor skills are developed from an early age.

- Employing coaches to train staff and uplevel children's skills for specific sports.
  - Built the MUGA for increased access to sports and physical activity.
  - Focus on increased physical activity and the use of the outdoors across school.
5. How will these improvements be sustainable in the long term? What will the impact of the changes that the school is making now be on pupils arriving at the school in five to 10 years' time?

Through PE assessments and EYFS assessments, it is clear that children's physical development has improved. There are less fine motor skills weaknesses across KS1 and LKS2 and more children want to take part in sporting events and clubs. This impact will continue for the next few years, as the curriculum covers core, key skills and the outdoor provision and equipment now supports these.

In addition to this, we provide expert teaching opportunities for children with specific talents to ensure gifted and talented children have the opportunities to compete. We have also developed B teams to ensure all children that would like to compete get an opportunity to. We now run a range of clubs to increase participation in sports. This includes change for life clubs- ran in the morning to help promote attendance.

The investment in the concrete physical areas of the school grounds for increased access to sport and physical activity will be sustainable in the future.

6. Does the school website include a breakdown of how the premium is being spent and a report on its impact on pupils?  
Yes.
7. Have the new grant conditions and guidance been considered when planning how to spend the funding?  
Yes. These have been read and are being followed.
8. Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills – securing long term impact? (Coaches should not be used to deliver PE as part of planning, preparation and assessment [PPA] arrangements.)  
We have employed members of staff as teaching assistants who have coaching certificates. This is alongside the staff teachers who focus on skills teaching and fitness and strength. We have also commissioned various specialists to work alongside staff throughout school and to develop the play leaders across year 5 and 6.
9. Where external providers are being used either in PE lessons or extra-curricular activities, are they qualified in each activity they are delivering? Does the school follow their employer's guidance on deploying external coaches?  
Yes. We do.
10. How is the school assessing the quality and impact of external coaches delivery against the 5 KPI's? What is the impact on teaching and learning in PE?  
The children are assessed based on the key skills through the Lancashire scheme of work. This happens termly- external coaches feed into this assessment. The PE sessions are then differentiated to meet the needs of all the children. PE assessments show that achievement in PE is good with above 90% achieving expectations or above across the school.