

School PE & Sport Premium - Overview and Action Points 2017-2018

Name of School	Temple Normanton Junior Academy
Name of Designated PE Coordinator	Ben Otter

Current Overview of School's Provision					
Area of Development	Rating	Statements of Development Red = Emerging Amber = Established Green = Embedded	Current Position Red/ Amber/ Green	Brief comment on school's current level of development in this area, including where evidence may be found	Red & Amber Priority Areas
1. Does your school have a vision for PE and school sport?		There is limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and Sport.		<ul style="list-style-type: none"> The vision statement for PE is on the Academy website and was shared with children, staff and parents at the introductory Trust meetings and on the school overview issued to parents and staff. Further emphasis is required to ensure that parents and children recognise the value and impact of PE. To ensure that the vision is embedded and parents are fully involved. 	P1
		There is a vision statement, adopted across the school and included in public documents available to parents.			
		There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.			
2. Does your PE and sport provision contribute to overall school improvement?		PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.		<ul style="list-style-type: none"> Links have been made with other schools and our sport partnership with local fixtures, tournaments and training days School has School Games Bronze Mark and is working towards Gold. Sportsmanship is celebrated on a weekly basis with the sportsmanship of the week award in our Show & Shine assembly. Weekly Get, Set, Go assembly focusing on sporting activities available in the upcoming week – including during break times and after school. PE display board, which is regularly updated and accessible to both children and parents. The Olympics movement, ethos and principles were used throughout the summer and planned for the autumn terms 	P2
		PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.			
		PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.			

				<ul style="list-style-type: none"> to inspire and motivate pupils, with a visit from an Olympic athlete. The house system to be used effectively to run high quality sporting house competitions. Focus on a long-term PE and sport development plan, to underpin whole school issues such as attendance and behaviour with sports initiatives and incentives. 	
3. Do you have strong leadership and management of PE and school sport?		The headteacher understands the importance of PE and there is an identified PE coordinator.		<ul style="list-style-type: none"> The PE coordinator is a full-time sports specialist, who has a wide experience of a range of sports activities. The specialist PE teacher plans and delivers both break time sports activities and after-school clubs. Within ACET, there are specific PE CPD sessions to ensure high quality PE. A detailed PE development plan and tracking and assessment system have been implemented. Create long term targets for all pupils to progress and achieve. 	P3
		The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.			
		There is a detailed PE development plan with short and long term targets that enable all pupils to progress and achieve. The PE coordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.			
4. Do you provide a broad, rich and engaging PE curriculum?		The PE curriculum covers the minimum NC expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils physical skills. Pupils receive less than 2 hours per week.		<ul style="list-style-type: none"> The PE curriculum is broad, balanced and increasingly diverse. All pupils receive 2 hours or more of high quality, timetabled PE. Through 'craze of the week' children are encouraged to develop and share their own activities using a variety of sporting equipment. Children are encouraged to show others how to play their games. Leadership, coaching and officiating skills need to be further developed in PE lessons through peer evaluation, and high quality teaching. Play Leaders need to be developed to further their leadership skills. PE lunchtime and afterschool clubs are delivered by a full time PE specialist. 	P4
		The PE curriculum is broad and balanced, going beyond the NC expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of PE each week. All pupils receive 2 hours of timetabled PE.			
		The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive 2 hours or more of high quality, timetabled PE.			
5. How good is the teaching and learning of PE in your school?		The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.		<ul style="list-style-type: none"> The full time PE specialist teaches all PE lessons and has sports leadership experience as well as a broad and varied range of skills, including understanding the needs for SEND children. Most lessons will be good or outstanding. Regular lesson observations and monitoring takes place. The majority of pupils should make good progress. A new assessment and reporting system is in place and will be included in school reports. 	P5
		Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers and there is a sound assessment process.			

		All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.		<ul style="list-style-type: none"> Ensure that children are aware of and celebrate their achievement in PE in school, Chesterfield cluster and ACET Trust events. 	
6. Are you providing high quality outcomes for young people through PE and school sport?		Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.		<ul style="list-style-type: none"> Pupils are engaged during lessons and are eager to demonstrate their sports skills and understanding. There is a clear new behaviour policy which is used by all staff consistently ensuring that behaviour is at least good across all PE lessons. Children are keen to participate in after school clubs and competitive sport. Most pupils are aware of healthy lifestyle choices and some are beginning to make good choices. Ensure all children are aware of and make healthy lifestyle choices. Children take more of a lead during lessons. 	P6
		All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils cooperate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.			
		All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them further. All pupils consistently make healthy lifestyle choices.			
7. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?		Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.		<ul style="list-style-type: none"> Diverse curriculum, afterschool clubs and sporting activities during break times. Y3/4 Pupils participate in swimming lessons and receive two full years instruction. Children scheduled to participate in a variety of competitions through school, Chesterfield sports partnership and ACET. Engage in more competitive sports fixtures in the area and academy 	P7
		The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.			
		All pupils are able to access a broad offer of school sport activities. An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school links with. Pupils' achievements are celebrated and shared with parents/carers.			

8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?		Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.		<ul style="list-style-type: none"> • Various opportunities for physical activity across the school day: break-times, lunch times and after school clubs. • More after-school activities (football, netball, gymnastics, multi-sports). • More activities at break-times ('Craze of the Week', mini-Olympic challenges, trim trail.) • Bike Ability training for Years 3/4/ 6 • Caythorpe Court Residential (Year 5 & 6) • School Council to give pupils the chance to express their opinions by saying what they enjoy about PE and sport at school. • Get, Set, and Go weekly assembly underpins pupil's positive attitudes towards healthy and active lifestyles. 	P8
		The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.			
		The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles, are encouraged among pupils and staff, and is extended to parents or carers.			
9. Does your school know how to effectively utilise the new PE and Sport funding?		Consideration has been given and a basic plan of how to use the funding is being developed.		<ul style="list-style-type: none"> • PE and sport funding has a clear direction with planned outcomes. • Develop a long-term plan for the use of the increased PE & Sport Premium 	P9
		It is clear how the planned budget will improve provision and outcomes in PE, physical activity and sport.			
		Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact			



School PE & Sport Premium – Development Plan 2017-18



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Target Area	Statement of Development	Current Position (2016-17)	School Action (2017-18)	Impact / Evidence / Sustainability
<p>P1</p> <p>Does your school have a vision for PE and school sport?</p>	<p>There is a clear vision statement included in Temple Normanton Junior Academy's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.</p>	<ul style="list-style-type: none"> The vision statement for PE is on the Academy website and was shared with children, staff and parents at the introductory Trust meetings and on the school overview issued to parents and staff. 	<ul style="list-style-type: none"> Share upcoming sporting opportunities and celebrate achievement during 'Get, Set, Go assembly' and Show and Shine assembly. Ensure sports news is regularly shared on school website. Encourage parents' engagement by welcoming their support at fixtures and events. Engage in the Bronze Young Ambassador programme which will include Health Ambassadors (Change 4 Life) and Active Travel Ambassadors. 	
<p>P2</p> <p>Does your PE and sport provision contribute to overall school improvement?</p>	<p>PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.</p>	<ul style="list-style-type: none"> Links have been made with other schools and our sport partnership with local fixtures, tournaments and training days School has School Games Mark Sportsmanship is celebrated on a weekly basis with the sportsmanship of the week award. Weekly Get, Set, Go assembly focusing on sporting activities available in the upcoming week – including during break times and after school. PE display board, which is regularly updated and accessible to both children and parents. 	<ul style="list-style-type: none"> Focus on a long-term PE and sport development plan, to underpin whole school issues such as attendance with sports initiatives and incentives. The house system to be used effectively to run high quality sporting inter-house competitions. Participate in a wider variety of competitive sports fixtures locally within Chesterfield sport Partnership and within ACET. 	

<p>P4 Do you provide a broad, rich and engaging PE curriculum?</p>	<p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive 2 hours or more of high quality, timetabled PE.</p>	<ul style="list-style-type: none"> • The PE curriculum is broad, balanced and increasingly diverse. • All pupils receive 2 hours or more of high quality, timetabled PE. • Through 'craze of the week' children are encouraged to develop and share their own activities using a variety of sporting equipment. • Children are encouraged to show others how to play their games. 	<ul style="list-style-type: none"> • Leadership, coaching and officiating skills need to be further developed in PE lessons through peer evaluation, and high quality teaching. • Play Leaders need to be developed to further their leadership skills. 	
<p>P5 How good is the teaching and learning of PE in your school?</p>	<p>Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers and there is a sound assessment process.</p>	<ul style="list-style-type: none"> • The full time PE specialist teaches all PE lessons and has sports leadership experience as well as a broad and varied range of skills, including understanding the needs for SEND children. • Most lessons will be good or outstanding. Regular lesson observations and monitoring takes place. • The majority of pupils make good progress. 	<ul style="list-style-type: none"> • A new assessment and reporting system is in place and will be included in school reports. • Ensure that children are aware of and celebrate their achievement in PE through assemblies, merit rewards, Website and on the PE display board 	
<p>P6 Are you providing high quality outcomes for young people through PE and school sport?</p>	<p>All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them further. All pupils consistently make healthy lifestyle choices.</p>	<ul style="list-style-type: none"> • Pupils are engaged during lessons and are eager to demonstrate their sports skills and understanding. • There is a clear new behaviour policy which is used by all staff consistently ensuring that behaviour is at least good across all PE lessons • Children are keen to participate in after school clubs and competitive sport. • Most pupils are aware of healthy lifestyle choices and some are beginning to make good choices. 	<ul style="list-style-type: none"> • Ensure all children are aware of and make healthy lifestyle choices. • Children take more of a lead during lessons, through coaching others or refereeing matches. • Children deliver and coach PE sessions through mini-leaders programme at breaks and lunchtimes. • Ensure good behaviour from all pupils. 	

<p>P7 Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?</p>	<p>All pupils are able to access a broad offer of school sport activities. An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school links with. Pupils' achievements are celebrated and shared with parents/carers.</p>	<ul style="list-style-type: none"> • Diverse curriculum, afterschool clubs and sporting activities during break times. • Y3/4 Pupils participate in swimming lessons • Y6 Bikeability training • Y5/6 Caythorpe Court Residential • Children scheduled to participate in a variety of competitions through school sports partnership and ACET. • Good sportsmanship award given weekly during show and shine assembly 	<ul style="list-style-type: none"> • Engage in more competitive sports fixtures in the area and within ACET. • Regular updates on the academy website 	
<p>P8 Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to</p>	<p>The school incorporates PE and school sport but also offers informal physical activity such as break time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles, are encouraged among pupils and staff, and is extended to parents or carers.</p>	<ul style="list-style-type: none"> • Various opportunities for physical activity across the school day: break-times, lunch times and after school clubs. • More after-school activities (football, netball, gymnastics, multi-sports). • More activities at break-times ('Craze of the Week', mini-Olympic challenges, trim trail.) • Bike Ability training for Year 6 • Caythorpe Court Residential (Year 5 & 6) 	<ul style="list-style-type: none"> • School Council to give pupils the chance to express their opinions by saying what they enjoy about PE and sport at school. • Encourage children and their families to have positive attitudes towards healthy living. • Embed pupil voice at the heart of PE by engaging in a survey of pupils' favourite sports and activities that they would like to do more of in PE, at break-times and after-school. 	
<p>P9 Does your school know how to effectively utilise the new PE and Sport funding?</p>	<p>Budget regularly monitored to enable the school to see the greatest and most sustainable impact</p>	<ul style="list-style-type: none"> • PE and sport funding has a clear direction with planned outcomes which will be monitored closely. 	<ul style="list-style-type: none"> • Develop a long-term plan for the use of the increased PE & Sport Premium • Monitor budgets and analyse best use of funds. 	

School PE & Sport Premium Budgeting 2016-2018

The School PE & Sport Premium for 2016-17 was £8,650 for Temple Normanton Junior Academy. It was used for the following purposes to continue to sustain the commitment to excellent PE & Sport provision:

- Membership to Brookfield Academy School Sport Partnership. (SSCO)
- Part of the Brookfield School Sports Partnership Primary PE Meetings and support, competitions, and monitoring of the overall sport provision.
- Transport in the form of minibus and coach trips to the various sporting events.
- External sports coaches to deliver after-school clubs.
- Sports equipment for break times.

The School PE & Sport Premium is being doubled in 2017-18 and will be £16,790 for Temple Normanton Junior Academy. The extra amount is being partly funded by the Department for Health to encourage and support healthy lifestyles. This budget needs careful consideration to ensure it is well used. The PE & Sport development plan will be used to direct this money to the right areas.