



Primary PE and Sport Premium Compliance Report Form for ...Abbey Infant and Junior Federated .....Schools/Academy

Verifier name(s)	GINA WALLIS	
Email/'phone contacts on:	Dates of emails	30/04; 10/05; 18/05
	Dates of telephone calls	10/05
Date of compliance visit and length of visit (hours)	18/05/18: 2 hours	
<b>General comments on the website information</b> <i>How receptive were the school to take on board suggestions and feedback from the verifier?</i>	<ul style="list-style-type: none"> <li>This school website is one of the few which, commendably, has a number of documents which identify the journey they have made through their expenditure of the Primary PE and Sport Premium funding. This is excellent and evidences the schools commitment to improvement,</li> <li>The forms are thorough and the school have always used an approved format to record their actions, impact and evidence.</li> <li>Following confirmation of the visit, The Executive Head Teacher undertook a review of the website and updated the form into a financial year review and plan. Swimming figures were also uploaded onto the website. The school are now using the revised and approved format for reporting purposes and this has enabled them to identify what will be sustainable in the future and what actions would cease.</li> </ul> <p>Documents on school website:  Draft 2018-19 plan including swimming figures  <a href="#">Abbey PE plan 2018-19.docx</a></p> <p>LATEST PE PREMIUM REVIEW &amp; PLAN  <a href="#">PESS Premium review for-2016-17 &amp; Plan-for-2017-18.docx</a></p> <p>PE Premium review 15-16 and 16-17 plan  <a href="#">PE premium review 2015-16 and plan for 2016-17.docx</a></p> <p>PE 14-15 review and 15-16 plan  <a href="#">2015-16 REVIEW-ACTION PLAN FINAL.docx</a>  <a href="#">NEW Evidencing the Impact tool 15-16.docx</a></p> <p>PE plan and review 13-14  <a href="#">Updated plan PE 14-15.docx</a>  <a href="#">Baseline PE report 13-14.docx</a>  <a href="#">Abbey PE review impact 13-15 end of 13-14.docx</a></p>	
<b>Additional information which may be useful.</b> <b>[new HT; Chair of Gov; Subject Leader; recent Ofsted]</b>	<p>Junior School Ofsted May 2015:</p> <ul style="list-style-type: none"> <li>The extra sports funding provided for primary schools has been spent well. All staff have been trained in teaching physical education, so the quality of teaching has improved. More pupils are taking up sport each year and many more now take part in competitive sport.</li> </ul> <p>Infant School Ofsted November 2017:</p> <ul style="list-style-type: none"> <li>In the Reception Year, you have introduced an innovative approach to supporting the development of children's handwriting. The programme helps the children to coordinate the movement of their arms, legs and body, which in turn helps them to better coordinate small muscle movements in the hands and fingers with the eyes. This approach has led to children making faster than usual progress in writing. [This has been funded through the PPESPremium Grant].</li> </ul> <p>Subject Leadership:</p> <ul style="list-style-type: none"> <li>The subject has been led and managed by a qualified sports coach for a number of years. Through the school membership of a local PE network, led by a highly effective and nationally recognised PE and Dance Consultant [ex LA Adviser &amp; Ofsted Inspector] she has attended numerous professional learning opportunities.</li> <li>She has recently successfully completed the Level 5 Professional Vocational Qualification: Primary School Specialism in PE &amp; School Sport. She is currently attending the Level 6 course [Subject Leadership], although she is not eligible to achieve this award as she does not hold QTS.</li> </ul>	

	<ul style="list-style-type: none"> <li>The coach is highly regarded within the local area and across the wider Black Country and has been instrumental in implementing innovative and effective strategies to improve Physical Education and Sport within the school. She has led and managed professional learning within her own and other schools and has led workshops at regional conferences. Through this approach the school has achieved a number of awards:</li> <li>Active Black Country Primary PE and Sport Award 2018: Up skilling Staff</li> <li>Active Black Country Primary PE and Sport Award 2017: Whole School Improvement</li> <li>Active Black Country Sport and Physical Activity Awards 2017: School of the Year</li> <li>Association for Physical Education: Quality Mark Award with Distinction 2016</li> </ul> <p>The Executive Headteacher is currently reviewing staffing and has created a new partial TLR post for a subject leader position which will not be funded through the PPES Premium. It is not clear how the role of the coach will feature in this revised structure.</p>		
	<b>YES</b>	<b>NO</b>	<b>Comment (if applicable)</b>
Has the school undertaken an audit of need?	✓		Extensive and ongoing monitoring and evaluation which includes staff, governors, parents and pupils ensures the school knows where they are and where they want to be. Clear targets are identified within plans for the subject and how this contributes to whole school improvement.
Has / is there an action plan for PE/PA/SS?	✓		
<b>Is the school website compliant with the Physical Education and Sport funding conditions?</b>	✓		
The funding year/s are clearly identified.	✓		School reviewed and re-wrote as Fin.Yr
A full breakdown of how it has been spent [or will be spent] Allocated funding [DfE website]: INFANTS: 16/17 - £8900 [approx.. 5190 Nov + 3710 May] 17/18: £ 17820 [10395 Nov + 7425 May] Financial Year 17/18 = £14105 JUNIORS: 16/17 - £9805 [5720 Nov + 4085 May] 17/18: £ 19630 [11450 Nov + 8180 May] Financial Year 17/18 = £ 15535 <a href="http://www.gov.uk/government/publications/pe-and-sport-premium-funding-conditions-for-2016-to-2017">www.gov.uk/government/publications/pe-and-sport-premium-funding-conditions-for-2016-to-2017</a> <a href="http://www.gov.uk/government/publications/pe-and-sport-premium-funding-allocations-for-2017-to-2018">www.gov.uk/government/publications/pe-and-sport-premium-funding-allocations-for-2017-to-2018</a>	✓		It is unclear if the funding identified is for the academic year as identified [17/18] or the financial year. This is a common problem for all schools reviewed to date. There is a clear funding breakdown against each action.
What impact the school has seen on pupils' physical education and sport participation and attainment	✓		
How the improvements will be sustainable in the future	✓		Many of the actions undertaken by the school are related to school systems and practices and the professional learning and development of staff. This process will ensure greater impact and sustainability long term.
How their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle.	✓		Some excellent examples of innovation.
<b>Swimming: How many pupils in the year 6 cohort can:</b>	<b>%</b>		<b>Comment (if applicable)</b>
Swim competently, confidently and proficiently over a distance of least 25 metres	<b>59%</b>		The current Y5 have slightly higher numbers of pupils at 69% achieving 25m. As a result, a portion of the PE premium is used to provide additional swimming time, above that provided by the core budget. So the swimming time in the water has been raised by nearly 50%. The plan has aspirational targets for the proportion expected to meet the end of key-stage requirements.
Use a range of strokes effectively	<b>52%</b>		
Perform safe self-rescue in different water-based situations	<b>52%</b>		
	<b>YES</b>	<b>NO</b>	
Has the school chosen to use the Primary PE and Sport Premium to provide additional provision for swimming and if so is the activity <b>over and above</b> the national curriculum requirements?	✓		See above

Has the school an outstanding/unique use of the funding which could be shared with other schools?	✓		Bespoke programme of physical, gross motor skills to enhance and improve handwriting
Coaches working in the curriculum [funded through PPES Premium]	YES	NO	<b>Comment [if applicable]</b>
Do coaches deliver PE within the curriculum?		X	PE premium releases Abbey's sport development coach to work with staff during dedicated time for this purpose.
If 'yes' are teachers present?		N/A	
If 'no' are coaches working alone or as part of PPA?			
Has the school used a recognised template [afPE/YST]	✓		Revised format would support school to identify sustainability.
Does the website identify how the school have met the <b>key indicators</b> – this may be over time and does not need to be across an academic year	<b>Evidence and impact:</b>		<b>Sustainability and suggested next steps:</b>
	YES	NO	YES NO
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity [C.M.O. guidelines recommend at least 30 minutes of PA a day in school]	✓		Targeted intervention for the least active but this aspect would be removed from school provision when funding ends.
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement	N/A		School have embedded systems and practice for this KI through their previous actions and activities funded by the Premium over previous years.
<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	✓		Monitoring and evaluation will ensure effective sustainability. Good focus on teacher knowledge skills and confidence. Expected impact of pupil <b>standards</b> in PE not yet as clear.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils	✓		This programme will be offered for pupils and families as paid for provision when the Grant ends.
<b>Key indicator 5:</b> Increased participation in competitive sport	✓		Responsibility for competitions to be within staff JD but funding for transport, venue hire etc. is not clear.
	There is significant evidence that excellent systems and structures within the school are embedded, particularly around curriculum planning, delivery and assessment.		
<b>Comments about specific aspects of the school programmes (from both the website information and visit)</b>			
<i>Verifiers should include comments related to whether there is sufficient and relevant evidence of effective strategies, evidence of impact and sustainability.</i>			
<b>WWW - (What went well):</b>			
<ol style="list-style-type: none"> <li>There is no doubt that PE and Sport have a high profile and are valued within and across the school. There are robust monitoring and evaluation systems in place. The school are clearly recognised for their effectiveness within and across the local area and wider Black Country as evidenced by local, regional and national awards</li> <li>Pupils' attainment and achievement is good [well exemplified by the proportion reaching ARE+ from EYFS upwards]</li> <li>Bespoke programme of physical, gross motor development has supported learners in attaining the PD ELG in EYFS and has benefitted individuals with targeted support that has impacted upon handwriting. Tracking is in place and staff use a bespoke skills list to help move pupils toward the end of key-stage expectations.</li> <li>The plethora of documentation provided by the HT identifies the robust monitoring, analysis and evaluation undertaken by staff, SLT and Governors.</li> </ol>			
<b>EBI (Even better if):</b>			
<ol style="list-style-type: none"> <li>The report identified: <ul style="list-style-type: none"> <li>impact on pupil standards following staff CPD</li> <li>impact for the most able as well as the least able pupils</li> </ul> </li> <li>Consideration of how best to support the sports development coach in her career pathway. [Information being gathered nationally, has identified that schools may be unable to employ these highly effective coaches when funded ceases.]</li> <li>Although pupils are targeted to attend specific opportunities within the school day, the fact that after school clubs have a cost is not an inclusive approach and may prevent some pupils from reaching their potential.</li> </ol>			
<b>People met during the visit:</b>	Head Teacher: Dr Richard Kentish Subject Leader /Sport Development Coach: Abbie Hinton		

<p><b>Key pieces of additional evidence seen during the visit:</b> <i>[PE assessment data; attendance, behaviour and safety logs; participation records OSHL registers; competition results; risk assessment]</i></p>	<p>The HT made several document available:</p> <p>Doc 1: Non core achievement data including 5 pupils at or beyond age related expectations for PE [school use the "2Simple" process which has been very successful in raising standards and increasing progress]</p> <p>Doc 2: Off site risk assessment / visits data</p> <p>Doc 3: Revised website template</p> <p>Doc 4; Staff CPD [Dance; Football; Gymnastics] breakdown of how CPD undertaken with base line and progress.</p> <p>Doc 5: Pupil PE Survey</p> <p>Doc 6; Staff PE survey</p> <p>Doc 7 : PE Self evaluation and SIP 2017 – extremely thorough document which is I expect quite unique in terms of PE evaluation within a primary context but explains how and why this school is seen / valued within and beyond the area.</p> <p>Doc 8: Abbey lens- newsletter celebrating Black Country School of the Year Award</p> <p>Doc 9: Governors Report re Primary PE and Sport [2016]: Highlighted approach, particularly to raising profile, aspirations and participation of girls.</p> <p>Doc 10: PE contribution to school SIP: [focus on improved and increased physical activity, active lifestyle, mental and emotional well-being]. Includes targets, timescales success criteria and responsibilities.</p>
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Date of the report: 28.05.18

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