

School Name Nassington School				Academic year 2015/16					
School vision									
Review of previous year spending previously focussed on external suppliers providing curricular and extra-curricular. Mo									
PESS Premium Key Outcome Indicator	School focus/planned impact on pupils	Actions to achieve	Allocated funding	Actual spend and Committed	Breakdown	Balance	Evidence	Actual impact (following review) of pupils	
Physical Education									
1	The profile of PE and sport being raised across the school as a tool for whole school improvement	Level of attendance, attainment, participation, absenteeism, PE kit, school successes celebrated, appreciated by Governors	Enhanced Offer, CPD, conference attendance	£600	£200	£200 (SSP membership)	£400	timetables, display boards, whole school events RWC topic work	98% participation in PE lessons
2	Increased confidence, knowledge and skills of all staff in teaching PE and sport	As above and lessons are perceived as fun and engaging; National Curriculum is met as a minimum requirement	real PE, employment and deployment of coaches	£4,000	£3,000	£1428.20 (ESPO time) £200 (curriculum resources) £? (activity specific resources)	£1,000.00	teacher feedback forms Pupil survey observation of practice	Staff questionnaire, pupil questionnaire, observation of teaching. Staff survey will be repeated in June to report changes in perceptions of competence and confidence.
Formal activity									
3	Increased participation in competitive sport	Wider participation-increasing % of children competing in events	School Games	£1,000	£200	£150.00 (ESPO) £200 (SSP membership)	£800	School Games Mark Participation tracker	16% increase in L2 participation
4	Broader experience of a range of sports and activities offered to all pupils	Wider participation-increasing % of children competing in a wider range of events	Audit sports that children want to play	£1,000			£1,000	Club registers	45% increase in sports club attendance
Informal activity									
5	The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Engaging a greater number of children in recreational, play and physical activities	Sports Crew, Breakfast Club, C4L, structured playtime activities	£685	£404	200 (sports partnership training) £204 (ESPO)	£281	change 4 life club running as of 11/04	C4L cohort 1 - 8 children
Active transport									

6	Increasing confidence and competence when making active choices when using transport	More children using cycles, scooters, leas children dropped off at school gates	Transport Policy, Bikeability, Scooters, scooter parks in playgroundsetc	£200					% , numbers, ratios
Other Projects									
7	Increasing quality of governance in PE, ensuring proper processes in place	Improved management of PE provision	Policy, action planning, reporting, sports premium planning and spending oversight	£800	£400	£250 (ESPO)	£400	relevent document ation online and in PE folder	

£8,285

£4,204

£3,881

re sustainable approach required
Sustainability/next steps
Change of direction in PE and sport policy has emphasised the importance of the subject area. Increase in focus on core skills rather than sporting competence has increased buy-in from staff and pupils.
Teachers delivering their own high quality PE lessons, with full staff training provided. New staff can be briefed and trained internally. Improved strategies for inclusion of EBD pupils required
Profile of sport ensures persistent desire from pupils to participate in competitive sport. Increased range of clubs will open up more avenues for competition. Change 4 Life and other interventions will increase the pool of pupils interested in competing, therefore provision will increase to meet demand.
Direction of provision comes from pupils, meaning activity schedule must be ever evolving and reacting to their needs. Frequent canvassing of pupils will ensure the school caters for these needs in a sustainable manner, avoiding drop off.
C4L Club and other interventions led by school staff to ensure sustainability. Support from ESPO gradually reduced to ensure confidence and competence of deliverer



Proper processes and training being in place will ensure the subjects progress is driven by the school staff and pupils rather than through external support. Local support network for coordinator further developed.