

## PE Premium Impact Statement; 2017-18 (Informed by AFPE Audit targets)

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### Introduction

A key aspect of the AfPE award is the formulation of a set of Key Priorities for future development. These priorities sit across three years, and therefore form the basis of our rationale for future strategic planning as well as retrospective impact assessment. The aim will be that by 2019-20, all areas will be addressed.

This document outlines the school's targets from the AFPE Quality Mark and the progress made towards them in the academic year 2017-2018. It also outlines some areas and priorities leading into the academic year 2018-2019.

### Key

Good progress – Developing – Further work needed this year

## Pupil Achievement

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- Use of ICT as a platform for teachers to record planning, summative assessments and formative assessments more effectively. This will encourage teachers' confidence and expertise as well as allowing the co-ordinator to oversee progress of the subject more thoroughly, tracking progress and identifying trends and areas of weakness.
- Further work into the tracking of children's progress from on-entry data until leaving our school. Due to high mobility, being an RAF school this is a challenge to track in Physical Education, so therefore a baseline and exit data summary needs to be developed further to provide evidence of children's progress.
- Further use of the PE pupil premium to offer more varied opportunities for children to develop skills in extra-curricular clubs. This could be through the use of staff expertise or use of links with coaches to run clubs in school.

### Progress:

- Use of PE passport has teachers an effective way to record planning and assessment, whilst increasing their confidence teaching has also become more skills based and focused. Some teachers are using this more frequently and effectively than others (make target for further staff input Sept 2018).
- Work on ways of using Target Tracker (Assessment tool) to provide evidence for this.
- Great progress – use of premium to fund wide range of clubs led by TAs = confidence of TAs improved and commitment to continue these clubs next term. Equipment (Archery, Table Tennis now purchased leading to legacy)

## Leadership and Management

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- Develop further links with local coaches to offer more opportunities for the running of specialist areas of the curriculum and CPD for staff (team-teaching)
- To establish clearer processes in which to capture data such as involvement in clubs and children's personal fitness.

### Progress:

- Project through YST beginning in Sept 2018 to support this – links with athlete mentors/clubs/specialist staff training
- PE Passport used for this – find better ways to gather quality data and monitor the quality of its use across school

## Teaching, Learning and Assessment

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- Use of ICT across school to record assessment (use of photos, videos) linked directly to children's curriculum targets in order to evidence progress better.
- Development of strategies to capture data (statistics and numbers) so Co-ordinator can track % of children meeting targets, bringing PE kit etc.

### Progress:

- PE Passport working very well in achieving this. Develop and support some teacher's lack of confidence in using this new tool.
- Beginning to record this, better use of PE Passport will provide evidence. Analysis of end of year Target Tracker progress demonstrate % of children meeting targets (on track)

## Personal Development, Behaviour and Welfare

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- Develop increased further opportunities for other children (not just upper KS2) to take a lead and mentor other children through PE skills.
- More effective use of the outdoor area at school to improve children's SMSC skills through activities such as forest schools and other outdoor learning.
- Further promotion of 'Healthy Active Lifestyles' around school through more work on healthy eating strategies.

### Progress:

- More children involved in CHIPS, Sports Mentor programme, KS1 sports and Y4 children running Quad Rebounder. Continue to develop this next year (Intra-school opportunities)
- Trim Trail and increased active opportunities at lunch break-times. Investigate revamping wildlife area, investigate Forest Schools approach Sept 2018.
- Lessons and pupil questionnaires show children have more awareness of this. Work on more displays / awareness around school of healthy lifestyles. October 2018 – School now beginning to run Kick-Start club to engage group of targeted children in active, mindful and healthy start to the school day with expert practitioner.