

'Evidencing Impact and Accountability'

Amount of Grant Received – Year 5: £18720 (for whole academic year)

Report date: April 2017 - April 2018 (financial year)

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<p><i>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</i></p> <p>Curriculum</p>	<ul style="list-style-type: none"> Schools own data / registers School Audit 2013-2014 (children and parents) School Audit summer 2015 (children) Lesson plans for whole school and Reading Play Lunchtime zones plans and activities 	<p>Delivering high quality teaching and learning from specialist teachers throughout the school</p> <p>Engage lunchtime controllers/ young leaders with PE activities at school.</p> <p>Improve links with other schools and share training in PE</p> <p>Continue engagement with School Games Organiser to continue participation in competitive activities.</p>	<ul style="list-style-type: none"> Employing specialist teacher of Physical Education (Part time Sports Teaching Assistant) Planning and coaching for whole sports curriculum Planning sports events 	<p>30% Sports TA – teaching and organising</p> <p>12% - sports equipment</p>	<ul style="list-style-type: none"> Increased pupil participation Enhanced, inclusive curriculum provision Enhanced quality of teaching and learning Improved standards Positive attitudes to health and well-being, particularly in Lower School (Cross Country Club) Continued good pupil attitudes to PE Positive impact on whole school improvement Easier pupil management Enhanced communication with parents / carers
<p>Extra-Curricular</p>	<ul style="list-style-type: none"> Before school registers of clubs Lunchtime observations of children involved in zoned activities After school registers School audit – children's voice 	<p>At Aldryngton the financial support given helps to provide a balanced extra-curricular programme, including activities for boys and girls, across the whole school and for all abilities. There are extra-curricular activities before and after school, utilising the whole school, inside and out, and throughout the whole year: Cluster and County Competitions in athletics, netball and tag-rugby, cricket, football (KS1 and KS2). Aldryngton has a thriving Junior Cross Country Club and a Cross Country Club for KS1. Girls football is also a strong area at Aldryngton.</p>	<ul style="list-style-type: none"> Employing local coaches to provide and support extra-curricular sporting opportunities Providing high quality professional learning for adults supporting learning to run sports teams Sports TA providing training for midday supervisors to introduce multi-activities at break and lunchtimes Introducing an in-school physical activity programme Sports TA providing pupils who are gifted and talented in sport with expert, coaching and support Sports TA providing expert advice to evaluate strengths and 	<p>25% Sports TA time. Clubs run for both boys and girls - football, golf club, football club for boys and girls, tennis, cricket, street dance, badminton, judo, yoga, sensory club (SEND).</p>	<ul style="list-style-type: none"> High level of pupil participation - especially at lunchtime under the guidance of Sports TA and trained lunchtime staff Enhanced, extended, inclusive extra-curricular provision Enhanced quality of delivery of activities Increased staffing capacity and sustainability Improved standards Positive attitudes to health and well-being Improved behaviour and attendance and reduction of low level disruption Improved pupil attitudes to PESS

Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

			weaknesses in PESS and implement plans for improvement		<ul style="list-style-type: none"> • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Gifted children recognised and supported • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Good links with cluster school
Participation and success in competitive school sports	<ul style="list-style-type: none"> • Schools own data / registers • School Games Organiser contacts • Calendar of events / fixture lists • Activemark 2008 	<p>Aldryngton continues to be committed to active engagement in competitive sports throughout the whole school. From the Foundation Stage all children compete in competitive sports in the form of an annual sports day, held at a local outdoor sports stadium. During extra-curricular time we follow the Sainsbury’s School Sports programme, with including extra events organised by our School Sport’s Co-ordinator and Deputy Head teacher. These activities include boys’ and girls’ football, tag-rugby, netball, cross country, athletics and swimming. Competitive events for less competitive and SEN children have been attended, for example, Boccia, increased attendance at organised events and fixtures (Wokingham District).</p>	<ul style="list-style-type: none"> • Sports assistant runs cluster competitions. • Staff and Sports TA run extra-curricular clubs to prepare for competitive events, for example, athletics, football, cricket and tag-rugby. • Staff cover 	<p>5% Aldryngton continues to participate in the Sainsbury’s School Games programme and various inter-schools and cluster events across all years; eg: multi-sports, athletics, football, hockey, gymnastics, tag-rugby, cricket, badminton, netball, cross country and orienteering</p>	<ul style="list-style-type: none"> • Increased and inclusive pupil participation, including SEN children • Extended provision • Increased staffing capacity • Improved positive attitudes to health and well-being • Clearer talent pathways • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values • Positive impact on middle leadership <p>Success in activities this year so far include:</p> <p>Cross Country: Our Cross Country squad have had a very successful Year, coming 2nd to in both the league and relays. Our girls’ teams, in particular, performed exceptionally well: the Y3/4 girls coming second in both the league and relays, and the Y5/6 girls becoming league and relay champions. The Y5/6 B team were also fourth at the relay event.</p> <p>Y5/6 and Y3/4 children have attended a netball tournament at Reddam School in Sindlesham. They gave a strong</p>

Primary Physical Education and Sport Premium ‘One Stop Shop’ ‘Evidencing Impact and Accountability’

					<p>performance in the group stage and the Y6 team came 3rd overall in a competition of 16 schools. Training for Y6 will continue for the Woodley Carnival in June.</p> <p>The Aldryngton Hockey team represented the school in the Berkshire County Finals at Bisham National Sports Centre in March 2018. They managed to get there by winning one qualifying competition, and then were the runners up in the Wokingham District competition held at Sonning Hockey Club in November.</p>
<p>How much more inclusive the physical education curriculum has become</p>	<ul style="list-style-type: none"> • Curriculum plans • Long, medium and short-term plans • Differentiated planning • Whole school pupil progress recorded on TARGET TRACKER 	<p>Review the quality of our curriculum including:</p> <p>Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE</p>	<ul style="list-style-type: none"> • Purchasing of equipment and teaching resources to develop a fully inclusive curriculum • Staff to increase subject knowledge and confidence in PE (staff audit) • Employing a Sports TA to lead after-school clubs for all children 	<p>4% Variety of clubs and sports (lunchtime zones) made available for all children: football club and judo club for KS1, LEGO club, Sensory club for SEND children.</p>	<ul style="list-style-type: none"> • A more inclusive curriculum which inspires and engages all pupils • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability
<p>Growth in the range of provisional and alternative sporting activities</p>	<ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation 	<p>Aldryngton offers a range of alternative sporting activities – badminton, Judo (KS1 and KS2), triathlon, street dance, lunchtime games activities, girls football, golf, sensory club, LEGO club.</p> <p>Aldryngton has a Lower School Healthy Living Week in the summer term, has a Healthy Schools Award, and encourages healthy eating and living throughout the school curriculum.</p>	<ul style="list-style-type: none"> • Employing specialist Sports TA and PE teacher to increase subject knowledge and confidence • Buying into local, existing sports networks 	<p>5% – increased participation in sports and games activities.</p>	<ul style="list-style-type: none"> • Extended, alternative provision • Engaged or re-engaged disaffected pupils • Increased pupil participation • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being • Improved behaviour and attendance and reduction of low level disruption

Primary Physical Education and Sport Premium ‘One Stop Shop’

‘Evidencing Impact and Accountability’

		Aldryngton also has a Girls football team which is coached by Sports TA.			<ul style="list-style-type: none"> • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Enhanced communication with parents / carers • Increased school-community links • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values
<p>Partnership work on physical education with other schools and other local partners</p>	<ul style="list-style-type: none"> • Membership of networks • School / Subject Action Plans / minutes • CfBT PL Support • Attendance at PE Forums • afPE PL • YST PL • School – club Links data • Governors’ minutes / reports 	<ul style="list-style-type: none"> • Review our partnerships and membership of networks • Do you attend local PESS forums? • Identify any new possible partnerships <p>Sports partnership</p> <p>Woodley netball</p> <p>Reading Athletic club – coaches in and signposting.</p> <p>Badminton – Michael Vinlueen - badminton coach.</p> <p>School Sports Day is held at local sports stadium – Palmer Park Sports Stadium.</p>	<ul style="list-style-type: none"> • Buying into existing local sports networks (FABACADEMY/PE specialist teacher) • Employing expert advice of Sports TA to evaluate strengths and weaknesses in PESS and implement plans for improvement • Partnership work on physical education with other schools and other local partners. Working with Reading FC, WPSFA (Wokingham Primary Schools Football Association), Young Leaders (Sports Leaders UK), Maiden Erleigh Secondary School. 	5%	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • More sustainable workforce • Enhanced quality of provision • Increased pupil participation in competitive activities • Increased range of opportunities • The sharing of best practice • Increased pupil awareness of opportunities available in the community

‘Evidencing Impact and Accountability’

<p>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</p>	<ul style="list-style-type: none"> • Whole School Plan / SEF • PE Subject Plan • Whole school policies / PE policies 	<ul style="list-style-type: none"> • Review the contribution of PESS to whole school priorities • Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum • Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE • Share effective practice • Ensure professional learning opportunities are provided as by Sports TA required to up skill staff • Identify the positive impact that PESS has on: <ul style="list-style-type: none"> ▪ <i>Academic achievement (e.g. literacy and numeracy)</i> ▪ <i>Behaviour and safety</i> ▪ <i>Attendance</i> ▪ <i>Health and well-being</i> 	<ul style="list-style-type: none"> • Employing specialist Sports TA to work alongside teachers in lessons to increase their subject knowledge. • Year 4 boys supported by Sports TA has helped with playground behaviour. • Year 3-6 children supporting the running of Lower School Cross Country Club. 	<p>10% Young Leaders – skills learned (teamwork, organization, citizenship) to be applied to other subjects.</p>	<ul style="list-style-type: none"> • Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school • Staff across the school can start to make the links across subjects and themes including PE • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values.
<p>Review the impact that the funding has had on other factors</p> <p>Inspectors also take account of the following factor: The greater awareness amongst pupils about the dangers obesity, smoking and other such activities that undermine pupils’ health</p>	<ul style="list-style-type: none"> • Staff PL Record • Lesson observations • Pupil voice • Pupil progress (achievement and attainment) • Attendance data (curriculum and extra-curricular) 	<ul style="list-style-type: none"> • On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> • On-going review of the profile of PESS • On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> • Employing expert advice to evaluate the school’s current provision strengths and areas for development • Securing time for the subject leader to undertake reviews and construct further development plans 	<p>4% Zone Monitors, behaviour issues/ situations in lunch time period.</p>	<ul style="list-style-type: none"> • Will have further evidence of impact to support the effective use of the funding • Will help to identify the added value of the funding • Will support the identification of other areas of need to direct funding spend towards to enhance overall provision