

The Federation of Goodnestone and Nonington Church of England Primary Schools
Nonington SCHOOL SPORT FUNDING ACTION PLAN

Amount of Grant Received – Year: 14/15 £5193 15/16 £8296 Rollover £3209 16/17 £8325 Total £11,534 Date: September 2016

| Area of Focus <i>Including the 7 key factors to be assessed by Ofsted</i> (Our 'RAG' Rating) | Evidence (Sign-posts to our sources of evidence) | Action Plan (Based on our review, key actions identified to improve our provision) | Effective Use of the Funding (Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*) | Funding Breakdown (How much spent on each area) | Impact (The difference it has made / will make) |
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| <p>Participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p>Curriculum</p> | <ul style="list-style-type: none"> • Planning • Monitoring | <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • <i>Breadth and Balance (Statutory Entitlement – Sept. 2014)</i> • <i>Time available</i> • <i>Quality of teaching and learning</i> • <i>Staff skills / development</i> • <i>Access to facilities / resources</i> • <i>Pupil needs (Pupil Voice)</i> | <p>Employing specialist teacher of Physical Education to:</p> <ul style="list-style-type: none"> • Support school staff • Support curriculum development • Develop staff skills • Review resources <ul style="list-style-type: none"> • Improve learning environment to facilitate PE curriculum. | <p>Purchase of container for better storage of PE resources £800</p> <p>Purchase of equipment for PE £580</p> <p>Purchase of Wake up, Shake up resources £100</p> <p>Purchase of break-time equipment for each class £640</p> <p>Expenditure on specialist PE teaching provision £5200</p> <p>Contribution to cost of coach</p> | <p>* Observations and feedback show high rates of participation and enthusiasm, as well as anecdotal evidence from Team Theme Coaches and Class teachers.</p> <ul style="list-style-type: none"> • Diversity has fuelled enthusiasm with an ever broadening curriculum involving skipping, dance, Boxersize and archery, Kwik Cricket as well as more common PE activities. The OAA element is covered through Forest School, across the Federation and has been a keen success due to its problem solving rather than skill based nature. These skills have also been applied on the Goodnestone 'Wellie Walk' and the Nonington 'Walk to the Oak' activities. • Continued CPD from observations of Team Theme and clear assessment goals have consistently improved the delivery and standard of PE across the school, which is evident from head teacher, Heads of School and class teacher • Additional PE sessions beyond the support from Team Theme have enabled staff to employ the skills that they have learnt in Team Theme sessions. • Resources are in place to support each part of the curriculum, the school is well equipped for the appropriate coverage of each area of the scheme of work. • Enabling all children including year 2 to attend annual course of swimming lessons by |

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| | | | | travel to swimming lessos at Simon Langton boys school £563 | specialist teachers. Ensuring that children can build upon previously learned skills. |
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| <p>Extra-Curricular</p> | <ul style="list-style-type: none"> Registers of attendance Extra-curricular timetable | <p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> <i>Range of activities offered</i> <i>Ensure the enhancement and extension of our curriculum provision</i> <i>Inclusion</i> <i>The promotion of active, healthy lifestyles</i> <i>Quality and qualifications of staff providing the activity</i> <i>The time of day when activities are offered</i> <i>Access to facilities (on-site / off-site)</i> <i>Pupil needs/interests (Pupil Voice)</i> <i>Partnerships and links with clubs</i> <i>Staff skills / CPD</i> | <ul style="list-style-type: none"> Providing high quality CPD to run sports teams, after school clubs and intra-school opportunities Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | <p>£500</p> | <ul style="list-style-type: none"> There are a greater number of clubs available, each of which is fully inclusive to every member of the school, dependent upon age in some cases. The club provision is fully inclusive. Registers reflect children with a variety of needs attending clubs and representing the school. Through pupil voice a series of lunchtime clubs and support for younger children by older children has been created. Staffing of sports clubs has been a challenge, however the introduction of Team Theme has brought more club based opportunity. Links with the wider curriculum within PE (Living things, Our Bodies,) and the promotion of healthy eating and trying new foods all promote positive attitudes to health and well-being. Links with other schools in our hub and the wider Sandwich Consortium give opportunities for children to interact with others and promote well-being and collaboration. Positive impact on teachers, linking assessment and evaluation with the selection of pupils well placed and skilled for team events. |

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| <i>Participation and success in competitive school sports</i> <i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i> | <ul style="list-style-type: none"> Schools own data / registers Calendar of events / fixture lists | <ul style="list-style-type: none"> Review our strategy for engaging in competition Engage with local festivals/competitions/leagues etc Engage more staff / parents / volunteers / young leaders Improve links with other schools | <ul style="list-style-type: none"> Paying for transport for fixtures and festivals | £150 | <ul style="list-style-type: none"> A wider range of clubs available have all led to extended provision and participation. Pupil's voice (pupil discussion,) has shown a healthy and positive attitude towards PE. Clearer talent pathways for those showing promise in particular areas – Nonington Cricket Club Olympic values closely linked to school values |
| <i>How inclusive the physical education curriculum is</i> | <ul style="list-style-type: none"> Curriculum planning Planning for Gifted and SEND pupils Pupil Progress | Review the quality of our curriculum including: <ul style="list-style-type: none"> <i>Breadth and Balance</i> <i>Accessibility of all the activities</i> <i>Use of TA's to support learning</i> <i>Quality of teaching and learning</i> <i>Staff skills / CPD</i> <i>Access to appropriate facilities / resources for specific pupils</i> <i>Pupil Needs (Pupil Voice)</i> Ensure Whole School Inclusion in curricular and extra-curricular provision SES Policy refers to PE | <ul style="list-style-type: none"> Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement | Resources £300 | <ul style="list-style-type: none"> Curriculum has been adapted and is very diverse, the combination of traditional sports, modern sports, OAA activities and a wide variety of enrichment opportunities mean we have an inclusive curriculum that inspires and engages the children. Evidenced with observations, and pupil voice. On-going CPD for teaching staff (Team Theme,) has resulted in more confident and skilled staff. On-going CPD, shows pathways of differentiation, meaning all children can engage with the teaching, and means staff can use this experience to maintain and sustain the high levels of teaching and inclusion. See resources and provision for a child with very complex needs. |

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| <p><i>The range of provisional and alternative sporting activities</i></p> | <ul style="list-style-type: none"> • Curricular and extra-curricular plans • Registers of participation | <p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • <i>Range of activities offered</i> • <i>The enhancement and extension of our curriculum provision</i> • <i>Inclusion</i> • <i>The promotion of active, healthy lifestyles</i> • <i>Staff skills / CPD</i> • <i>The time of day when activities are offered</i> • <i>Access to facilities (on-site / off-site)</i> • <i>Pupil needs/interests (Pupil Voice)</i> • <i>Partnerships and links with federation / clubs</i> • <i>Talent provision</i> | <ul style="list-style-type: none"> • Paying for transport • Purchasing specialist equipment and teaching resources to develop a non-traditional activity • Employing PE specialist to increase subject knowledge and confidence | | <ul style="list-style-type: none"> • Extended, alternative provision in place due to a greater number of clubs, enrichment activities and changes to the curriculum: Handball, Ultimate Frisbee and OAA being taught to a wider range of children. Archery (Team Theme) introduced. • The variety of activities and lessons has led to more engaged pupils, whilst having had the experience of teaching new and different sports shared good practice has led to more confident and skilled staff delivering high quality activities. • Bollywood Dancing and American football have been offered to all children this year. • Improved behaviours for learning evident from lesson observations. • Positive impact on whole school improvement scheme due to children's access and engagement in a wider range of activities. • Communication in the form of newsletters, reporting outcomes of competitions and activities has enhanced parent/ carer communications. • Fundraising activities have focussed on the sporting theme – Race for Life etc. • Increased school-community links mainly with outside agencies that have provided enrichment opportunities for the school. |

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| <p><i>Partnership work on physical education with other schools and other local partners</i></p> | <ul style="list-style-type: none"> • School / Subject Action Plans / • Attendance at PE festivals / competitions • Governors' minutes / reports | <ul style="list-style-type: none"> • Review our partnerships and membership of networks • Identify any new possible partnerships • Investigate local festivals / competitions and increase participation • Develop federation events | <ul style="list-style-type: none"> • Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement • Transport to events • Subscription to leagues/festivals etc | | <ul style="list-style-type: none"> • Increased staff knowledge and understanding. (As above.) • Enhanced quality of provision (As above.) • Maintaining existing links with partners such as Sandwich Juniors, Wingham and Preston Federation School, whilst improving links with other agencies such as Team Theme, have Increased pupil's opportunities and participation in competitive activities. • Shared practice with Team Theme and both schools in the Federation continues and is an effective way of maintaining high levels of engagement. |

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| <p><i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</i></p> | <ul style="list-style-type: none"> • Curriculum Plan • SEF • PE Subject Plan • Whole school policies / PE policies | <ul style="list-style-type: none"> • Review of curriculum and development of new curriculum plan in response to new NC • Review of curriculum policy • Ensure vision for PESS is developed to reflect contribution to SMSC • Meet with other federation Subject Leaders to develop effective curriculum plan and ensure cross-curricular opportunities are exploited for PE • Share effective practice • Ensure professional learning opportunities are provided as 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> ▪ <i>SMSC</i> | <ul style="list-style-type: none"> • Providing CPD to improve quality of provision • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PESS subject knowledge is secure, all staff support and implement cross curricular learning • Enhance outdoor provision to facilitate greater physical participation during break times and in PE lessons. | <p>Playground Markings –</p> <p>£1000</p> | <ul style="list-style-type: none"> • Academic achievement enhanced by the effective links with PE and the wider curriculum, playground markings are used at break times, but also in Maths, English and other curriculum lessons. This has also led to pupils understanding the value of PESS to their learning across the school. • Due to a focus on the physical, emotional and tactical elements of PE within assessment the children's behaviour and a sense of fair play has become enhanced along with good citizenship. • All sporting activities promote good citizenship, positive behaviour and a sense of fair play. They have also enhanced the children's awareness of the (S.M.S.C.) social, moral, spiritual and cultural skills and expectations that all aide in their development holistically. • Wider links with the curriculum and house events have led to strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values. |

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| <i>Review the impact that the funding has had on other factors</i> | <ul style="list-style-type: none"> • 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 of CPD | <ul style="list-style-type: none"> • Securing time for all teachers to undertake reviews and construct further development plans | | <ul style="list-style-type: none"> • Book reviews, observations and shared good practice with our federated school as well as observations of Team Theme have all provided evidence in reviewing the direct impact of funding. • Positive feedback from teaching staff and pupils coupled with observations show the positive effect of Team Theme on teaching and engagement. • Appropriate resourcing has enabled effective provision. • Review of equipment and the curriculum continues to inform requirements for further funding implications, be that equipment or CPD. |