## Current Overview of School's Provision

<table>
<thead>
<tr>
<th>Area of Development</th>
<th>Rating</th>
<th>Brief comment on school's current level of development in this area, including where evidence may be found</th>
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</table>
| **1. Does your school have a vision for PE and school sport?** | Red | There is limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and Sport. - The vision statement for PE is on the school website and covers the aims of sport at Listerdale. - Parents are very supportive of the sport at the academy and attend at Listerdale and at others schools.  
  ➢ Make a survey for parents to share their views and ideas.  
  ➢ Conduct a PE questionnaire for pupils to complete.  
  ➢ Set up a Sports Organising Crew so pupils themselves can have a part to shape the sports provision. |
| | Red/Amber/Green | There is a vision statement, adopted across the school and included in public documents available to parents. |
| | Green | There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to. |
| **2. Does your PE and sport provision contribute to overall school improvement?** | Red | PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies. - The School Games values have continued to develop a positive ethos which extends into other areas of school life. - Other curriculum lessons link to PE, such as healthy eating in Y3 and studying heart rates in Y4 Science. - The school is a very active member of the Wickersley Cluster of the Rother Valley School Sport Partnership. This involves making link with many local schools. - Charity events are often linked with the wider community, such as the recent sponsored walk/run for Sheffield Children's Hospital. - Sport and activities are being used to engage children at break times and provide more activities for children across the school.  
  ➢ Continue to embed the activities and clubs at break times. |
| | Amber | PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme. |
| | Green | PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools. |
| **3. Do you have strong leadership and management of PE and school sport?** | Red | The headteacher understands the importance of PE and there is an identified PE coordinator. - The Principal fully supports the PE and sport provision and the academy commit to a broad range of local competitions. - The PE co-ordinator is a specialist PE teacher and his role extends beyond curriculum lessons and looks to enhance extra curricula provision at break times and after school. - Other teachers who take PE lessons are fully supported by the PE co-ordinator including some team teach lessons. - ACET provide regular Primary PE Meetings, CPD and support from an experience primary PE specialist.  
  ➢ Make a detailed PE development plan for 2017-18. |
| | Amber | The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development. |
| | Green | There is a detailed PE development plan with short and long term targets that enable all pupils to progress and achieve. The PE coordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE. |
| 4. **Do you provide a broad, rich and engaging PE curriculum?** | The PE curriculum covers the minimum NC expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils physical skills. Pupils receive less than 2 hours per week. | - The PE curriculum is broad, balanced and diverse.  
- Early Years Curriculum focuses on FUNdamentals of agility, balance and coordination.  
- Key Stage 2 Curriculum offers a range of team invasion sports, performance arts, net games, suitable for each season of the year.  
- All pupils receive 2 hours or more of high quality, timetabled PE.  
- Leadership, coaching and officiating skills are being increasingly developed in PE lessons through Y6 play leaders, peer assessment opportunities and times for older pupils to referee and umpire.  
- Play times are becoming more organised as pupils become better at leading activities for others and amongst themselves.  
- More opportunities for leadership, coaching and officiating skills for the younger pupils. |
| --- | --- | --- |
| The PE curriculum is broad and balanced, going beyond the NC expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of PE each week. All pupils receive 2 hours of timetabled PE. | - The PE specialist who teaches the majority of PE lessons is a confident practitioner and delivers good or outstanding lessons.  
- Regular monitoring takes place to ensure high quality PE.  
- All pupils make good progress. Assessment and reporting procedures have been updated in 2016-17 are more accurate and precise at tracking pupils progress.  
- PE & Sports achievements are regularly celebrated in assemblies.  
- Involve pupils more in self assessment |
| The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive 2 hours or more of high quality, timetabled PE. | Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers.  
All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers and there is a sound assessment process.  
All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils cooperate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices. | - Behaviour is excellent across all PE lessons. There is a clear behaviour policy which is used consistently.  
- Pupils are adept at co-operation, collaboration and dealing with competitive situations.  
- Healthy active lifestyles are promoting in PE lessons and across the school in the forms of display and pupils are proactive in taking these messages on board.  
- Continue to ensure all pupils have opportunities to represent the academy in competitions and events, including those lower ability of SEN children. |
| 5. **How good is the teaching and learning of PE in your school?** | The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers. | - The PE specialist who teaches the majority of PE lessons is a confident practitioner and delivers good or outstanding lessons.  
- Regular monitoring takes place to ensure high quality PE.  
- All pupils make good progress. Assessment and reporting procedures have been updated in 2016-17 are more accurate and precise at tracking pupils progress.  
- PE & Sports achievements are regularly celebrated in assemblies.  
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All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them further. All pupils consistently make healthy lifestyle choices. | |
| 6. **Are you providing high quality outcomes for young people through PE and school sport?** | Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices. | - Behaviour is excellent across all PE lessons. There is a clear behaviour policy which is used consistently.  
- Pupils are adept at co-operation, collaboration and dealing with competitive situations.  
- Healthy active lifestyles are promoting in PE lessons and across the school in the forms of display and pupils are proactive in taking these messages on board.  
- Continue to ensure all pupils have opportunities to represent the academy in competitions and events, including those lower ability of SEN children. |
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<th>Answer</th>
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| 7. Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum? | Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate. | - There has been a wide variety of competitions this year, such as a full participation in the local School Sport Partnership.  
- Listerdale has achieved the Gold School Games mark for the last 3 years.  
- Y4 teams qualified for the South Yorkshire School Games Finals in Hockey and Basketball.  
- ACET winners of the summer orienteering competition.  
- Girls Football Rotherham Finals 2nd place.  
- Cross Country Rotherham Finals  
- Live & Learn, a coaching company, run a breakfast club, and make links with other local clubs for pupils.  
- Pupils play for many local clubs and the academy directs them towards these, including a recent link with Graves Tennis Club.  
- All events are celebrated with certificates, awards and in assemblies.  
- Continue making links with local community clubs. |
|                                                                          | The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part. |                                                                                                  |
|                                                                          | All pupils are able to access a broad offer of school sport activities. An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupil may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school links with. Pupils’ achievements are celebrated and shared with parents/carers. |                                                                                                  |
| 8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle? | Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal. | - There are many varied opportunities for physical activity across the school day: break-times, supervised play and active travel.  
- 10 Day Active Travel Challenge is entered as part of the wider ModeShift Stars initiative in which the school has recently gained a Silver Award.  
- Many after-school activities (football, rugby, basketball, hockey, tennis, cricket)  
- More activities at break-times (football, netball, skipping, catching activities)  
- Take of survey of pupils’ favourite sports and activities that they would like to do more of in PE, at break-times and after-school.  
- Develop a physical activity policy. |
|                                                                          | The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils. |                                                                                                  |
|                                                                          | The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles, are encouraged among pupils and staff, and is extended to parents or carers. |                                                                                                  |
| 9. Does your school know how to effectively utilise the new PE and Sport funding? | Consideration has been given and a basic plan of how to use the funding is being developed. | - Sport Premium funding is being used to continue to enhance the PE provision at Listerdale.  
- The range of events on offer at the academy are funded by the premium, such as membership of the School Sport Partnership and local cluster, membership of the trust, transport for competitions and events, and hiring external coaching to provide breakfast and after-school clubs.  
- Develop a long-term plan for the use of the increased PE & Sport Premium |
|                                                                          | It is clear how the planned budget will improve provision and outcomes in PE, physical activity and sport.  
|                                                                          | Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact |                                                                                                  |
# School PE & Sport Premium – Development Plan – 2017-18

|-------------|--------------------------|---------------------------|------------------------|----------------------------------|
| 1 Vision    | Pupils and parents to understand and contribute to the vision and aims for Lowedges PE and sport. | - The vision statement for PE is on the school website and covers the aims of sport at Listerdale.  
- Parents are very supportive of the sport at the academy and attend at Listerdale and at others schools. | ➢ Continued feedback from pupils and parents is required to maintain and build on this progress.  
➢ Make a survey for parents to share their views and ideas.  
➢ Conduct a PE questionnaire for pupils to complete.  
➢ Set up a Sports Organising Crew so pupils themselves can have a part to shape the sports provision. | |
| 8 Physical Activity and Healthy Lifestyles | A clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. | - There are many varied opportunities for physical activity across the school day: break-times, supervised play and active travel.  
- 10 Day Active Travel Challenge is entered as part of the wider ModeShift Stars initiative in which the school has recently gained a Silver Award.  
- Many after-school activities (football, rugby, basketball, hockey, tennis, cricket)  
- More activities at break-times (football, netball, skipping, catching activities) | ➢ Take of survey of pupils’ favourite sports and activities that they would like to do more of in PE, at break-times and after-school.  
➢ Develop a physical activity policy.  
➢ Continue to use some sporting trips to promote attendance and for SEND pupils | |
| 9 Use of Sport Premium Funding | Budget regularly monitored to enable the school to see the greatest and most sustainable impact | - Sport Premium funding is being used to continue to enhance the PE provision at Listerdale.  
- The range of events on offer at the academy are funded by the premium, such as membership of the School Sport Partnership and local cluster, membership of the trust, transport for competitions and events, and hiring external coaching to provide breakfast and after-school clubs. | ➢ Develop a long-term plan for the use of the increased PE & Sport Premium.  
➢ Meet regularly with the School Office and the ACET finance team to review the use of the premium. | |
School PE & Sport Premium Budget 2016-18

The School PE & Sport Premium for 2016-17 was £8,650 for Listerdale Junior Academy.

It was used for the following purposes to continue to sustain the commitment to excellent PE & Sport provision.

- Membership to the Wickersley Cluster and the Rother Valley School Sport Partnership.
- Part of the Aston Community Education Trust (ACET), providing CPD, Primary PE Meetings and support, competitions, and monitoring of the overall sport provision.
- Transport in the form of minibus and coach trips to the various sporting events.
- External sports coaches to deliver breakfast and after-school clubs.
- Sports equipment for PE, break times and clubs.

The School PE & Sport Premium is being doubled in 2017-18 and will be £18,750 for Listerdale Junior Academy. The extra amount is being partly funded by the Department for Health to encourage and support healthy lifestyles. This budget needs careful consideration to ensure it is well used. Suggested one-off uses for the money are to improve the outdoor play equipment, such as adding a new climbing frame, slide and traversing wall. The PE & Sport development plan will be used to direct this money to those areas in which it is required.