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Kingsley Community Primary and Nursery School

Evidencing the Impact of the Primary PE and sport Premium

2020-21

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| Key achievements to date until July 2021 | Areas for further improvement and baseline evidence of need: |
| Retained Platinum Schools Games award.  Providing consistent extra-curricular clubs  Continuing with Daily mile activity for all of school.  Y5 PLAYLEADERS supporting games at Lunch times.  Trained dodgeball leaders  Varies successful staff PDMs  Utilising outside agencies to support and train pupils and teachers  Successful sport leaders program | Continue Improve Staff confidence and curriculum Knowledge.  Introduce a Teaching scheme of work to ensure consistent teaching of all PE areas  Renew and add to existing equipment for PE ad Forest school sessions.  Review and improve maintenance of grounds |

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| Meeting national curriculum requirements for swimming and water safety. | Based on most recent data (2019) as swimming cancelled due to Covid |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving  primary school at the end of the summer term 2020. | 84% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 72% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 84% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Yes |

Action Planning and budget

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| **Academic Year:** 2020/21 | **Total fund allocated:** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Continue to do and raise profile of daily mile.  Review engagement and implement new ideas if required. | Review engagement and implement new ideas if required.  Repairs to grounds and preparation of alternative route for KS1 | £2000  Some prepare to paths and grounds to make access safe Cost?? | Working the LA to resurface the poor areas | Continue to monitor and ensure all class part take daily. |
| Involvement in Frodsham and Village Schools Sports Partnership – participate in sports events and competitions, leagues and events | Plan and enter various competition and events over the year. Offer opportunities to all pupils to compete. Include B and C teams.  School Games action planning | £2750  Plus additional cost to cover sporting events  £2500 | Increased participation in events – more children accessed these (all abilities)  Pandemic had a negative impact on the number of events available | To maintain platinum award. |
| Encourage active travel to school to increase awareness of healthy lifestyles. | Bikeabilty training.  Safety officers in place. |  |  | Further develop this with active travel days. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: |  | Sustainability and suggested next steps: |
| Continue to train and develop playleader role in school to promote and encourage positive physical play. | Re-train year 5 pupils to lead play leaders. | £600  Resources and equipment. | Training was successful  Pandemic had a negative effect on play leaders – bubbles not allowed to mix at various times meant continuity was affected | Maintain training and monitor engagement. |
| Continue to implement Forest Schools programme to promote Physical activity through outdoor learning. | Classes access physical outdoor activities through the year. Lead by trained forest school leader.  Use private company to help with maintenance to ensure safe use | Maintenance of area  £2000 |  | Continue to Build staff confidence in delivering outdoor learning.  More outdoor curriculum activities within the curriculum.  Create teaching hub to network with other FS leaders in the area |
| Specialist sports coaches used during school time and afterschool clubs: Rich Simpson and Class4Kids currently with more being sourced now COVID restrictions lifted. | Provide coaches to create engaging and inspiring in class session and afterschool clubs | Cost of RS and field | Wide range of opportunities offered to the children when possible | Continue to enrich and encourage pupils through role models and specialist coaches |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Use PDMs and training to develop staff knowledge and confidence in PE curriculum areas | Termly Staff PDMs linked to curriculum development.  Team teaching opportunities.  Using Gifted and talented pupils.  Using professional coaches to support and model. | Staffing cost/release  £500 | Staffing confidence increased due to PDM delivery  Quality of lessons improved | Continue to train and target on key curriculum ideas.  Continue to used profession outside agencies to develop teachers knowledge and confidence. |
| Using specialist coaches to work alongside teachers to improve knowledge and build confidence of staff | Each teacher to spend a term working alongside specialist coach RS  Mandy Dorrell to team teach units with staff |  | Didn’t go ahead due to the pandemic |  |
| Purchase a new PE scheme for use by all teachers to support high quality delivery of PE. | PE lead to support staff with effective implementation of scheme throughout the school. | £575 | Teacher feedback shows increased confidence  Scheme gives greater progression |  |
| Trained TA to deliver Lego Therapy to encourage fine motor skill development, mental health and social skills for targeted children in KS1 and KS2. | Children selected for sessions will be reviewed on a 6-week basis to ensure effectiveness of sessions. | £1601.48  (additional £200) | Significant impact on children’s mental health  Due to the pandemic – far greater amount spent of this area |  |
| Further ELSA Training for TA to deliver interventions  Trained TA to deliver ELSA and Theraplay to targeted children. 2 hours per week | SENCO will support SLT to identify staff member suitable for training.  SENCO will support SLT to identify children most appropriate for ELSA sessions. Reviewed on a fortnightly basis. | £175  £855.66 | Significant impact on children’s mental health  Due to the pandemic – far greater amount spent of this area |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To offer a variety of sporting activities during and after school | Use private companies to offer expert led activities with the school day and for pre and after school clubs. Dance, Gym, Judo, yoga etc. |  |  | Maintain links with a range of clubs.  Involve children in identifying type of clubs to offer. |
| Selecting residential trips that offer a range of physical activities. | Plan Residential trips that provide a range of extra-curricular activities and challenge pupils resilience. | 0 | All residential visits cancelled due to pandemic | Continue to plan and offer residential trips that offer a range of extra-curricular activities moving forward |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To offer opportunities for all year groups to participate in competitive sport. | School Sports day.  Inter school completions set up and led by sports leaders.  Involvement in FAVSP intra school events.  Entering B and C teams to offer opportunities. |  |  | Maintain link with FAVSP  Offer more enrich PR opportunities through other areas of the curriculum – link to topics. |
| Intra school competitions | House team competition set up in school.  Sports leaders to lead and run tournaments |  |  | Termly match days to be set on school diary |

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| Signed off by | |
| Head Teacher: | S Harrison |
| Date: | July 2021 |
| Subject Leader: | R Garrett |
| Date: | July 2021 |
| Governor: | B Savage |
| Date: |  |