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Kingsley Community Primary and Nursery School

Evidencing the Impact of the Primary PE and sport Premium

2022-22

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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| Key achievements to date until July 2022: | 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  Promoted intra school competition to increase confidence and knowledge in sport  Incorporated a progressive and curriculum reach scheme to support teaching and learning. | Continue Improve Staff confidence and curriculum Knowledge.  To ensure all pupils (inc SEN pupils) have access to quality PE and extra curricular activities.  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. |  |
| 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 Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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| **Academic Year:** 2021/22 | **Total fund allocated: £17,500** | **Date Updated: Autumn term 2022** | |  |
| **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 do now? 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    Raising profile through Road to Birmingham Common wealth games competition | £2000 | Engagement in Physical activity increased.  Awareness of PE and impact on learning.  Improvement in class based behaviour | 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 and SEN pupils. School Games action planning | £2750  £2500 (cover)  Line marking of field for District Sports comp £250 | Maintained Platinum school games mark.  Raised awareness and enjoyment in PE | To maintain platinum award. |
| Preparation of spaces to allow access to extra-curricular opportunities throughout the year. | Prepare and repair all weather outdoor spaces (tennis court area) to allow PE activities to take place through the year. | £1590 Cost of labour and Grounds Maint. co. for tree felling and equipment hire for SMO clearing surface of tennis courts \* | Children are able to access a good all weather space throughout the year, allowing yearlong PE and extra-curricular activities to take place and increasing participation in physical activity during the school day. |  |
| **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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | 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.  Cost of EYFS /KS1 playground development and Playleaders shed/equipment. | More children engaged in Physical activities and positive physical play during break times.  New equipment and investment in EYFS and KS1 playground. Shed and equipment for Playleaders means rich and varied activities taking place. | 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 | £2000 | Raised engagement in Physical activities.  Over 90 % pupils report they enjoy physical activities and feel more confident. | 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, Judo, PDS Street dance.  To provide extra opportunities for children to participate in sport. | Provide coaches to create engaging and inspiring in class session and afterschool clubs | Cost of Richard Simpson Football coach £600  Field and other areas maintained for clubs to take place (included in tennis court figure \*) | Constant high turn out to after school and holiday clubs. High engagement of boys and girls.  Create links and relationships with children from another schools | 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. | £500 | 100 % of staff say they are more confident in teaching certain Curriculum areas.  Higher quality of PE lesson taking place on a more consistent basis | 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 and Chance to shine (net and field), to work with staff and class and after school clubs.  Mandy Dorrell to team teach units with staff | Costed elsewhere | New ideas taking place in lesson with focus on inclusion for all.  Pupils engagement and enjoyment levels have risen | Continue to engage with outside specialist to improve and develop teaching and confidence. (focus on Gym and dance moving forward. |
| New specialist Athletics equipment purchased to support quality teaching or the curriculum. | Children have access to a range of field and track developing tools with the intention of broadening skills and experiences | Costing of 2 athletic kits and other kits, mats, benches re padded etc. £1000 | Increase in engagement and confidence. Less physically literate children excelling in field activities boosting engagement and confidence. |  |
| **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, Kin ball etc. |  | 100% attendance for all clubs  More opportunity for a wider range of sporting activities | 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. | £1000 | All children attend and experience new and different sporting activities i.e. canoeing, archery, climbing. Vulnerable and less confident children activity showing more confidence socially and within sport. | 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 and SEN teams to offer opportunities. | COST of FAVSP membership  £2750  COST of Youth Sport Trust  Membership £210 | Pupils involved say they enjoyed and would enter events again.  More confidence evident in PE sessions. Children recognising importance of setting own targets to beat. | 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 |  | Increase in positive attitudes towards competition, teamwork and resilience.  Older children supporting developing leadership skills. Increase in enjoyment for younger children involved. | Termly match days to be set on school diary |

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| Signed off by | |
| Head Teacher: | S Harrison |
| Date: | Autumn term 22 (December) |
| Subject Leader: | R Garrett |
| Date: | December 22 |
| Governor: | Emma Morris |
| Date: | December 22 |