

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
- Fitter Future introduced across the whole school. This aims to increase the pupils' regular physical activity, both at school and at home therefore promoting a healthier lifestyle not only for the children of Little Kingshill but also their families. - New sports equipment bought and replaced broken supplies. This is to ensure all children can take part in PE lessons effectively. - Balance bikes bought for the school to use in Nursery to Year 2. This investment is in place for future children of Little Kingshill combined school. - Participation in competitive sports across the school.	- New PSHE scheme being researched to help improve the mental health and overall well-being of all children in the school and those to join in the future. - To continue to increase the confidence, knowledge and skills of all staff in teaching dance and gymnastics - To be able to teach Balance ability to the children in KS1. - To continue to broaden the experiences in a range of different sports and activities offered to all pupils.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

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.

Academic Year: 2019/20		Total fund allocated: £17,820		Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> 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:
					19.7%
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?:
To increase the opportunities for pupils’ regular physical activity, both during PE lessons and during break times, promoting a healthier lifestyle for the children of Little Kingshill.		Set up Activall in playground Make a rota to include all year groups to ensure every child has access.		£3270	The Activall will help to ensure that pupils’ are undertaking their recommended physical activity as it can be used in addition to their regular PE lessons and used throughout the day. Improvements expected: Spatial awareness, increase of mobility and body awareness and in hand-eye coordination skills. Scores can be recorded on the wall, showing improvements in these areas.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8.9%
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:
To ensure all children can take part in PE lessons effectively.	Check sports equipment and make inventory. Ask staff what equipment they feel would be useful. Order new sports equipment. Maintain existing gymnastic apparatus.	£1476.73	Teachers have been consulted and feel we have everything we now need for effective PE lessons.	Check equipment at the end of the summer term to see what needs to be replaced for the next academic year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21.1%
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:
To increase confidence, knowledge and skills of all staff in teaching dance and gymnastics.	Specialist Coach from Strictly Shine to teach dance and gymnastics lessons. Staff to observe and learn from the specialist.	£1,750 Autumn term 19 £1,750 Spring term 20	There has been an improvement in dance vocabulary amongst the teachers. Learning where dances come from as well as the names of particular dance steps.	To collect pupil and staff feedback about their enjoyment and improved confidence in teaching dance.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37.9%
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:
To broaden the experiences in range of different sports and activities offered to all pupils.	Weekly Forest School sessions for each of Key stage one classes. To learn about and promote a lifelong love of outdoor skills.	£3900 (including transport)	Key stage one children have learnt a wide range of outdoor skills throughout the year in all seasons and weather. They have really enjoyed learning outdoors.	To ensure this opportunity is available for the future children of Little Kingshill.
To broaden the experiences in range of different sports and activities offered to all pupils.	Chinese New Year day. This involved the whole school being immersed in Chinese culture for the day to celebrate Chinese New	£629	Children thoroughly enjoyed Chinese New Year Day, learning new dance steps and experiencing dance routines from other	To ensure similar opportunities are available for the future children of Little Kingshill to learn about other cultures

	Year. Watching a Chinese Lion Dance production and then each class receiving instruction in learning a Chinese Lion Dance routine.		cultures. When not dancing, each year group followed a carousel of Chinese cultural activities.	through movement.
To broaden the experiences in range of different sports and activities offered to all pupils.	Mental health workshop for all reception to Year 6 children. 2020 Dreams Mental Health workshops aim to support children with strategies to build self-confidence, mental and physical health, academic potential and learning life skills.	£475	Feedback from staff and children have shown that children have learned strategies to aid them with various elements of mental health.	To ensure similar opportunities are available for the future children of Little Kingshill to develop strategies to improve their own mental health.
To broaden the experiences in range of different sports and activities offered to all pupils.	Team Superschools visit by an Olympic athlete. Motivational and inspiring teamtalk to demonstrate how to overcome obstacles and show determination to succeed. Followed by a day of fun circuit training in the hall for every year group	£240	Feedback from staff and children have shown that children have felt motivated and inspired to work hard for their goals.	To ensure similar opportunities are available for the future children of Little Kingshill to inspire them to strive to achieve.
To broaden the experiences in range of different sports and activities offered to all pupils.	Specialist PE coach to teach PE to key worker and vulnerable children during the Covid-19 pandemic using specialist knowledge to provide socially distanced games and activities.	£750	Children have continued to benefit from PE provision following government guidelines during the Covid-19 pandemic.	To survey the children to find out which new activities and sports they would like to try. Expertise in socially distanced activities should be learned from specialist should the school have to follow social distancing guidelines in PE

To broaden the experiences in range of different sports and activities offered to all pupils.	Year 5 Eco studies day at Pipers Corner School. To learn about and promote lifelong love and knowledge of outdoor and environmental skills.	£300	Year 5 children have learnt a wide range of environmental and outdoor skills. They have really enjoyed learning about the environment, the impact of humans on it and what we can do to prevent a climate crisis.	from September. To ensure this opportunity is available for the future children of Little Kingshill. To transfer the knowledge gained to the rest of the school community and create a school wide project to make an impact and raise awareness.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.3%
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:
To increase the participation in competitive sports across the school.	Membership to the Holmer Green Sports Partnership for the year. Transport to and from venues	£1167 £880	The Holmer Green Sports Partnership has enabled all classes throughout the school to participate in competitive and sports events over the school year (up to March 20 th). There are many different sports offered including: football, netball, cricket, basketball, gymnastics, handball, multi-skills and volleyball. This has been successful this year, showing great impact on the children, allowing them to take part in some new sports they have not tried previously. We hope to take part in this opportunity next year.	Continue to liaise with Rebecca Duggan on competitive opportunities. Ensuring transport to different events is sustainable.

Signed off by	
Head Teacher:	Mr S Dodd
Date:	16.7.2020
Subject Leader:	R Tapping
Date:	16.07.2020

Governor:	Mr M Quigley
Date:	16.7.2020