



Sports Premium – Evidencing the Impact

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <p>Achieved Youth Sport Trust Gold Mark.</p> <p>Increased Year 6 swimming percentage to 76.9% through top up lessons and tracking of target group.</p> <p>Embedded skills based age related curriculum, which focuses on the ‘whole child’.</p> <p>Pupil voice operating child led activities through training of a variety of sports leaders.</p> <p>Significantly increased the opportunity for competitive activities across all year groups.</p> | <p>Raise profile of high-quality active lessons across the curriculum and dedicated time to physical activity in the day. (60mins per day)</p> <p>Increase confidence and skill of all staff to deliver impactful and good or better lessons. Including specialist teachers across all key areas of curriculum.</p> <p>Promote healthy lifestyle and “a healthy me” for the whole school community using Head, Heart Hands to build understanding.</p> <p>Implement a health-based PE curriculum.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 60% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 80% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 64% |
| 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? | Booster club planned for Terms 5 and 6 for Year 6 children who had not reached national curriculum requirements |



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 students today and for the future.

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| Academic Year: 2020/21 | | Total fund allocated: £17,680 £10,070 carried over from 19/20 | | Date Updated: July 2021 | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Increase participation in physical activity for all children within school. Raise profile in school of a healthy lifestyle in school and create life-long learning for healthy habits. | Construct Outdoor Gym, and surrounding area, and implement usage in to the curriculum. | £9000 | 100% of children participating in physical activity at playtime with the outdoor gym being a center piece. Additional equipment being available has developed the social and physical abilities of children. | Continue to raise the profile of regular physical activity to become an ‘active school’. Aiming to exceed the national guidance of 30mins in school per day to reach 1 hour of activity in school per day for every child. | |
| Playtime equipment being utilized for child led play on daily basis including: skipping ropes, dodgeball, footballs and bean bags to increase opportunities for child led physical activity-building lifelong habits. | Survey individual year groups for need of playtime equipment. Use student voice to provide opportunities for child led play. | | Developing positive lifelong habits as more children are now actively travelling to school. Increased by 50% over the last year. | Continue to develop our provision for home learning of PE and physical activity through continued access to online platforms and wider partnerships. | |
| Increase percentage of children using green travel and contributing to daily 60mins of physical activity. | Increase bike and scooter storage capacity by providing safe and secure shelter space. | £3000 | Daily application of daily mile and other activity programmes have led to improved behaviours for learning during class as shown with exclusion data. | Develop outdoors provision for child led physical activity during break, lunch and after school. Outdoor Primary School gym equipment and resources. | |
| | | | | Embed sports leaders at playtimes to encourage children to be physical active lead by children. | |



| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Raise the profile of Kingfisher throughout the community to produce sporting pathways and access external support where needed.</p> <p>Raise the profile of physical education across the whole school community to build lifelong habits.</p> <p>School Competition Kit provides recognition for sporting excellence in representing the school in Level 2 Competitions</p> | <p>Increase the profile of PE with staff and children by launching staff PE uniform.</p> <p>Update Boards around school to celebrate the achievements and accolades throughout the year and increase the profile of PESSPA.</p> <p>Use Twitter to celebrate sporting achievements to raise profile of PE.</p> <p>Use of weekly well-being posters around the school and in class to showcase how adults are helping their own mental well-being to raise the profile of PESSPA.</p> | <p>£750</p> <p>£0</p> | <p>Uniform for all staff has promoted high expectations leading to promotion of school sport and adults viewed as role models for pupils in sport.</p> <p>Increased percentage of children with PE kits on PE days leading to increased participation in PE and pupils being ready for active PE lessons.</p> <p>Increased interactions on Twitter and across our Trust when celebrating sporting achievements and accolades.</p> <p>Children are using the techniques and strategies used by adults to help and benefit their own mental health.</p> | <p>Introduce child led media productions such as sports games write ups and a ‘digital team’ to take photographs and publicise events.</p> <p>Increase the percentage of year 6 children who can swim 25m using top up lessons to meet and exceed national requirements.</p> <p>Continue to develop our provision for home learning of PE and physical activity through continued access to online platforms.</p> <p>Implement a health-based PE curriculum to embed knowledge and understanding of PESSPA.</p> |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Improved knowledge and understanding of all staff to develop teaching of physical literacy ensuring good or better standards of teaching.</p> <p>School UK Coaching CPD Membership has provided opportunity for teachers to continue with improving practice and seeking resources.</p> <p>Whole school Multi skills CPD has improved teaching of skills through games and increased the percentage of children meeting and exceeding age related expectations.</p> <p>Teacher mentoring for a 6 week programme has led to continuity in teaching across age groups and is reflective in improved levels of practice, planning and teaching of skills.</p> | <p>Use staff survey to identify teachers' needs with CPD linked to planning and teaching. Provide all teachers with opportunity for sports specialist training.</p> <p>Complete PE to help provide high level planning and a central system for data. Provide resources to further the knowledge and understanding for all and help embed the values of the school.</p> <p>Young Minds 360 school member to provide and support adults and children with mental health resources.</p> | <p>£2200</p> <p>£0</p> | <p>Increased subject knowledge and understanding for teachers across the school with CPD provided by Complete P.E. webinars.</p> <p>Confident and competent teachers providing high-quality lessons through the plans provided from Complete P.E. Adapted lessons provided to be inclusive of all abilities.</p> <p>Increased awareness and knowledge of mental health for all adults. Allocated daily time in each class to discuss wellbeing and welfare.</p> | <p>Provide all members of staff with a six week coaching focus to improve confidence and competence, linked to school curriculum learning objectives.</p> <p>Use staff survey to plan for CPD throughout year.</p> <p>Individual specialist courses for teachers of after school sports clubs.</p> <p>Complete whole day CPD for each class teacher and support staff in using the curriculum to engage all children during PE lessons as well as break and lunch times.</p> |



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Increase percentage of Year 6 children who are meeting the 25m swimming standard throughout the training of a specialist staff member as Swimming Teacher.</p> <p>Improved access to a wider variety of sports to broaden horizons and engage vulnerable groups leading to continued participation outside of the school environment.</p> <p>Increased offer of activities to engage targeted vulnerable groups of children to ensure 100% participation.</p> <p>Griffin Sports Competition provides whole school participation in a range of sports that are not part of the curriculum, in a competitive environment (competing against self or others).</p> | <p>Identify target groups of children in years 5, 6 who do need additional top up swimming lessons to meet the national recommendation of 25m.</p> <p>Hold in-school version of the Annual Griffin Sport Festival, allowing children to compete in a variety of sports from the PE curriculum. (Unable due to Covid)</p> <p>Niche sports including archery and juggling being included in after-school clubs to provide opportunities for all.</p> | <p>£6600</p> | <p>High percentage of children who are water confident and can confidently and competently swim 25m.</p> <p>100% of children experienced a form of disability sport and have an increased knowledge and understanding of barriers in sport.</p> <p>100% of children experienced a wide variety of different sports and more activities throughout the year than previous years through PE and playtimes.</p> <p>100% children have the opportunity to participate in a variety of sports which has developed their skills and confidence. This has provided more opportunities for children to enter more competitions within school and in the local community.</p> | <p>Provide additional ‘top up’ swimming lessons in term 6 for children from years 5 and 6 who are currently not meeting the national expectations- to increase percentage.</p> <p>100% of children to experience an activity used in disability sport.</p> <p>100% of children to participate in a traditional after school sport club. Children to be provided with choice of activity.</p> <p>For targeted groups, identify activities to increase engagement and work with local companies to provide training and resources for after school clubs.</p> <p>Increase sports offer leading to excellence and qualifications.</p> |



| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>MYG competition, transport and after school sports club providing opportunities for inter school competitions.</p> <p>Increased number of children able to participate in Level 1 and Level 2 competitive sports.</p> <p>Talent Identification and pathway development increasing amount of children playing competitive sports outside of school hours, as well as highlighting self- challenge in PE lessons.</p> | <p>Register for a minimum of 6 MYG Competitions throughout the year, across all age groups, and provide transport.</p> <p>Use local collegiate to fulfill Level 2 fixtures with LW and SW. Provide opportunities for all year groups.</p> | £250 | <p>Continued competition throughout lockdown through daily competitions on Edmodo.</p> <p>100% participation from all upper KS2 pupils in a Level 2 competition post Covid through local links in the community and collegiate.</p> <p>100 % of children competing in termly Level 1 sport competitions.</p> | <p>After School Competition club to be directed in house by members of staff rather than outside agency.</p> <p>Ensure the continuation of end of term Level 1 Sports.</p> <p>Use up to date guidance regarding Level 2 competition and arrange necessary precautions. Aim for a minimum of 6 Level 2 MYG competitions.</p> <p>When restrictions allow, create fixture list with hub schools for a minimum of 1 competition for each year group per year.</p> <p>Use Youth Sport Trust Personal Challenge initiative to create competitive environment in PE lessons.</p> |