



# Penshurst CE Primary School Sports Premium Impact Statement – Academic Year 2019-20 Statement Written July 2020

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2020:   | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>Continued with very strong extra-curricular sports club provision</li> <li>Continued to promote 'daily mile' as a means of children being active every day.</li> <li>Provided a range of sports clubs and opportunities (prior to Covid19 school closure and restrictions)</li> <li>Continued to participation (Terms 1,2 &amp; part of Term 3) in competitions.</li> <li>Increased the % of pupils taking part in extra-curricular clubs</li> <li>Continued to improve the teaching of PE (Terms 1,2 &amp; part of term 3)</li> </ul> | <ul style="list-style-type: none"> <li>Review and reconnect with Sports Mark requirements in order to maintain our Gold SG mark.</li> <li>Develop an greater understanding across pupils on the benefits of participation in physical activity to both our physical health but also our mental health</li> <li>Provide pupils with greater opportunities to represent the school across a range of sports/activities</li> <li>Provide all children with high quality teaching in PE</li> <li>Continue to develop staff expertise to deliver good PE lessons</li> <li>Develop greater sports club links within the local / wider community.</li> <li>Re-establish a programme of before / after school extra-curricular clubs.</li> </ul> |

Meeting national curriculum requirements for swimming and water safety.

N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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 2021. | 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/ <b>No</b> – due to Covid19 Pandemic this was not possible. |

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| Academic Year: 2019/20  |  | Total fund allocated: £16,800  |  | Date Updated: July 2020  |  | Total Spend £16,910   |  |  |  |
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  |  |  |  |  |  | Percentage of total allocation:   |  |  |  |
|   |  |  |  |  |  | 30%   |  |  |  |
| 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?:  |  |  |  |
| <ul style="list-style-type: none"><li>Developing a clear understanding of how physical activity can increase well-being.</li><li>Understanding that ‘well being’ is a combination of being physically and mentally well</li></ul> <ul style="list-style-type: none"><li>Active lunch times - engagement of all pupils in being active across their lunch break- contributing to 30 mins of physical activity each day.</li></ul> <ul style="list-style-type: none"><li>Daily mile initiative – pupils use the school field or playground to walk/jog/run laps at specific times of the day.</li></ul> |  | <ul style="list-style-type: none"><li>play equipment (age specific) available to all pupils to encourage them to be active</li><li>Sports coaches provide lunch time sports clubs to provide training or structured sessions (netball/football/multi skills)</li></ul> <ul style="list-style-type: none"><li>Each class is engaged in daily running/walking/jogging for a sustained period each day.</li></ul> |  | Additional lunch time clubs Netball & multi sports.<br><br>Premier Sports<br><br><br><br><br><br><br><br><br><br>Daily Mile resources and rewards £100<br><br>Equipment £1000<br>Staffing £3000<br>Total £4000 |  | <ul style="list-style-type: none"><li>A high percentage of children are engaged in physical activity at each lunch break (table tennis/football/multi skills/ trim trail, table tennis)</li><li>Pupils in Y5/6 have been given responsibilities at lunchtimes – supporting younger pupils to learn skills etc.</li><li>Lunchtime behaviour has improved and less playground behaviour incidents recorded.</li></ul> <ul style="list-style-type: none"><li>Pupils levels of understanding of the gains from physical activity are greater.</li></ul> <ul style="list-style-type: none"><li>Pupils interest in other running based activities are improved and there has been more interest in lunch time and early morning clubs from children who are</li></ul> |  | <ul style="list-style-type: none"><li>Continue to provide trained coaches to support multi-skills activities – especially for younger pupils who may then continue to sustain higher levels of activity throughout their school life.</li><li>Replenish sports / play equipment so that pupils are offered high quality resources and their motivation is kept.</li></ul> <ul style="list-style-type: none"><li>All teachers are expected to promote and implement the daily mile as it has proved to provide a means of ensuring all children are physically active.</li><li>Explore the possibility of buying children fitbit type step counters to promote activity in and out of school.</li></ul> |  |

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| <p>Extra curricular clubs – increase and broaden what is offered to pupils</p> <ul style="list-style-type: none"> <li>- Swimming – provide each child with the opportunity to swim (Year 1 – Year 6) and to learn water skills</li> <li>- Provide additional lessons to pupils who are unable to swim when they are nearing the end of Y6</li> </ul> | <ul style="list-style-type: none"> <li>- Regular pupil and parent surveys to explore pupil interests .</li> <li>- Employment of sports coaches to provide a broad range of sports activities.</li> <li>- Clubs are regularly promoted and children given the opportunity to have a taster session.</li> <li>- Most pupils will leave Penshurst CE Primary able to swim 25 meters and therefore have a greater knowledge of water safety.</li> <li>- Lessons provided across the school and then children identified if they cannot swim confidently</li> </ul> | <p>Subsidising the costs of clubs to all pupils to participate – some clubs have less attendees and so the school supports any shortfall. £500</p> <p>School provides funds to support any additional swimming lessons over and above NC requirements (Sept- Dec) £500<br/>£1000</p> | <p>successful at the daily mile sessions.</p> <ul style="list-style-type: none"> <li>- Pupils physical activity stamina is improved – children keep personal records of their laps and then work collectively to see the distance they have travelled.</li> <li>- Clubs offered are tailored to the needs of pupil interest (eg KS1 and KS2 football to take into account the needs of different aged pupils)</li> <li>- Pupils are encouraged to develop their skills by joining sport specific clubs (eg running clubs or football clubs)</li> </ul> <p>Due to Covid19 pandemic we have not been able to continue delivering swimming lessons between February 2020 and July 2020 . Prior to the school closure pupils in older year groups had been able to gain greater confidence in swimming – all pupils in KS2 had some experience of swimming lessons.</p> | <ul style="list-style-type: none"> <li>- Provision of a step tracker could promote healthy competition and encourage pupils who are less active to compete against their peers.</li> <li>- Providing a range of clubs will support the widening of pupil experience and allow them to see a greater number of sports.</li> <li>- School will review swimming provision when our external provider begins to allow pupils from feeder schools to start swimming again.</li> <li>- When swimming resumes we will focus on ensuring all KS2 children (esp Y6 are given priority) this is unlikely to be until September 2021.</li> </ul> |
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| Key indicator 2: The profile of PE / Sport raised across the school as a tool for whole school improvement  |   |   |   | Percentage of total allocation:  |
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|   |   |   |   | 29%  |
| 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:   |
| <ul style="list-style-type: none"> <li>- Pupils to be able to articulate how PE/Sport is part of a healthy lifestyle.</li> <li>- Pupils to understand that develop a healthy lifestyle (being physically active and eating well) will support their development and academic achievement.</li> <li>- Pupils to understand that they can get enjoyment from participating in sport at competitive and non-competitive levels.</li> <li>- The school community values and models healthy lifestyles – staff share their endeavours to keep healthy and discuss the benefits to maintaining focus and improving attainment and achievement.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers mirror the messages given by sports coaches to ensure that a united approach supports pupil understanding.</li> <li>- Teaching and learning in PE extends beyond sport participation but also includes healthy eating and healthy lifestyles</li> <li>- School values are linked to sporting endeavours and achievements and pupil participation in a range of activities is valued through school newsletter, notice boards and other means of recognition.</li> <li>- Sports coaches promote extra-curricular activities and newsletters and other promotional materials give additional information of sports on offer.</li> <li>- Daily mile display is in central corridor to promote the use of regular activity in school.</li> <li>- Physical activity continues to be an important part of school life.</li> </ul> | <p>Sports coaches to ensure that all pupils have high quality PE lessons.</p> <p>£4000</p> <p>Youth Sports Trust Membership £250</p> <p>Conference £250</p> <p>Assessment materials £100</p> <p>EDSA membership £60</p> <p>Knowle Academy £250</p> <p>Total £4910</p> | <ul style="list-style-type: none"> <li>- Pupils have increased knowledge of the role of PE in achievement/well-being and in good mental health.</li> <li>- Increased amount of pupils participating in lunch time clubs – pupils have greater enjoyment of sports of offer and are able to access a variety of sports.</li> <li>- Pupil progress through PE is increased as pupils receive regular feedback from teachers and coaches.</li> <li>- Feedback received is based on next steps.</li> <li>- Staff involvement and participation means that more children are able to participate in competitions or set personal goals.</li> </ul> | <ul style="list-style-type: none"> <li>- Continue to link sport to values and vision so that pupils see that sport can be a driver for improvement in self-discipline, behaviour and attitudes.</li> <li>- Staff to continue to discuss their own sporting interests and accomplishments in order to share the vision and understanding that sport can provide friendships, sometimes needs compassion / courage and that determination is a key driver.</li> <li>- Develop a focus on 'healthy lifestyles and being active as a driver for this.</li> <li>- Develop better pupil voice in these areas and encourage pupils to become involved in celebrating success and attainment.</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Administration Staff provide information and support for parents and pupils to engage with wider sports opportunities</li> </ul> | <ul style="list-style-type: none"> <li>- Administration staff are allocated hours to work specifically on bookings, promoting sports activities and arranging transports etc for swimming and other PE activities.</li> <li>- Administration staff review and analyse data from questionnaires and surveys linked to sport.</li> <li>- Administration Staff provide clerical assistance to subject leader and sports coaches .</li> </ul> | <p>Proportion of admin staff salary allocated to support promoting PE throughout the school</p> <p>£5000</p> | <ul style="list-style-type: none"> <li>- Wider variety of sports activities are available to pupils as the admin team have been able to research and work alongside subject leader and coaches</li> <li>- Sports opportunities and activities are linked to the analysis of surveys and through listening to pupil voice.</li> <li>- Greater time is able to be spent in booking events and researching new sports etc.</li> </ul> | <ul style="list-style-type: none"> <li>- Greater clarity when linking role of subject leader /coaches with the admin team so there is a clear delegation of duties and that all staff are working to support better outcomes for pupils.</li> <li>- Post Covid pandemic sports admin to re-establish bookings for before school and after school clubs.</li> <li>- Post Covid pandemic sports admin to rebook and organise other curriculum sports activities including swimming.</li> </ul> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |   |  | Percentage of total allocation:   |
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|   |   |   |  | %   |
| 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:  |
| <ul style="list-style-type: none"> <li>- School to work alongside a range of sports professionals, coaches etc to develop teacher skills and enthusiasm for teaching PE.</li> <li>- Experienced teacher to lead PE and to provide teachers with feedback and next steps so all pupils receive high quality PE lessons.</li> </ul> | <ul style="list-style-type: none"> <li>- Sports coaches work alongside teachers to develop their knowledge and confidence in delivering a wider range of sports.</li> <li>- CPD training is structured and progressive so that teachers are able to see that the variation in skills /ideas across a lesson.</li> <li>- Teachers become skilled at providing activities for children of all abilities.</li> <li>- Maintain and monitor progress of the teaching of PE across the school.</li> </ul> | <ul style="list-style-type: none"> <li>- Team teaching to improve outcome for all pupils (as above)</li> </ul> <p>Terms 1,2 &amp; 3</p> | <ul style="list-style-type: none"> <li>- Sports coaches provide high quality model lessons that allow teachers to team teach and develop their skills and confidence in teaching PE.</li> <li>- Pupils engaged in high quality lessons and are able to access a broader range of sports / activities</li> <li>- Pupils are able to engage in competitions that allow them to demonstrate the skills learned in lessons.</li> </ul> | <ul style="list-style-type: none"> <li>- School curriculum is developed to ensure that PE/Sports teaching feeds into the calendar of activities planned by Kent Games.</li> <li>- Sports coaches provide additional clubs / coaching for the sports that the children will encounter at school competition level.</li> <li>- Develop the range of sports that pupils are engaged with.</li> </ul> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |   |  | Percentage of total allocation:   |
|   |   |   |  | 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:  |
| <ul style="list-style-type: none"> <li>- To provide all pupils with access to rich and varied sports provision through extra-curricular clubs (before and</li> </ul>  | <ul style="list-style-type: none"> <li>- Timetable of sports clubs with varied and are delivered by sports coaches with the necessary</li> </ul>  | <p>Clubs are subsidised so that we can offer a good range of</p>  | <ul style="list-style-type: none"> <li>- Extra-curricular clubs are regularly promoted in school and parents made aware of how to access</li> </ul>  | <ul style="list-style-type: none"> <li>- When pupils return to school in September we will offer opportunities to be</li> </ul>   |

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| <p>after school)</p> <ul style="list-style-type: none"> <li>- The school will do all it can to ensure that the sports activities it offers are in line with those pupils would like to participate in (extra curricular)</li> </ul> | <p>enthusiasm, skills and expertise.</p> <ul style="list-style-type: none"> <li>- Regular surveys of parents and pupils give the school data on which to base the clubs that we provide.</li> <li>- Clubs are regularly advertised and promoted through the school website and newsletters/parent communications</li> </ul> | <p>sports and activities.</p> <p>£500</p> | <p>these.</p> <ul style="list-style-type: none"> <li>- Financial support ensures that all children have access to these clubs.</li> <li>-</li> </ul> | <p>active at break and lunch times.</p> <ul style="list-style-type: none"> <li>- We will provide coaches who can provide well planned lunch time activities to support the needs of pupils.</li> <li>- Pupil requests for specific clubs will be taken into account.</li> <li>- Post Covid19 pandemic we will review sports clubs and activities on offer to ensure that all pupils are able to participate in an after school club.</li> </ul> |
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| Key indicator 5: Increased participation in competitive sport   |  |  |   | Percentage of total allocation:   |
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|   |  |  |   | 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:  |
| <ul style="list-style-type: none"> <li>- To provide pupils with the opportunity to participate in competitive sport through entry into a range of Kent Games competitions</li> <li>- To provide opportunities to participate in competitions with other local schools.</li> <li>- To provide inter house opportunities for sporting competitions.</li> </ul> <p>Due to Covid19 pandemic the school's ability to participate in competitions was not so full as in previous years. The school participated in a range of competitions up to the forced school closure in March 2020.</p> | <ul style="list-style-type: none"> <li>- School enters and participates in Kent Games competitions in line with the school curriculum /timetable.</li> </ul> | <p>Transport and other associated costs for participating in Kent Schools Games competitions etc.</p> <p>£1500</p> | <ul style="list-style-type: none"> <li>- The school's well planned sports curriculum allows pupils to gain the necessary skills to be confident when participating in a range of Kent Games competitions – and other competitions are appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>- Review and monitor the curriculum to meet the planned activities for Kent Schools Games.</li> <li>- Post Covid19 re-establish links with local schools to provide pupils to participate in 'friendly' matches etc.</li> <li>- PE leader to develop the inter-house competition cycle so that there is a clear plan for improvement.</li> </ul> |

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| Signed off by   |                 |
| Head Teacher:   | Sue Elliott     |
| Date:           | July 2020       |
| Subject Leader: | Harry Hitchcock |
| Date:           | July 2020       |
| Governor:       | Jane Stevens    |