

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:

- Continued with very strong extra-curricular sports club provision
- Continued to promote 'daily mile' as a means of children being active every day.
- Provided a range of sports clubs and opportunities (prior to Covid19 school closure and restrictions)
- Continued to participation (Terms 1.2 & part of Term 3) in competitions.
- Increased the % of pupils taking part in extra-curricular clubs
- Continued to improve the teaching of PE (Terms 1.2 & part of term 3)

Areas for further improvement and baseline evidence of need:

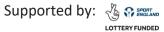
- Review and reconnect with Sports Mark requirements in order to maintain our Gold SG mark
- Develop an greater understanding across pupils on the benefits of participation in physical activity to both our physical health but also our mental health
- Provide pupils with greater opportunities to represent the school across a range of sports/activities
- Provide all children with high quality teaching in PE
- Continue to develop staff expertise to deliver good PE lessons
- Develop greater sports club links within the local / wider community.
- Re-establish a programme of before / after school extracurricular clubs.

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.











| 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 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 over and above the national curriculum requirements. Have you used it in this way? | Yes/No – due to Covid19 Pandemic this was not possible. |





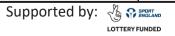






| Academic Year: 2019/20 | Total fund allocated: £16,800 | Date Updated | l: July 2020 | Total Spend £16,910 |
|--|---|---|--|--|
| Key indicator 1: The engagement of a | | | ficers guidelines recommend that | Percentage of total allocation: |
| primary school pupils undertake at le | ast 30 minutes of physical activity a c | day in school | | 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?: | Sustainability and suggested next steps: |
| Developing a clear understanding of how physical activity can increase well-being. Understanding that 'well being' is a combination of being physically and mentally well Active lunch times - engagement of all pupils in being active across their lunch break- contributing to 30 mins of physical activity each day. | | Additional lunch time clubs Netball & multi sports. Premier Sports | A high percentage of children are engaged in physical activity at each lunch break (table tennis/football/multi skills/trim trail, table tennis) Pupils in Y5/6 have been given responsibilities at lunchtimes – supporting younger pupils to learn skills etc. Lunchtime behaviour has improved and less playground behaviour incidents recorded. | 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. Replenish sports / play equipment so that pupils are offered high quality resources and their motivation is kept. |
| - Daily mile initiative – pupils use the school field or playground to walk/jog/run laps at specific times of the day. | Each class is engaged in daily running/walking/jogging for a sustained period each day. | Daily Mile resources and rewards £100 Equipment £1000 Staffing £3000 Total £4000 | Pupils levels of understanding of the gains from physical activity are greater. 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 | 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. Explore the possibility of buying children fitbit type step counters to promote activity in and out of school. |









Extra curricular clubs – increase and broaden what is offered to pupils

- Swimming provide each child with the opportunity to swim (Year 1 - Year 6) and to learn water skills
- Provide additional lessons to pupils who are unable to swim when they are nearing the end of Y6

- Regular pupil and parent surveys to explore pupil interests
- **Employment of sports** coaches to provide a broad range of sports activities.
- Clubs are regularly promoted all pupils to and children given the opportunity to have a taster session.
- Most pupils will leave Penshurst CE Primary able to swim 25 meters and therefore have a greater knowledge of water safety.
- Lessons provided across the any additional school and then children identified if they cannot swim lessons over confidently

Subsidising the costs of clubs to participate some clubs have less attendees and so the school supports any shortfall. £500

funds to support swimming and above NC requirements (Sept- Dec) £500 £1000

- successful at the daily mile sessions.
- Pupils physical activity stamina is improved children keep personal records of their laps and then work collectively to see the distance they have travelled.
- Clubs offered are tailored to the needs of pupil interest (ea KS1 and KS2 football to take into account the needs of different aged pupils)
- Pupils are encouraged to develop their skills by ioining sport specific clubs (ea runnina clubs or football clubs)

Due to Covid19 pandemic we have not been able to continue delivering swimming lessons School provides between February 2020 and July 2020 Prior to the school closure pupils in older vear groups had been able to gain greater confidence in swimming - all pupils in KS2 had some experience of swimming lessons.

- Provision of a step tracker could promote healthy competition and encourage pupils who are less active to compete against their peers.
- Providing a range of clubs will support the widening of pupil experience and allow them to see a greater number of sports.

- School will review swimming provision when our external provider begins to allow pupils from feeder schools to start swimming again.
- When swimming resumes we will focus on ensuring all KS2 children (esp Y6 are given priority) this is unlikely to be until September 2021.











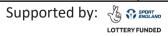


| Key indicator 2: The profile of PE / Sp | port raised across the school as a tool | for whole schoo | limprovement | Percentage of total allocation: 29% |
|--|---|--|--|---|
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: - Teachers mirror the | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Pupils to be able to articulate how PE/Sport is part of a healthy lifestyle. Pupils to understand that develop a healthy lifestyle (being physically active and eating well) will support their development and academic achievement. Pupils to understand that they can get enjoyment from participating in sport at competitive and noncompetitive levels. 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. | messages given by sports coaches to ensure that a united approach supports pupil understanding. Teaching and learning in PE extends beyond sport participation but also includes healthy eating and healthy lifestyles 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. Sports coaches promote extra-curricular activities and newsletters and other promotional materials give additional information of sports on offer. Daily mile display is in central corridor to promote | EDSA membership £60 Knowle Academy £250 | Pupils have increased knowledge of the role of PE in achievement/wellbeing and in good mental health. 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. Pupil progress through PE is increased as pupils receive regular feedback from teachers and coaches. Feedback received is based on next steps. Staff involvement and participation means that more children are able to participate in competitions or set personal goals. | 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. - Develop a focus on 'healthy lifestyles and being active as a driver |













Administration Staff provide information and support for parents and pupils to engage with wider sports opportunities

- Administration staff are allocated hours to work specifically on bookings, promoting sports activities and arranging transports etc for swimming and other PE activities.
- Administration staff review and analyse data from questionnaires and surveys linked to sport.
- Administration Staff provide clerical assistance to subject leader and sports coaches.

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

- Sports opportunities and activities are linked to the analysis of surveys and through listening to pupil voice.
- Greater time is able to be spent in booking events and researching new sports etc.
- 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 sliguq
- Post Covid pandemic sports admin to reestablish bookings for before school and after school clubs.
- Post Covid pandemic sports admin to rebook and organise other curriculum sports activities including swimming.

Proportion of admin staff salary allocated to support promoting PE throughout the school

£5000











| ey 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 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: |
| School to work alongside a range of sports professionals, coaches etc to develop teacher skills and enthusiasm for teaching PE. Experienced teacher to lead PE and to provide teachers with feedback and next steps so all pupils receive high quality PE lessons. | Sports coaches work alongside teachers to develop their knowledge and confidence in delivering a wider range of sports. CPD training is structured and progressive so that teachers are able to see that the variation in skills /ideas across a lesson. Teachers become skilled at providing activities for children of all abilities. Maintain and monitor progress of the teaching of PE across the school. | - Team teaching to improve outcome for all pupils (as above) Terms 1,2 & 3 | Sports coaches provide high quality model lessons that allow teachers to team teach and develop their skills and confidence in teaching PE. Pupils engaged in high quality lessons and are able to access a broader range of sports / activities Pupils are able to engage in competitions that allow them to demonstrate the skills learned in lessons. | School curriculum is developed to ensure that PE/Sports teachin feeds into the calenda of activities planned by Kent Games. Sports coaches provid additional clubs / coaching for the sports that the children will encounter at school competition level. Develop the range of sports that pupils are engaged with. |
| (ey indicator 4: Broader experience o | f a range of sports and activities off | ered 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: |
| To provide all pupils with access to rich and varied sports provision through extra- curricular clubs (before and | - Timetable of sports clubs with varied and are delivered by sports coaches with the necessary Supported by: TRUST - Timetable of sports clubs with varied and are delivered by sports coaches with the necessary | Clubs are subsidised so that we can offer a good range of | - Extra-curricular clubs are regularly promoted in school and parents made aware of how to access | When pupils return to school in September we will offer opportunities to be |

| after school) | enthusiasm, skills and | sports and | these. | active at break and |
|------------------------------------|------------------------------|--------------------|---|--------------------------|
| · | expertise. | activities. | Financial support ensures | lunch times. |
| | • | | that all children have | - We will provide |
| | | £ <mark>500</mark> | access to these clubs. | coaches who can |
| | | | _ | provide well planned |
| - The school will do all it can to | - Regular surveys of parents | | | lunch time activities to |
| ensure that the sports | and pupils give the school | | | support the needs of |
| activities it offers are in line | data on which to base the | | | pupils. |
| with those pupils would like to | clubs that we provide. | | | - Pupil requests for |
| participate in (extra curricular) | - Clubs are regularly | | | specific clubs will be |
| participate iii (extra curricular) | advertised and promoted | | | taken into account. |
| | through the school website | | | - Post Covid19 pandemic |
| | <u> </u> | | | we will review sports |
| | and newsletters/parent | | | • |
| | communications | | | clubs and activities on |
| | | | | offer to ensure that all |
| | | | | pupils are able to |
| | | | | participate in an after |
| | | | | school club. |













| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: | |
|---|----------------|--|---|--|
| | | | | 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: - To provide pupils with the opportunity to participate in competitive sport through entry into a range of Kent Games competitions - To provide opportunities to participate in competitions with other local schools To provide inter house opportunities for sporting competitions. 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. | /timetable. | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: - 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. | - Review and monitor the curriculum to meet the planned activities for Kent Schools Games Post Covid19 reestablish links with local schools to provide pupils to participate in 'friendly' matches etc PE leader to develop the inter-house competition cycle so that there is a clear plan for improvement. |

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











