

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: |
| <ul style="list-style-type: none"> Planned and provided in depth Sports Wednesday lesson plans for each year group linked to their Cornerstones topic and AREs. Attended CPD courses by members of the PE team. Netball and Football competency to create highly effective school clubs and lessons. Established Year 6 sports crew running break time club with rota of children and sports on offer to provide activity throughout the day. Child led activities monitored by NS. | <ul style="list-style-type: none"> Improve percentage of pupils who can swim competently. Create active school culture so that Kingfisher is known as an 'active school' with children utilizing daily mile track every day. Continue to increase learning and skill base of sports staff. |

| | |
|---|-----------------------------------|
| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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? | 40% |
| 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? | 40% |
| 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? | n/a% |
| 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 |



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.

| Academic Year: 2017/18 | | Total fund allocated: £17,630 | | Date Updated: November 2018 | |
|--|--|-------------------------------|--|---|---|
| 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: 34.03% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| 1) Sports leadership training provides year 6 children with the skills to lead break time and lunch time clubs. 2) The daily mile initiative helps children reach their daily physical activity target. 3) We have provided assemblies and curriculum lessons on healthy eating and healthy lifestyles from guest speakers. 4) Our annual change4life week provides many guest coaches, speakers and professional. 5) After school beginners to runners club for all children. | Use Greenacre GSP membership. Complete sports leadership training and organise year 6 lunchtime and break time clubs. Receive quote for daily mile track and order. Schedule speakers and workshops for after school clubs. | £6,000 | Break time clubs reached full capacity with hockey and obstacle courses on offer. Children completing 10,000 steps per week to improve fitness levels. Assemblies have led to greater understanding of healthy eating across all year groups. Change4life scheduled for June 2019 After school clubs partition tracked and on course for 100% Teachers engaged in active learner and are striving to implement at least 15min classroom practice plus a daily mile per day. Children eager to participate in break time and lunch time clubs- being used as reward for behaviours- has shown improved class room attitudes. School pack lunches closely monitored- children now choosing healthy options and most can articulate their understanding of why certain foods may be unhealthy. | Continue with traditions of healthy living week and change4life day. Teach new team of sports crew children to continue practice in the future. After school clubs to continue with teachers passing on areas of expertise when team teaching. Identify Maths of the Day leads to begin CPD and buy into resources. Create Kingfisher Sports Leader programme to teach in house as after school club. Complete staff survey to identify need for playground equipment. | |



| 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: |
|--|--|--------------------|--|---|
| | | | | 14.18% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ol style="list-style-type: none"> 1) Provide uniforms for PE teams and PE staff to be used in competition 2) Increase the amount of PE kit available to children. 3) Use Premier League stars to promote key school values. 4) Book guest speakers for C4L. 5) Build PE environment in school to advertise clubs and competition. 6) Increase amount and range of co-curricular activities on offer. 7) Provide school with PE equipment needed to compete in MYG competition and for new activities that have not been offered before. 8) Increase the percentage of year 6 children who can swim 25m using top up lessons. 9) Provide holiday clubs for children. 10) Daily mile 30min activity schedule. | <p>Order uniforms for sports team and sports staff.</p> <p>Launch Premier league stars assembly and working environment.</p> <p>Book S.C guest speaker for C4L assembly.</p> <p>Network local area for offers of a range of co-curricular activities.</p> <p>Order equipment in relation to MYG competition sports and the needs of unique co-curricular activities.</p> <p>Identify year 6 and year5 children who need top up swimming lessons.</p> | £2,500 | <p>Staff and children have commented on the increase in profile of PE.</p> <p>Sports teams now feel more like a team when competing in competitions leading to high achievement.</p> <p>PE display evident to display high achievement and excellence.</p> <p>Celebration assemblies have led to increased evidence of school values.</p> <p>3 new sports offered for the first time and teams created to enter competition.</p> <p>Top up swimming lessons scheduled for June 2019</p> <p>Positive feedback from initial holiday club and 75% of targeted children attended.</p> <p>Children attending more than on after school club, with more children attending sporting competitions both inter and intra.</p> <p>Sports Wednesday evidence has shown cross curricular links in topic books and a high expectation of work produced, when linked to sport.</p> <p>Sainsbury's School Games Gold Mark awarded and Platinum Award.</p> | <p>Audit children's progression to identify vulnerable groups by constructing spreadsheet for each year group.</p> <p>Celebrate examples of high expectations in PE from Staff and children by handing out certificates in achievement assembly.</p> <p>Challenge teachers' attitudes towards PE to create and promote a PE philosophy for Kingfisher by organizing and conducting staff meeting.</p> <p>Launch Tokyo 2020 in school assembly and order resources, such as flags, to supplement working walls.</p> <p>PE leaders to give assemblies and wear uniforms to highlight the high expectations.</p> |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 5.67% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ol style="list-style-type: none"> 1) We have provided whole school CPD on the implement of a new PE curriculum and the teaching of physical literacy. 2) Members of staff have attended a range of CPD events including futsal, netball, handball, quidditch, basketball, hockey and Sainsburys PE inclusion programme. 3) Training is fed back to other members of staff at regular meetings. 4) PE staff have earned qualification including NVQ level 2 and are attending the FA Primary Teachers Award. 5) Hire qualified teachers in basketball to team teach and improve practice. 6) New PE curriculum and assessment tracker staff training to increase confidence. 7) NS to observe, mentor, provide resources and train staff ongoing. | <p>Book CPD courses for staff from CPD calendar.</p> <p>Staff to complete CPD feedback forms to share at staff meetings.</p> <p>Provide teachers with PE curriculum, Assessment tool and relevant resources.</p> <p>NS to observe, mentor, provide resources and train staff ongoing</p> | <p>£1,000</p> | <p>Embedded Sports Wednesday initiative across whole school which has created opportunities for children to access a range of academic lessons linked to Sport. Effective cross curricular links have allowed children to use PE in topics such as Geography, History and Science so skills are transferrable and consolidated. High quality ‘Whole child’ focus on more than just the physical aspects of PE has led to improved engagement in lessons and the development of social skills and school values that have been evident in other lessons and at break times. As stated in teachers observations and reference. Evidence that shows use of History, Science and Geography through the medium of PE. Relationships built between members of staff and shared expectations. Practice has shown to be improving in 100% of targeted year groups and next steps have been created. A greater understanding of teachers’ strengths and areas of improvement have been established to construct future staff training.</p> | <p>Ensure sports Wednesday planning is adhered to by undertaking weekly observations. Support teachers in implementing effective cross curricular links by modelling planning of PE medium term plan. Validate the impact of whole child focus in other areas of learning through questionnaires and quotes. Lead staff meeting on modelling aspects of an outstanding PE lesson Create opportunities for the 5 part coaching model. Adapt Griffin Trust non negotiables to meet the needs of Kingfisher Primary. Continue with staff survey to identify staff needs and areas of expertise to find suitable CPD to sustain after school clubs and high levels of teaching standards.</p> |



| | | | |
|--|--|---|--|
| | | <p>Evidence of outstanding specialist PE teaching in dance, football and G&T club which in turn has led to outstanding lesson observations</p> <p>Stimulating Co-curricular activities offered which has led to greater participation and engagement in lessons and after school clubs.</p> <p>Consistently increased PE staff confidence with teaching specific sports has led to outstanding or moving to outstanding lesson observations.</p> <p>High expectations of staff and children have led to improved confidence and attainment of levels as evident in questionnaire data.</p> <p>Increased amount of lessons are seen as good or outstanding, with many teachers not specializing in certain sports and activities.</p> <p>Due to CPD teachers more confident in leading after school clubs.</p> | |
|--|--|---|--|



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|--|--|--------------------|---|---|
| | | | | 11.34% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>1) To provide children with access to a variety of sports including curling, sitting volleyball, duathlon, archery and orienteering.</p> <p>2) Provide the school with hand ball, tennis and futsal equipment to be able to use for PE lessons and after school clubs that have not been offered before. Dance club, beginners to runners and karate to be offered to engage more children.</p> <p>3) Supply KS1 with age related resources and equipment to improve ABCs.</p> <p>4) Provide holiday clubs.</p> | <p>Ask focus group of children which sports they would like to see at KF.</p> <p>Attend Griffin sports festival. Book school trips to unique sporting activities such as ice skating.</p> <p>Launch football and dance clubs for competition in local leagues.</p> <p>Offer a variety of activities to engage all children: Karate, handball, futsal, beginners to runners.</p> <p>Launch holiday club initiative.</p> | £2,000 | <p>Increased participation in after school clubs.</p> <p>Broader experiences have led to greater engagement in PE lessons. KS1 PE has planning and resources that has improved teaching.</p> <p>Football club has led to aspirations for higher achievement in other areas of sports.</p> <p>Holiday clubs have allowed children to improve sporting potential in a safe environment. Children now participating in a range of sports outside of schools. The range of skills taught has transferred into other sports in helping children reach their targets.</p> | <p>Purchased equipment to be implemented into PE curriculum for access of all year groups.</p> <p>KS1 planning to be shared amongst all members of new staff.</p> <p>New teachers pack created.</p> <p>Holiday clubs to be made available dependent on subsidized contribution.</p> <p>Year 4 and 5 to continue with the League football team into upper KS2, start to integrate new year 4 children at start of 2018/19.</p> <p>Create intra school sports festivals with additional resources and equipment.</p> <p>Pupil parliament to provide pupil voice of which sports should trialed.</p> <p>Accessing SOW linked to traditional Japanese sports linked to Tokyo 2020</p> |



| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 34.03% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ol style="list-style-type: none"> 1) Using the school partnership with Greenacre to provide quality coaching and access to the MYG school competitions. 2) Provide transport for inter school competition against other schools in the Medway Hub for example Handball festival at Saxon Way and the Annual Griffin Sports Festival held in Milton Keynes. 3) Join both The Medway School football league and the Medway schools dance competition, which include after school clubs. 4) Host the school cross country competitions. | <p>Enter all MYG competitions. Launch Greenacre co-curricular club.</p> <p>Host and schedule inter and intra school competitions.</p> <p>Enter Medway football league and host fixtures.</p> | £6,000 | <p>School competed in the district cross country and Medway football league.</p> <p>Quality coaching and maximum intake of participants has improved ability in PE.</p> <p>A greater number of children participating in after school PE clubs and representing the school in Games competitions.</p> <p>Football club led to more children joining football teams outside of school and some members being selected for the District team.</p> | <p>Greenacre coaches to pass on curriculum resources and team teach in certain areas.</p> <p>To create partnerships for free rental or purchase own minibus for school competitions.</p> <p>Create intra school competition schedule for a sports festival once per term linked to the current MYG.</p> <p>Organise friendly competition for inter school activities between Medway Hub.</p> |