



PE AND SPORT PREMIUM REPORT 2021 – 22

EVALUATED

#TransformingLives

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	
Total amount allocated for 2020/21	£0.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£18,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,200

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Year 6 pupils attended swimming lessons for the whole of the Autumn term and part of the Spring term.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022. Please see note above</p>	<p>71%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	<p>71%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>71%</p>
<p>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?</p>	<p>No</p>

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: 2021/22	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> 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: 24%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> Engagement of all pupils in regular physical activity – kick starting healthy active lifestyles Ensure learning behaviours are appropriate during lunchtimes 	<ul style="list-style-type: none"> Funding used to provide equipment and resources for Early Years outdoor area in order to develop core skills, e.g. balance bikes. Healthy eating workshops incorporated into PE lessons with sports coach. Purchase playground boxes with age appropriate equipment for children to use including footballs, netballs, skipping ropes, tennis equipment etc. 	<ul style="list-style-type: none"> £2,500 £460.00 £1,400 	<ul style="list-style-type: none"> Children in the Early Years have benefitted from the equipment received which have helped to develop core strength which has in turn benefitted their gross and fine motor skills, stability and balance. Pupils have been observed to have more ability to be able to coordinate more refined movements, as well as improved coordination and strength. The use of the equipment has also supported children's ability to communicate, learn language and eventually this impacts positively upon their ability to read and write. Since the introduction of equipment to develop these core skills, the children's whole body movements have enabled them to be more accurate when using 	<ul style="list-style-type: none"> Children to continue to have daily learning opportunities which promote physical development. Audit resources/equipment provided-Are they still fit for purpose? Continue to incorporate healthy eating workshops into PE, PSHE and Science lessons as well as enrichment opportunities. Children to continue to have daily learning opportunities which promote physical development. Audit resources/equipment provided-Are they still fit

			<p>small tools and delicate materials; children are now much more proficient when writing, drawing and painting.</p> <ul style="list-style-type: none"> • Healthy eating workshops have enabled children to talk about healthy eating workshops and make better food choices when eating. This has been especially evident at play and lunch times when children have been observed to be choosing more healthy food options. We have also achieved the Enhanced Healthy Schools Awards which shows an awareness of and commitment to eating healthily which is encouraged and demonstrated by pupils and staff. Saracens Rugby Club also provided Years 4 and 5 with Healthy Eating workshops. Children can now confidently discuss the Eatwell plate and sugar levels. • The impact of the playground boxes has seen a dramatically reduced decrease in behaviour incidents according to CPOMS. In addition to this, children are being physically active at both play and lunchtimes which in turn 	<p>for purpose?</p>
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			has positively impacted upon their ability to concentrate and learn in the classroom. Children can articulate the importance of physical activity and how this impacts upon learning.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15.7%
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?	Sustainability and suggested next steps:
<p>Through engagement with Harlow SSP, ensure that every pupil at Kingsmoor Academy is participating in 2 hours of High Quality PE every week.</p> <p>Encourage pupils to participate in sport and festivals beyond the school day and within the community.</p>	<ul style="list-style-type: none"> Join Harlow School Sport Partnership for resources, training, fixtures etc. Staff and Sports coaches to establish contacts through the HSSP in order to promote community links and develop more opportunities for competitive sport. 	<p>£100</p> <p>£2,750 (Transport/mini bus hire).</p>	<ul style="list-style-type: none"> Pupils have been receiving high quality PE lessons every week which has enabled them to represent the school at different sports events. In addition to this, pupils have attended many extra-curricular clubs which have been offered and many have benefitted from attending different sports clubs and trying a new sport. Pupils have participated confidently in Sports festivals and have excelled due to the high-quality PE sessions they have received. Our girls football team won the Harlow Football tournament and then went on to represent Essex in the County final where they reached the final and finished second, an achievement they and we were very proud of. The impact of this was that more girls then wanted to participate in football and consequently, we then 	<ul style="list-style-type: none"> Continue to be part of Harlow SSP and enter teams into more competitions next year to ensure that pupils are given the opportunity to compete and hone the skills they have learnt both in lessons and clubs. Build up more links with clubs in the local community and signpost these for children who would benefit from additional sporting opportunities and the opportunity to take part in more competitive sport opportunities.

			formed a Year 3/4 team who also participated in a football tournament and enjoyed it.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	25.4%

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"> Increase teacher's confidence by developing their knowledge and skills when delivering PE through PD led by Sports Coaches To develop and maintain staff confidence in PE through 'deliberate practice' (Coaching programme run 	<ul style="list-style-type: none"> Review PE Long term schemes with Sports Coaches Whole staff professional development to include teachers and teaching assistants on INSET day. 	£500 £2,000	<ul style="list-style-type: none"> PE long term schemes have been reviewed and updated. Teachers have access to these and have worked alongside Sports Coaches to team teach or simply observe. The impact of this was that during Sports Week, teachers took more ownership of the delivery of the sports activities and led highly effective sessions in Football, Netball, Tennis and Athletics. This negated the need to have external clubs/coaches in. A coaching programme has started with some members of staff. The impact of this 	<ul style="list-style-type: none"> Continue to develop teacher's knowledge and skills through PD opportunities to ensure that they can deliver highly effective PE sessions competently. Coaching sessions and Walk Thrus to have a PE focus for more members of staff and Sports coaches to work collaboratively to continue to maintain and further develop their own expertise.

			<p>was clearly seen in Sports Week where teachers responded positively and reported increased levels of confidence.</p> <ul style="list-style-type: none"> • Pupil perception surveys with regards to PE have been undertaken. The impact of these surveys was that sports coaches were able to see what was working well and what the children felt would improve PE. The main feedback was that they wanted to experience a broader range of activities such as gym and dance and not simply games for the vast majority of the time. The sports coaches acted upon this immediately and ensured that they build this into their sessions whilst also making it appealing to certain groups. For example, in dance, the Haka engaged all pupils including some reluctant boys. 	<ul style="list-style-type: none"> • Ensure that assessment opportunities and regular pupil feedback continue to happen to further develop and enhance our practice in PE. • Continue to enable sports coaches to share their expertise with members of staff to ensure that all staff can deliver highly effective PE lessons.
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by Sports Coaches).	<ul style="list-style-type: none"> • Sports Coaches to plan and undertake a series of lesson observations, team teaching and 'deliberate practice' strategies with all staff to develop teaching, learning and assessment in physical education. (Spring and summer term) • Sports Coaches to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject – evaluations to feed into MERS cycle. • Sports Coaches to support new staff and RQTs in school with planning for delivery of physical education. 	<p>£1500</p> <p>£180</p> <p>£450</p>	<ul style="list-style-type: none"> • Sports coaches have worked to support new staff and RQT's when planning for the delivery of PE. This has resulted in increased knowledge and increased confidence and willingness to deliver PE sessions for all staff. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
26.4%

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"> • Encourage children to develop interests in a wider variety of sports. • Clubs offered by Sports Coaches with a wider variety of sporting opportunities to encourage the children to participate in wider sporting opportunities. 	<ul style="list-style-type: none"> • Raise the profile of sporting activities through incentives including house credits and awards, inviting athletes in for workshops and sports coaches to deliver sports/Olympics weeks. 	<p>£1,600</p> <p>£3,200</p>	<ul style="list-style-type: none"> • The children have developed interests in a wider range of sports such as Climbing, Off road Biking and High Ropes largely as part of their residential stay. This has resulted in raised confidence levels as children have attempted things which they 	<ul style="list-style-type: none"> • Ask the pupils what other sports clubs they would like to see offered and try to incorporate these where possible. (Dependent on equipment and expertise)

	<ul style="list-style-type: none"> • Sporting clubs are set up to reflect seasonal sport, and competition entries including: netball, multi-sports and Judo in order to engage all pupils. 		<p>did not think they would be brave enough to do and a wider interest in other physical activities rather than the sports which have become the 'norm'. Kazan Kai (Marital Arts) attended our sports week and this raised the profile with more children being signposted to attend this club. We have also been lucky enough to have a GB Basketballer attend the school which raised the profile of Basketball and resulted in more children taking part in this sport at play and lunch times.</p> <ul style="list-style-type: none"> • Clubs offered have reflected the traditional seasonal expectations as well as new introductions such as Laser Tag. The impact of this has been an increased uptake in a wider variety of clubs offered. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8.6%
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"> Provide opportunities for pupils across the school to represent Kingsmoor Academy in competitions and festivals. School values and ethos are complimented by sporting values. Development of sports day to include more competitive elements within key stages and linked to whole school house competitions. 	<ul style="list-style-type: none"> Raising the profile of PE in school during achievement assemblies e.g Sportsmanship awards. Play leaders and School Sports coaches to lead interschool competitions during lunchtimes in football, netball, running, judo and table tennis. Sports day competitive activities to provide greater inter-class competition through the use of upgraded equipment. 	<p>£500</p> <p>£360</p> <p>£700</p>	<ul style="list-style-type: none"> The prominence of PE has been raised around the school with sportsmanship and winning and losing gracefully being a key driver. Trophies have been presented for Player of the match awards as well as trophies for the winning teams. Children are now able to exhibit good sportsmanship regardless of whether they win or lose. This has been evident in both intra and inter school competitions. Interschool competitions have been organised by sports coaches and TA's which has led to increased participation and children trying different sports. These competitions have culminated in a final played in front of the whole school. The impact of this has been good sportsmanship has been modelled and children are 	<ul style="list-style-type: none"> Enter more competitions next year. Look at events calendar in advance and ensure that training opportunities are built in, in advance, so that children are adequately prepared before taking part. Build in more opportunities for interschool competitions in different sports so that children are being exposed to a range of sports and may discover they have talents in other sporting areas. Audit the current sports equipment to ensure that children have the best provision available.

			<p>more keen to participate.</p> <ul style="list-style-type: none">• Sports day was all competitive this year as children are now more able to cope with not necessarily winning all of the time. This demonstrated that all children can now participate competitively and can accept losing as a part of sports competition. A trophy was presented to the winning house.	
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Signed off by	
Head Teacher:	Angela Lymbouris (Principal)
Date:	22.07.2021
Subject Leader:	Angie Skinner
Date:	22.07.2021
Governor:	David Simmons (Vice Chair)
Date:	22.07.2021