

Kingsmoor Academy  
Sports Premium  
2023 - 2024

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. 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 2022/23   | £0      |
| Total amount allocated for 2022/23   | £       |
| How much (if any) do you intend to carry over from this total fund into 2023/24?                       | £0      |
| Total amount allocated for 2023/24   | £18,680 |
| Total amount of funding for 2023/24. <b>Ideally should</b> be spent and reported on by 31st July 2024. | £18,680 |

## Swimming Data

Please report on your Swimming Data below.

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|--|-----|
| <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><b>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</b></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><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 2023.</p> <p>Please see note above</p>  | 84% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 84% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 84% |
| <p>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?</p>   | Yes |

## 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.

| <b>Academic Year:</b> 2023/24  |  | <b>Total fund allocated:</b> 18,680   |  | <b>Date Updated:</b>  |  |
|--|--|---|--|---|--|
| <b>Key indicator 1:</b> 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:<br>27.5% |
| 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:  |  | Evidence of impact: what do pupils now know and what can they now do? What has changed?   |  |
| <p><b>Purchase equipment for PE lessons, extra-curricular activities and break time activities.</b></p> <p>This will enable all staff to deliver better quality lessons with the aid of good quality resources. Increases pupil participation in physical activities which promotes a healthy lifestyle and enjoyment of sport. Motivates children to perform better and engage during regular physical activity. Impacts positively upon children's daily learning and creates calmer playtimes/lunchtimes.</p> |  | <p>Regular checks of the PE resources to check for wear and tear and order replacements needed. Staff to inform subject lead when new resources are needed. Feedback gathered from pupils via class teachers/subject leader for new PE resources.</p> |  | <p>Purchasing of PE resources to support curriculum lessons and after-school activities:</p> <p>£1,200</p>  |  |
|  |  |   |  | <p>PE equipment is now readily available and of good quality providing pupils with the best resources in order for them to progress in PE and sporting activities in their free time. The impact of good quality resources has been that pupils want to engage more as they have the right equipment and equipment which is fit for purpose. For example, in Athletics Club we purchased brand new equipment. The club has been oversubscribed so we have had more pupils attending and keen to take part. Consequently, this has impacted upon their health and fitness and healthy lifestyle as well as enjoyment and</p> |  |
|  |  |   |  | <p>Continue to audit and maintain appropriate equipment for PE lessons and play and lunchtimes. PE monitors to keep the cupboard tidy and pick up any equipment left outside which should enable equipment to be kept in the best possible condition.</p>   |  |

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|  |   |  | <p>motivation. This has been evidenced through the uptake of sports clubs which has risen considerably. Equipment being used at play and lunchtimes has also cut down on our behaviour incidents as children are engaged in sporting activities being supported by sports coaches and other staff supervising at play and lunch times.</p> <p>The appropriate equipment has helps pupils develop specific skills related to various sports and physical activities as well as improved self confidence due to mastering new skills.</p> |   |
| <p><b>Harlow SSP</b><br/>By being part of the Harlow SSP, this allows us access to PD events to promote and improve PE teaching. The contribution also allows us to attend a wide range of tournaments and sporting opportunities and promotes sport through competition thereby increasing the opportunity for competition.</p> | <p>Payment will be made when invoice is received.</p> | <p>£1,000 (includes £50 to the Harlow and District Primary School's Sports Association.)</p> | <p>Children have accessed more competitive sport this year through the Harlow SSP. They have participated in Football, Tag-Rugby and Basketball competitively against other schools. The impact of this has been that pupils are now able to understand fair play and accept winning and losing graciously. This has further taught them resilience and how to cope with success and disappointment. These skills have been transferable to play and lunchtimes where we have had less issues when children play competitively</p>      | <p>Raise the profile of competitive sports and enter more competitions next year. New PE Leaders will be taking over to further promote PE and provide more opportunities for all pupils to compete in sports activities competitively.</p> <p>Additionally, further engaging in regular sports activities will promote long-term healthy lifestyle habits and this is what we will continue to develop for our pupils.</p> |

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|   |  |        | <p>Our pupils have had the opportunity to take on roles such as team captain and this has helped develop leadership skills.</p> <p>Success in competitions has boosted overall school morale and pride, fostering a positive school culture.</p>   |  |
| <p><b>Top Up Swimming Lessons</b><br/>To provide top up swimming lessons to children who are not meeting national standard throughout KS2. Additional funding will be used to provide our pupils in Years 4,5, and 6 with the opportunity to achieve the National Curriculum expectation of swimming 25m front and back by the end of Year 6. It is also the expectation that by the end of Year 6, all of our pupils are confident and possess the necessary life-saving skills.</p> | <p>Swimming will take place once a week for Year 6 pupils allowing children to learn to swim and to develop those who swim with confidence. Spring term lessons will be for Year 5 and Year 4 in the Summer term.</p> <p>By offering swimming from Y4 upwards, we can build upon skill set year on year, so by the end of Y6, pupils will be able to meet the national expectation of 25m.</p> <p>Children will be teacher assessed on their ability to make safe decisions in water, learn a variety of strokes and their confidence in their swimming ability.</p> | £2,945 | <p>We have provided additional top up lessons for pupils not on course to meet the 25m expectation. The vast majority of Year 6 pupils can now swim 25m as they leave us to go to secondary school which they could not do in September. Children have been teacher assessed on their ability to make safe decisions in water, learn a variety of strokes and their confidence in their swimming ability all of which show great progress.</p> <p>Children who have had the top-up sessions have benefited as it has helped refine coordination, balance, and motor skills, which are crucial for overall physical development.</p> <p>The top-up sessions have also ensured our pupils, regardless of their background, have the opportunity to learn swimming,</p> | <p>Continue to provide top up lessons for pupils in Years 5 and 6 to ensure that as many pupils as possible are able to swim at least the 25m required prior to leaving for secondary school. This should be sustainable as less and less children should need this moving forward.</p> <p>We also want to continue with top-up as it enhances safety, builds confidence, supports mental and emotional well-being, and fosters social skills.</p> |

|  |  |                    | addressing disparities in access to swimming education.  |   |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |  |                    |  | Percentage of total allocation:<br>41.6%  |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact</b>  |   |
| 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:  |
| <b>Sports Kit</b><br>Purchase of sports kit for pupils to enable our children to look smart and to help with their sense of identity, unity and pride.                                       | Buy sports kit. Look into possibility of sponsorship from local companies.         | £770.00            | We invested in brand new kit for different aged pupils across the academy. The impact of this has been that pupils now 'look smart, play smart' as one child said! Children now feel proud to represent their school and it has given them a sense of pride in their school and themselves. This has impacted positively on their self-esteem and mental health.<br><br>Additionally providing sports kits has ensured that all pupils have the opportunity to participate in sports, regardless of their financial situation, promoting equity in access to extracurricular activities. | No new kit needed. Continue to ensure that all kit is collected in after events so that we do not lose any.<br><br>We will maintain the kit to ensure our pupils participate fully in physical activities, contributing to a more inclusive and engaged school community. |
| <b>Sports Week</b><br>Continue to raise the profile of PE through Sports Week. Fun activities will promote enjoyment and engagement in different sporting activities as well as competition. | Book coaches/clubs to come in and support with Sports Week through Changing Lives. | £6,386.05          | Sports week continues to be a highlight for all pupils. Pupils have been given the opportunity to play different sports and engage in new activities. These have included Karate and   | Start to plan Sports Week in conjunction with Changing Lives and get dates booked in early. This week needs to continue for the foreseeable future as pupils really enjoy   |

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|   |  |             | <p>Dodgeball. The impact of this has been that all pupils have been physically active all week and it has increased their motivation to engage in sport and try new sports which they may not have previously considered.</p> <p>Participation in sports week and overcoming physical challenges has increased pupils' self-esteem and confidence.</p> <p>Sports week ensured there were plenty of opportunities for teamwork, helping pupils learn to work together, communicate effectively, and support one another.</p>              | <p>sports week.</p> <p>We will continue with sports weeks as engaging pupils in physical activity during sports week can instill lifelong healthy habits.</p> <p>We hope that positive experiences during sports week can encourage pupils to continue participating in sports and physical activities beyond school.</p>  |
| <p><b>Extra-curricular activities</b><br/>Extra-curricular activities help promote a healthy lifestyle and provide opportunities for coaching and experience as well as enjoyment and engagement.</p> | <p>Register of pupils taking part in clubs and targeting pupils who would benefit.</p> | <p>£620</p> | <p>We have targeted pupils to attend sports club who need to develop their confidence and self-esteem and we have provided places for Pupil Premium children who would not otherwise get the chance to attend clubs out of school due to financial constraints. Clubs are now heavily oversubscribed as the profile of sport has risen this year. Pupils who attend sports clubs have reported feeling "more confident and want to participate because it is fun and it does not matter if you lose." Year 5 pupil. This in turn has</p> | <p>Continue to deliver and promote sports clubs and target pupils who will benefit, especially pupils whose parents many not be able to give them sporting opportunities outside of school due to financial constraints or not having transport.</p> <p>We aim to instill long term benefits amongst our pupils. Establishing a habit of regular physical activity early on promotes long-term health and well-being for them.</p> |



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|  |  |  | <p>reduced lunchtime incidents as pupils are able to regulate their emotions when playing sport competitively.</p> <p>Regular participation in after school sports clubs has increased physical activity and therefore enhanced overall fitness and health among pupils.</p> |  |
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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|  | 17.1%                           |

| Intent  | Implementation   |                    | Impact  |  |
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| 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><b>Increasing all staff's confidence, knowledge and skills in teaching PE and sport</b></p> <p>Internal and external PD courses for school staff to improve and share good practise and to develop their own confidence.</p> | Targeted staff to attend PD sessions and feedback and implement sessions according to what they have learnt. | £3,205.00          | <p>Staff now report feeling much more confident delivering PE lessons which has in turn impacted positively on the pupils. Staff have received internal and external PD sessions and have demonstrated good knowledge when teaching sport. Pupils' motivation for PE has also increased as they can see that their teacher is enjoying the session which the children emulate through their actions.</p> <p>PD has provided teachers with up-to-date knowledge and skills in PE</p> | New PE Scheme (Complete PE) to be introduced on an INSET day to further support staff with high quality PE teaching and delivery and in turn contributing to a more active school culture. |

|  |  |                    | instruction, enabling them to deliver high-quality lessons.<br><br>External PD has provided opportunities to connect with other professionals, share best practices, and stay informed about new developments in PE.  |   |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |  |                    |   | Percentage of total allocation:<br>8.2%   |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact</b>   |   |
| 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:  |
| <b>Residential opportunity</b><br>To offer the children of Year 6 a School Residential Trip to East Mersea. This will enable us to offer a broader and more equal experience of a range of sports and physical activities to all pupils.<br>(Essex Outdoors) | We aim to make sure the children of year 6 are experiencing something new. Through this experience, we encourage pupils to take on leadership or volunteer roles that support sport and physical activity outside of school. They will be trying new sports and activities that are not available within our local area or at school due to resources. The residential trip will offer a broader experience of a range of sports and activities which will promote engagement and enjoyment. | £1,550.28          | Year 6 pupils who experienced this thoroughly enjoyed their trip. Children participated in activities which we cannot offer in school such as off-road biking and coastal orienteering. Pupils now report that they really enjoy outdoor adventurous activities such as those that they experienced at Mersea. Pupils also developed key skills such as resilience, team work, enjoyment and coping with being away from home, key skills which will help them in their daily life and in their transition to | Book East Mersea for next year as soon as possible to ensure trip goes ahead. Gauge interest of parents to give an approximate number and provisionally book. Current Year 6's to share experiences, photos and videos with current Year 5's to promote the experience. |

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|  |  |  | secondary school. |  |
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| Key indicator 5: Increased participation in competitive sport  |  |                                     |  | Percentage of total allocation:  |
|--|--|-------------------------------------|--|--|
|  |  |                                     |  | 5.3%   |
| 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:   |
| <p><b>Increase participation in competitive sport and to increase equality in participation, including ensuring equality of provision in access to sport for both boys and girls.</b></p> <p>Increase pupil motivation through offer of new and existing inter-competitive sporting opportunities. To enter pupils in a wider range of ability appropriate festivals and events to increase participation numbers. (for example, Girls only, SEND and Come and Try Events)</p> | <p>Sports coaches and PE lead to be aware of upcoming events by checking Harlow SSP calendar and train pupils in preparation for events. Target pupils who would benefit, not necessarily always the strongest PE pupils.</p> <p>Transport pupils to and from sporting events.</p> | <p>£400.00</p> <p>Minibus costs</p> | <p>Children have accessed more competitive sport this year through the Harlow SSP. They have participated in Football, Tag-Rugby and Basketball competitively against other schools. The impact of this has been that pupils are now able to understand fair play and accepting winning and losing graciously. These skills have been transferable to play and lunchtimes where we have had less issues when children play competitively. Children have also participated in intra competitive sports such as football which has been led by sports coaches and has enabled pupils to compete in something structured at lunchtimes and consequently has</p> | <p>Raise the profile of competitive sports and enter more competitions next year. New PE Leaders will be taking over to further promote PE and provide more opportunities for all pupils to compete in sports activities competitively.</p> <p>Get another member of staff trained up to drive the minibus as we have only one staff member able to do this from September 2024.</p> |

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|  |  |                             | enabled them to abide by the rules and show sportsmanship.  |  |
| <p><b>Raising the profile of PE and Sport across the Curriculum</b></p> <p>Enrichment day through Sports week eg Football Freestyler to engage pupils and encourage them to take part in PE and sporting activities.</p> | <p>PE Lead to source someone to provide enrichment sessions to support Sport Week activities in June 2024.</p> | <p>Forecast<br/>£603.67</p> | <p>We employed sports coaches from Changing Lives who came in to deliver sports sessions as well as fun inflatable sessions. We also had a karate workshop and dodgeball workshops delivered by external specialists. Clubs have then distributed their information to parents and many children have commented that they would like to attend taster sessions out of school broadening their sporting experiences.</p> <p>Successful and well-attended enrichment days have also enhanced our community pride and support for the academy.</p> | <p>Book a famous sports person to come in to school ideally during sports week to provide pupils with a positive role model, inspiring them to set and pursue their own goals.</p> <p>We also believe that seeing someone successful and relatable can help pupils develop aspirations and believe in their potential.</p> |

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| Signed off by   |                    |
| Head Teacher:   | <i>A Lymbouris</i> |
| Date:           | 10.07.2023         |
| Subject Leader: | <i>A Skinner</i>   |
| Date:           | 6.07.2023          |
| Governor:       |                    |
| Date:           |                    |