



KINGS ASH
ACADEMY

Pupil Premium for Sports & Physical Education

- Evidencing the Impact Report for Academic Year
2021/22 -

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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 2021. To see an example of how to complete the table please click [HERE](#).

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 2021 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 2022:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Sports clubs back and up and running for a variety of different sports/physical activities. 2. Balance bikes introduced to KS1 provision 3. Investment in new sports equipment to widen reach of clubs & enhance lunchtime provision (Esp' rebounders for Tchoukball) 4. PE teaching- Sports cluster support used to support teaching of dance in EYFS, KS1 & KS2 5. Maintaining a full PE curriculum despite the limitations placed upon using indoor space for H&S (Covid)reasons. 6. Transfer to Torbay Leisure Centre (Clennon Valley) Pool for swimming lessons. Huge improvement in outcomes for pupils. 7. Full engagement with Torbay Sports Partnership Festival programme. 	<ul style="list-style-type: none"> ● Children's activity time and activity levels – greater involvement at lunchtimes to remedy the effects of inactivity during Lockdown periods. (Enhance outdoor playtimes to include more structured physical activity) ● Further procurement of balance bikes to develop motor skills ● Attendance at festivals- maintain attendance to encourage greater participation amongst pupils throughout the school. ● Further development of Inter school based competitive sports. Prepare for next academic year (esp' Football & Basketball Central Venue Leagues) ● Re-introduce coaching for non-specialist staff. (Agreed drop-ins/Liaison/Feedback/Planning)

Did you carry forward an underspend from 2021/22 academic year into the current academic year? 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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £19400		Date Updated: 21.07.22	
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:
					20%
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:
Continue to participate in Paignton Schools partnership Increase the opportunities for pupils to participate in competitive activities. Staff to work alongside secondary PE teachers for pedagogical development	Participation in Paignton School Sports Partnership -Play leader and Sport Leader Training -School Sports Days for all Phases across the school. -Ensure that transport is available for pupils to participate in sports competitions and festivals.	£3812-Sports partnership	<ul style="list-style-type: none"> High levels of participation across the school - greater exposure to physical; activities on offer. Central Venue League (Football) has re-started with Years 3&4 Mixed and Years 5&6 Boys and Girls accessing competitive matches again. Ongoing CPD with skilled practitioners has improved staff confidence in delivering Dance in the school setting. 		Continuing access to festivals off-site Introduce a well-being leader role and monitor impact. (Years 5&6) – Liaise with John Julyan at Paignton Academy. Continue to utilise CPD support to upskill staff.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
<p>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:</p> <p>Create a love of physical activity through maintaining the high profile of PE and sport throughout the school.</p> <p>Children understand the benefits of a balanced diet and how sport & physical activity can be an aid to healthy living.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Online PE lessons during lockdown maintained pupils/parents' focus on the benefits of physical activity.</p> <p>Whole school engaged with Healthy Living and Wellbeing through online cooking tutorials during Lockdown.</p>	<p>Funding allocated:</p> <p>Additional staff CPD- Health and Safety course £25</p>	<ul style="list-style-type: none"> ● Maintained or Higher levels of participation & engagement across the school. ● Full After-school clubs programme in operation- this has fully engaged pupils across the school. ● Half Marathon Challenge completed by 25 pupils 	<p>Sustainability and suggested next steps:</p> <p>Embed walk to school week annually as introduced at partner school (CSA)</p> <p>Use PE staff to further upskill teachers across the school</p> <p>PE staff to attend Health and Wellbeing strands of RSHE curriculum training</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0% (Included in staff costs and sports partnership)
Intent	Implementation		Impact	
<p>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:</p> <p>- Enhance skill level and confidence of staff through sport/physical activity specific CPD.</p> <p>-Utilise opportunities to gain specialist support from secondary PE specialists</p> <p>-Continue coaching programme with non specialist teachers- Lloyd Blackler (PE Lead) working alongside them to model and coach lessons in units/sports they are unfamiliar with and recording this with clear pupil linked objectives and outcomes</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sports cluster support to upskill and support teaching of dance, orienteering</p> <p>Maintain ongoing CPD within school through peer coaching/feedback sessions and use of staff meeting time each term to introduce and develop new skill areas for classroom teachers.</p>	<p>Funding allocated: (Included in staff costs and sports partnership)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> ● Dance sessions led by Polly Ferguson and Melanie George (Paignton Academy) accessed by many different year groups and staff. ● Pupils have been exposed to higher quality PE teaching during the school year with KAA staff developing knowledge base in the process. ● Higher degrees of subject knowledge is hugely beneficial to pupils in future years. 	<p>Sustainability and suggested next steps:</p> <p>Continue to utilise sports partnership support to upskill staff</p> <p>Re-Investigate the possibility of Sports assistant to attend level 5 PE specialism course next year</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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:
A wider range of sports offered to all pupils to promote increased participation.	<p>Order equipment and training to make additional sports and activities more accessible.</p> <p>PE Teaching resources</p> <p>Dance Festival</p> <p>Harrods football goals</p> <p>Ensure that transport is available for pupils to participate in sports competitions and festivals (potential agreement/contract with Foxhole Community Centre)</p> <p>ECB Dynamos Cricket introduced to after-school programme.</p>	<p>£1000</p> <p>£200</p> <p>£600</p> <p>Plus £1000-Transport</p>	<ul style="list-style-type: none"> • A wider range of extra-curricular and curriculum taught sports and activities offered to all year groups- more participation from all ages. EG: Games Club for Years 1,2,3 has been really well attended. • Younger children having more targeted activity to build gross motor function • Massively improved offer for swimming with introduction of lessons at Torbay Leisure Centre • Progress from swimmers is now considerably improved with 65% of Year 6 leavers able to swim 25 metres unaided at the end of the academic year. 	<p>Continue to review and widen curriculum offer....</p> <ul style="list-style-type: none"> • Cycling (?) • Life-saving (?) • Archery (?)

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				61%
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>More pupils to be engaged in competitive sport and extra-curricular activities</p> <p>Re-engagement with P.A. Festival programme and focus on qualifying for Level 2 competitions</p> <p>Re-commencement of Central Venue Leagues for football and basketball</p>	Sports coaches to offer a range of after school clubs and activities	£12000 PE/Sports TA, after school and lunchtime salary allocation	<ul style="list-style-type: none"> Children’s activity levels are massively increased post lockdown Full after-schools clubs programme on offer which has been well-attended and over-subscribed in some areas. KAA has been committed to attending as many P.A. sports/physical activity festivals as logistically possible. (The only ones not attended were due to intra-school competitions such as Phase 3 Sports Day) Football CVL tournaments attended but Basketball tournaments are re-starting in Autumn 2022 	<p>Offer full range of after school clubs and competitive sports post-pandemic restrictions</p> <p>Continue audit of following key groups of pupils’ participation in after school clubs. (SEN, disadvantaged, boys/girls) to ensure participation in these groups remains high.</p> <p>Ensure all groups have opportunities to participate and achieve in sports.</p> <p>Torbay Swimming Gala (?)</p>

Signed off by:					
Subject Leader:	Lloyd Blackler	Head of School:	Laura Kies	Governor:	Debbie Hands
Date:	21.07.22	Date:		Date:	