

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Continued CPD support from PASS Physical Activity sports specialist. Increasing staff confidence in using assessment in PE and developing skill progression. Twilight training offered and delivered.</p> <p>Employment of specialist Physical Education teacher to increase subject knowledge and confidence through local school sports network PASS (Physical Activity &amp; Sports Specialists).</p> <p>Establishment and implementation PASS schemes of work.</p> <p>Formal and informal record of meetings with specialist teachers.</p> <p>Increased staff confidence in PE assessment using Bronze, Silver and Gold tracking skills progression. Information filed in PE Folder.</p> <p>Increased participation in intra and inter school competition. Kent schools games Gymnastics competition, Basketball, netball, Football.</p> <p>Purchasing equipment to develop curricular and extra-curricular activities. (Gymnastics equipment/footballs). Additional sport of table tennis introduced. Handball equipment purchased</p> <p>2<sup>nd</sup> place for year 5/6 Kent schools gymnastics competition. 2017</p>	<p>Knowledge of new and additional sports activities – Handball workshop for Children and staff. TBA</p> <p>Some part time teachers/new staff need to have CPD opportunities and support with PASS specialist. To provide opportunities for staff to attend training.</p> <p>Workshops/coaching sessions could be delivered to provide opportunities in additional sports.</p> <p>Part time teachers to be given a survey/meeting with Pass specialist on CPD needs.</p> <p>Excel spreadsheet set up for tracking of BSG PE assessment criteria.</p> <p>More opportunities to enter intra and inter school competitions. Kent school games and PASS competitions. Travel solution to get children to events.</p> <p>Further opportunities for table tennis and handball.</p> <p>Purchase of gymnastics clothing/rewards/ raise the profile of the school further.</p>

<p>PASS 360 introduced to kick start healthy lifestyles - Teacher implemented from PASS  Training and pass 360 timetable.  Twilight and inset training on PASS 360.</p> <p>Increased public performance – Gymnastics display on November Open day/Assemblies.  Easter Church service (March 29<sup>th</sup>) – Whole school Easter story dance performance</p> <p>Established gymnastics extra-curricular club. Participation numbers increased by 50% 12 to 24 children from 2017 to 2018.  Kent Schools Key steps gymnastics competition entry, March 26th 2018.  Year 6 team 1<sup>st</sup> placed out of 17 teams  Year 5 team 4<sup>th</sup> placed out of 9 teams  Year 3 / 4 team placed 1<sup>st</sup> out of 17 teams.</p>	<p>Play leaders/midday supervisor training to be implemented and will contribute to the 30 mins a day physical activity. Purchase of play/circus equipment.  Positive behaviour and sense of fair play enhanced.</p> <p>Cross curricular links – eg Harvest Festival sharing of Dance pieces in Church/assembly.  Dance performance could be costumed and entered into a dance competition. The great big dance off or J Rock. Regional and National competitions.</p> <p>Purchase of gymnastics clothing/rewards/ raise the profile of the school further.  Continue with gymnastics club in preparation for Kent Schools Competition level 3 on 19<sup>th</sup> June 2018.</p>
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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?	100% could swim 25m
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?	100%
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?	100%
SchoolscanchoosetousethePrimaryPEandSportPremiumtoprovideadditionalprovisionforswimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

### Swimming Achievement, March 2018

Swimming lessons are currently delivered to Years 3 and 4 for 37 weeks for 2 years. This provides pupils with a total of 37 hours of lessons where 3 instructors teach across the wide range of ability.

Consequently children make very good progress and at the end of swimming lessons last academic year, the **Year 4** pupils achieved the following:

- 100% could swim 25m
- 88% could swim 100m+
- 78% could swim 400m+
- 38% could swim 800m+

All badges require a range of strokes and pupils were able to perform safe self-rescue.

## 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: £	Date Updated: March 2018		
<b>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</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase regular physical activity within the school day over and above the 2 hours PE curriculum.	To implement the Play leaders/midday supervisor training to and will contribute to the 30 mins a day physical activity.	PASS silver package. (£6000) Purchase of play/circus equipment.	Positive behaviour and sense of fair play enhanced. Promoting British Values. Promoting active children at break times with structured activities.	Organise play leader/midday supervisor training. Term 5 or 6 training for year 5 – play leaders in year 6. Offering alternative sporting activities aiming to engage the least active children.
To widen the number and range of extra-curricular clubs offered.	Identify sports or new activities to be offered, increasing opportunities and after school provision.	PASS extra-curricular club fees.	Extra-curricular club registers. Extended alternative provision. Increased pupil participation.	Employing specialist Physical education teachers or sports coaches to increase subject knowledge and confidence through local schools network PASS. (Physical activity and sports specialists)
Delivery of the PE curriculum – following long, medium and short term plans.	To continue with consistency and developing staff confidence in delivering PE lessons.	PASS silver package.	Enhanced quality of teaching and learning.	Increased enjoyment improving health and fitness.

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:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Whole school plan/SEF	<p>To update and create new curriculum resources such as policies, schemes of work and lessons plans.</p> <p>To create a whole school dance performance of the Easter story to be performed at St Margaret’s Church Easter service.</p> <p>Links with other subjects that contribute to pupils overall achievement and well-being.</p>	<p>Bought into the existing local sports networks. (PASS)</p> <p>SILVER PASS PACKAGE; Curriculum PE lessons. 2 hours a week.</p>	<p>PE Leader updated PE policy to include British values, Democracy, individual liberty, tolerance and rule of law.</p> <p>PASS impact report of the dance lessons for each of the classes in terms 3 and 4.</p> <p>Easter church service March 29<sup>th</sup> 2018 – video evidence of the whole school dance performance.</p> <p>Evidence of competitions/performances, results and photos displayed on the PE notice board</p>	<p>Positive behaviour and sense of fair play enhanced.</p> <p>Continued update of PASS schemes of work</p> <p>Pupil concentration, commitment, self-esteem and behavior enhanced.</p> <p>Cross curricular links of dance and Religious Education.</p> <p>Spiritual moral, social and cultural development in all pupils, including their physical, mental and personal well-being.</p> <p>Increased school- community links.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff CPD in Physical education with a focus on development and consistency	<p>All staff to work with PASS Physical Education teacher.</p> <p>Teachers to observe PASS PE teacher and team teach classes taking advice and direction.</p> <p>Lesson observations of all staff decided on CPD form.</p> <p>Teachers identify areas for improvement of teaching PE, eg teaching strategies, teaching styles, organisation, subject knowledge, differentiation, progression.</p> <p>Formal and informal record of meetings with specialist teachers.</p> <p>Lesson observations of all staff. Termly Impact reports written on staff and activity being taught.</p>	<p>PASS SILVER PACKAGE. (£6000)</p> <p>Physical Activity sports specialists.</p>	<p>Each teacher to work with PASS specialist for 3 terms. 2 hours a week, 2 teachers per term.</p> <p>Record of lesson observations and termly Impact reports written on staff and activity being taught. Records kept in PE folder.</p> <p>Improved standards of teaching specific activities.</p> <p>Enhanced quality of teaching and learning.</p> <p>Enhanced inclusive curriculum provision,</p> <p>Positive attitudes to PE, health and well being.</p>	<p>Part time staff to be allocated at least 1 term of PASS specialist teacher support.</p> <p>More confident and competent delivery of PE.</p> <p>Support from PE specialist to upskill staff.</p> <p>Increased capacity and sustainability for PE.</p> <p>Improved standards of teaching specific activities.</p> <p>Progression for teachers taken from cpd forms, observation lessons and impact reports. This will initiate further professional development and identify weaknesses.</p>
PE subject plan	To provide opportunities for staff to attend training.	Part of the PASS package.	<p>Twilights and training dates for delivery of staff needs.</p> <p>To develop consistency and improve staff confidence in delivering PE lessons.</p> <p>To improve differentiation and provision for more able.</p>	<p>Staff confidence improved, opportunities to deliver alternative sports.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements: To target disadvantage groups.</p>	<p>Specific target group surveys on what sport or PE activity the children would participate in or enjoy.</p>	<p>Employ a coach or specialist for additional sports or activities.</p>	<p>Pupil survey evidence. Register of sport or activity for disadvantage groups.</p>	<p>Increased opportunities and extended provision.</p>
<p>Establishment and implementation of PASS schemes of work.</p>	<p>Plans for curriculum activities.</p> <p>Workshops/coaching sessions to be delivered to provide opportunities in additional sports.</p> <p>To offer alternative activities for the least active children; Cheerleading Boules Handball Table tennis</p>	<p>Purchasing equipment to develop resources available and range of activities to be offered.</p>	<p>Record of pupil progress Assessment evidence of children pre and post unit. Bronze , Silver and Gold.</p> <p>Dates of coaching sessions/workshops. Increased staff knowledge and understanding. Tennis day with a specialist coach.</p> <p>Pupil survey evidence. Register of sport or activity for disadvantage groups.</p>	<p>More confident and competent delivery and assessment of PE</p> <p>Additional sports/activities to be identified. Day workshop/coaching sessions. Additional after school club. Enhanced quality of provision. Increased range of opportunities.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase the number of pupil participants inter school competitions.</p> <p>Whole SIP (2016/17) Target of 50% or 60 pupils participating</p>	<p>Target different year groups to increase opportunities for all children. Particularly EYFS and KS1.</p> <p>Wider support needed with travel and transport to events.</p> <p>Enter Inter school competition; Kent schools key steps gymnastics competition. March 2018</p> <p>To offer alternative activities for the least active children;eg Cheerleading Boules Speed stacking</p>	<p>Included in the Silver PASS package. £6000</p> <p>Local sports network. PASS.</p> <p>Sports specialist or coach.</p>	<p>Schools register of pupil participants.</p> <p>PASS competitions</p> <p>Schools games entry</p> <p>School games Calendar</p> <p>School games certificates/results</p> <p>Inter-house competition results and certificates.</p> <p>Competition results.</p> <p>Pupil survey.</p>	<p>Gymnastics key steps entered in 2017 and 2018. Increase in participation numbers by 50% 12 to 24 children.</p> <p>Highlight other events on Kents schools games and PASS competitions to be entered in 2018/19. Identifying events for specific year groups.</p> <p>Set up a network of parent availability for transport to events! Provision for intra competition within school. (Houses)</p> <p>The Gymnastics after school club offers gymnastics for all children and also targets gifted and talented children for the gymnastics competition.</p> <p>Sports or play leaders to lead activities in lunch break.</p>

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