

Kingshill Church School Primary Sports Funding Impact Report 2020-21

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Mountain biking taster session • MindRun4Girls taster Session for Year 5/6 girls to encourage running as a strategy to help mental health and physical health • Premier League Primary Football equipment used in lessons and lunchtime activities with coaches • Participation in a wide range of NSSPEA Level 2 competitions before lockdown • Staff confidence in teaching a broad and balanced curriculum that shows progression of skills and vocabulary throughout a sequence of lessons • Successful provision of lunchtime activities, including coach led groups and improved equipment. 	<p>Continue to ensure the progression of skills throughout school</p> <p>Continue successful provision of lunchtime activities</p> <p>Continue to improve playground equipment and resources</p> <p>Continue to identify children excelling in particular sporting areas and ensure they are given opportunities to develop their skills further</p> <p>Continue to identify inactive children and ensure they are given opportunities to be active.</p> <p>Provide after school sporting opportunities</p> <p>Encourage physical activity where possible as a tool to improve wellbeing, health and happiness.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO *

<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 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>No data due to Covid</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 2021.</p> <p>Please see note above.</p>	<p>%</p>
<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>	<p>%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%</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>Yes/No</p>

Academic Year: 2020/21	Total fund allocated: £ £17,370	Date Updated: July 2021		
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: %
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?:
Provide opportunities in school for inactive children to access range of sports	Future Stars coaches to provide play/sports based activities at lunchtimes. Sessions to be provided in separate bubbles.	£4000	Coaches provided 2 activities for each lunchtime session and successfully differentiated for age groups and particular children's needs. Children very enthusiastic and engaged in the sessions	Sustainability and suggested next steps: Play leaders, lunch time staff and children will learn the games and be able to play them independently.
Continue to provide a varied range of afterschool clubs.	Based on responses to questionnaires, outside agencies will be approached to provide a varied range of afterschool sport provision.		This will be looked at when deemed appropriate due to Covid restrictions. Restricted due to COVID	Questionnaire to parents and pupils in next academic year
Set up sets of play equipment per bubble, purchasing new resources where necessary in order to ensure each bubble has a variety of play equipment.	Each bubble has a range of equipment to play with during lunchtimes and in PE lessons. Purchase storage boxes per bubble to store equipment in.	£600	Use equipment on a daily basis, using storage boxes for easy access and storage.	Equipment to be stored in this way in future
Further promote mindfulness and relaxation techniques	Plan for activities during curriculum time – e.g. Go Noodle, Super Movers, cosmic yoga		Teachers timetabling regular sessions in class and also using the hall and field for extra slots.	Continue to make this a priority in class and also schedule opportunities for Key Stages and whole school sessions when Covid restrictions have lifted.
Arrange for additional storage for bikes and scooters	Liase with KFA and Modeshift Stars		Details and financing still being discussed	Finalise plans for next academic year

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Promote activeness and wellbeing during lockdown	<p>Children set a 'Hactive at Home' challenge a day sheet and encouraged to fill in a weekly activity planner sheets detailing all the ways they have kept active (target 60 mins a day id possible).</p> <p>Children set a weekly skills based lesson with an instruction video from Youth Sports Trust</p> <p>Focus activities for 'Wellbeing Week' Feb 2021</p>		<p>Majority of families engaged with this and keen to celebrate children's activities on TEAMS.</p> <p>Wellbeing activities well received and lots of positive feedback from parents, teachers and pupils. Some particularly succesful activities carried through remainder of lockdown</p>	<p>Ensure that we keep promoting healthy activities at home and at school build on good practise and resources used.</p> <p>Health and wellbeing week will continue on a yearly basis.</p>
Make sport reporting more detailed and regular including quotes from children	Give oppourtunities for sports leaders to take an active role in reporting		<p>Children's successes shared regularly in newsletter Sports Leaders not able to fulfil roles in full due to class bubbles</p>	Ensure sports leaders are fully utilised next year when restrictions lifted
PE Kit expectations followed			Children in school wearing PE kit/appropriate sportswear for their lessons	Review whether to keep this practise of coming to school in PE kit in place after Covid restrictions finished?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Show evidence of progression of skills building up between each year group	PE coordinator to create whole school progression map with linking vocabulary	Release time: £600	Staff clear on curriculum coverage across school year and planning age appropriate , skills based lessons with specific sports vocabulary included	Provide team teaching opportunities and chance to observe across other year groups and share good practise
Ensure that behaviour management is consistent and expectations are clear to all children.	PE Coordinator to monitor lessons and liaise with coaches and school staff to ensure consistent approach to behaviour policy		Lessons are purposeful and calm and children displaying.	Introduce interventions to support physical and mental health throughout the school
Future Stars – legacy project	Teachers and coaches to share planning and provide consistency across lessons which will be evident by the format of lessons, specific vocabulary and behaviour management techniques.	£9500	Pupils receiving high quality lessons showing good pace and use of subject vocabulary.	Show evidence of progression of skills building up between each year group
Coaches to schedule lesson observations of teachers at end of CPD teaching cycle to offer supportive next steps.	PE Coordinator to monitor lessons and meet regularly with Future Stars lead coach.		Strengths of teachers/coaches identified, good practise shared and next steps agreed.	Ensure that behaviour management is consistent and expectations are clear to all children.
To ensure teachers are using same format of lessons and 3 part structure to provide consistency				
PE coordinator to observe coaches and teachers to ensure consistency across the school				

PE coordinator to attend NSSPEA meetings and share updates with teachers				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Additional achievements: Continue to build a broad and balanced curriculum with opportunities for competition Continue to involve external agencies to provide new experiences for children	See NSSPEA and WESPORT activities listed in Key Indicator 5 section + Rebook climbing wall WOW experience for Term 6 for Years 1-6 Book Olympic Dance Session	£620 £500	Extremely popular activity that engaged and excited children across the school and ignited interest in climbing All classes enjoyed a Tokyo Olympic dance workshop run by 'West End in schools' to create a movement-based version of the Olympic games. The children celebrated Japanese culture in an imagined opening ceremony, explored the different sports and embraced the Olympic values of excellence, respect and friendship	Make climbing wall a yearly event for sports week Rebook dance workshop linked to curriculum topics next year

	<p>Sports week – organise Class tournaments for Boule and Kurling</p> <p>Book 'Mojo Active' Session for Year 4</p>	<p>Transport costs £200</p> <p>Supply cost £200</p>	<p>Class bubble competitions went well and scores shared across school</p> <p>10 children identified as inactive enjoyed variety of outdoor challenges</p>	<p>Rebook session for Year 3 next year</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
To participate in WESSPORT Virtual School Games Events To take part in NSSPEA Pentathlon event at Kingshill	All classes to take part in Winter Virtual School Games Activities in school bubbles Spring Virtual School Games Activities to be sent home for in lockdown Book session for Term 6 for whole school to take part in (in class bubbles) Events to include: long jump, vertical jump, speed bounce, shuttle run, chest pass for KS2 and variations for EYFS and KS1	£1200	Great enthusiasm and engagement from classes, successes shared between classes Majority of families engaged with this and keen to celebrate children's activities on TEAMS. Very successful event, children highly engaged and some excellent results across the school Year 1 1454 points Year 2 1681 points 3 children achieved a perfect 12/12 on the Target Throw Challenge. Only six children have achieved this in North Somerset Year 3 1725 points; 9th of 43 in the West of England and 330th Of 999 in England Year 4/5 2014 points; 13th of 38 in the West of England and 614 of 1354 in England Year 5/6 2011 points as a class. 14th of 39 schools in the West of England and 615th of 1354 in England with (2 silver awards for individuals)	Compete in competitions next year and involve sports leaders in leading events, collating results and sharing successes. Identify children who excelled in specific areas and give opportunities to build on their progress. Look into purchasing more equipment to enable us to run similar events independently.

Sports Day - Community group competition	Children to compete in their community groups within each class		Successful sports day held with children competing in their class bubbles and results collated for winner across the whole school. Parents attended and lots of positive feedback received from both adults and children present	Hold whole school sports day next year once Covid restrictions lifted
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