



## Kents Hill Junior School Sports Premium Impact and Evidence Document 2019-2020

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Access to a wide range of festivals to engage less active students across both key stages.</li> <li>Utilising the SSP CPD offer to ensure all staff access at least one CPD course.</li> <li>Identifying Gifted and Talented students who have attended a wide range of camps.</li> <li>Improved the confidence of 75% of teaching staff in delivering high quality dance lessons through staff inset support.</li> </ul>	<ul style="list-style-type: none"> <li>Using Staff Inset sessions to improve the confidence of staff in teaching gymnastics.</li> <li>Following up on whole school Active interventions such as Active Literacy and Active Numeracy</li> <li>Accessing further team teaching support to increase the competency of our 3 least confident teaching staff</li> <li>Running Fit4Action sessions for all classes to provide a wider and deeper understanding of the need for active lives.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	17%
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?	Yes – we contribute through our SSP Basic Membership (see attached) to a partnership wide Top Up Swimming programme.

## 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: 2019/20		Total fund allocated: £19277.50		Date Updated: 12/07/20	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					100%
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:
SSP 'BASIC MEMBERSHIP MODEL – Physical and Health and Wellbeing strands (see attached) To impact on all students in Key Stage 2.  Please note some aspects are deliberately targeted at least active children.  To build regular physical activity into the school day for all students.  To provide a breadth of opportunities for pupils to be active daily including break, lunch and cross curricular activities.  To work with the wider school community and workforce through	<ol style="list-style-type: none"> <li>1. Healthy Schools assembly to raise awareness of the importance of regular physical activity.</li> <li>2. Select a group of children to attend 3 x Active Kids festivals to engage the least active students in the school in personal challenges and to develop a love of being active.</li> <li>3. SSP led lunchtime clubs open to ALL pupils regardless of age or ability.</li> </ol>	Points 1-4 are all funded through SSP Basic membership (£1950)  SSP bespoke membership (£17327.50)  Annual cost is divided equally across all 5 Key Objectives (£390)	<ol style="list-style-type: none"> <li>1. Dates of sessions and profile of students selected. Tracking of students' future attendance of activities.</li> <li>2. Register and profile of selected students. Comparative data of baseline activity and track progress.</li> <li>3. Audit of cross curricular activity pre and post training. Staff records of attendance. Measure use of resources and approach.</li> <li>4. Audit of school EY offer and action plan. Staff records of attendance. Tracking of</li> </ol>	<ol style="list-style-type: none"> <li>1. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum.</li> <li>2. Use the Personal Challenges to chart activity between festivals. If successful, widen the project to a greater number of children.</li> <li>3. Staff to provide in house training for other teaching and support staff. Purchase resources to retain in school.</li> </ol>	

<p>targeted CPD to ensure staff are competent and confident in implementing daily activity strategies.</p> <p>To work with the SSP through events and festivals to inspire regular activity and provide a daily mile/activity strategy.</p> <p>To utilise the Active School Planner tool to identify areas to improve the offer across the day for students to be active.</p>	<p>4. Access support with the completion of the Active School Planner Heat Map through the website by attending the SSP annual conference and follow up meeting in January 2020.</p>		<p>active minutes per day.</p> <p>5. Completion of Heat Map and Action Plan. Attendance at SSP support meetings</p>	<p>4. Staff CPD to improve staff confidence in other areas of teaching P.E e.g. gymnastics.</p> <p>5. Use of recommendations and findings from the site to inform future plans and interventions.</p>
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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:
				100%
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached)</p> <p>To impact on all students and staff in Key Stage 2.</p> <p>To work with targeted pupils on whole school priorities using PE and School Sport as the vehicle to raise standards.</p> <p>To ensure training takes place to enable the school to facilitate active and productive break and lunch times.</p> <p>To ensure all staff access PE specific CPD across the academic year to raise the profile and importance of the subject.</p> <p>To provide development support for staff to raise the quality of PE and School Sport on offer which, in turn, will raise the profile of the subject.</p>	<ol style="list-style-type: none"> <li>1. Identify SSP interventions and support to target whole school issues e.g. training of PALs and Mid-days to improve behaviour at lunchtimes.</li> <li>2. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff.</li> <li>3. Attendance at PE Lead meetings and share outcomes across whole school.</li> <li>4. A structured plan of staff across the whole school to attend and access CPD opportunities.</li> <li>5. Engage with Team Teaching opportunities through SSP projects, and PALS for teaching and support staff.</li> </ol>	<p>Points 1-4 are all funded through SSP Basic membership (£1950)</p> <p>SSP bespoke membership (£17327.50)</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> <li>1. Whole School Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes.</li> <li>2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills. <b>(Not completed due to COVID)</b></li> <li>3. Registers and staff attendance. <b>(Not completed due to COVID)</b></li> <li>4. Annual tracking of staff attending CPD mapped against whole school priorities... <b>(Not completed due to COVID)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Tracking of interventions against whole school priority of lunch time behaviour. Use of evidence to improve future plans and training needs.</li> <li>2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. E.g. greater engagement of LA Pupils taking part in OAA. <b>(Not completed due to COVID)</b></li> <li>3. Regular PE feedback slot at staff meetings to share knowledge.</li> <li>4. Sharing across all staff and informing schemes of work across a range of subjects.</li> </ol>

<p>To ensure the PE subject lead is given time to develop the subject and to share learning and best practice across the school.</p> <p>To use cross curricular PE/SS and PA interventions to raise standards in core subject performance.</p>	<p>6. Engagement of more staff in preparation of festivals and attendance to cross curricular CPD to ensure PE, SS and PA are impacting across all elements of school life</p>		<p>5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants. <b>(Not completed due to COVID)</b></p> <p>6. An annual plan of involvement in festivals, e.g. LSA/member of support staff to lead preparation of Dance Festival. Aim to engage and raise profile across all staff.</p>	<p>5. Follow up activities to projects by in – house staff and records of future engagement.</p> <p>6. Develop an ethos of shared responsibility across PE, SS and PA.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 2.</p> <p>To ensure that all staff are trained in a range of topics to deliver high quality PE sessions.</p> <p>To ensure students are able to actively participate in and contribute to high quality PE lessons.</p> <p>To ensure that students have a broad and detailed knowledge of a wide range of sporting activities by the end of KS2.</p> <p>To ensure all students have a firm understanding of the importance of PE /SS and PA relevant to their age and stage.</p>	<ol style="list-style-type: none"> <li>1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff.</li> <li>2. Deliver 3 x staff inset sessions based on staff audit of needs. Track impact. <b>(Not completed due to COVID however, identified members of staff attended virtual CPD)</b></li> <li>7. Ensure all opportunities to team teach with SSP specialist staff are taken across projects and interventions for both teaching and support staff. <b>(Not completed due to COVID)</b></li> <li>3. Attendance at SSP PE Lead meetings to gain knowledge to share</li> </ol>	<p>Points 1-4 are all funded through SSP Basic membership (£1950)</p> <p>SSP bespoke membership (£17327.50)</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> <li>1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery.</li> <li>2. Details of staff audit, topics covered, dates and resources collected.</li> <li>3. Staff records of project involvement. Staff records on follow up activities. Future interventions.</li> <li>4. Records of meetings, notes and handouts.</li> <li>5. Making use of the SSP resource bank and staff to support lesson planning.</li> <li>6. Attend and utilise SSP networking opportunities and sharing of ideas between schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. A structured approach to lesson observations.</li> <li>2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training.</li> <li>3. Staff briefing to ensure a deeper understanding of CPD through team teaching. Resources and knowledge retained in school.</li> </ol>

<p>To ensure students can select and make choices to participate in a wide range of their chosen extra-curricular activities, delivered by highly motivated and competent staff.</p> <p>To utilise external expertise to ensure students benefit from detailed subject specific knowledge.</p> <p>Students are exposed to and comfortable with participating in school sport opportunities with other schools.</p>	<p>4. Gathering and use of SSP PE resources to support staff in school with the delivery of lessons.</p> <p>5. Wider use of SSP infrastructure to network and share ideas.</p>			<p>4. PE Lead has the opportunity to share within whole staff meetings.</p> <p>5. Central whole school base for resources accessible to all in school.</p> <p>6. Allowing staff time to attend events and then share findings.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 100%
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>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 2</p> <p>To ensure every child has the opportunity to represent the school in an external inter school competition, league or festival and be able to articulate how this made them feel.</p> <p>To develop the 'peer' workforce to build the skills of young leaders to be able to motivate and inspire other young people in school to be active.</p> <p>Students to be equipped by the end of KS2 to enjoy a wide range of sports and have the skills and competencies to both participate and compete</p> <p>To support each individual child to find 'their' chosen sport or activity.</p>	<ol style="list-style-type: none"> <li>1. Access to broad range of Festivals, competitions and leagues. Preparing children.</li> <li>2. Entering groups of children in events aimed at less active students e.g. Multi Skills Festival, Urban Games</li> <li>3. Use of SSP training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes.</li> <li>4. Engaging different students in performance based opportunities such as the Dance Festival. Ensuring children in school can access non-traditional sporting opportunities.</li> <li>5. Engage with Active Kids Festivals</li> <li>6. Use of SSP Community club</li> </ol>	<p>Points 1-4 are all funded through SSP Basic membership (£1950)</p> <p>SSP bespoke membership (£17327.50)</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> <li>1. Records of events entered, records of children and participation levels and percentages across school.</li> <li>2. Records of events and students selected – track pre and post levels of activity</li> <li>3. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime.</li> <li>4. Entry details in these events. Profile and details of students attending.</li> <li>5. As above</li> </ol>	<ol style="list-style-type: none"> <li>1. A plan to ensure all students have termly opportunities to prepare, attend and represent school.</li> <li>2. Tracking of students' attendance and engagement in broader extra- curricular sport post event.</li> <li>3. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities.</li> <li>4. A school plan to allocate different opportunities to different year groups and target groups of children.</li> </ol>

<p>To utilise SSP expertise to deliver a wide range of clubs and coaching opportunities to our students.</p> <p>Our students will be able to clearly articulate which sports and activities they enjoy and why.</p> <p>Our students will be able to use correct sporting terminology across a broad range of sports.</p>	<p>scheme to offer a wider range of extra-curricular clubs.</p> <ol style="list-style-type: none"> <li>7. Select students to attend the SSP Annual Leadership Conference for Year 5 to help young people in our school be at the forefront of developing a broader offer.</li> <li>8. Ensure students from our school access the range of Gifted and Talented holiday camps – different students access different sports and activities.</li> </ol>		<ol style="list-style-type: none"> <li>6. Completion of community club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs.</li> <li>7. Dates and student records of conference. Links to whole school priorities</li> <li>8. Keep a record of letters, invited students and those who attended</li> </ol>	<ol style="list-style-type: none"> <li>5. Tracking of engagement in broader clubs and extra-curricular opportunities</li> <li>6. Mapping club programme to a wider range of festivals and competitions and festivals to track. Allowing our own school staff to support experts in a range of clubs.</li> <li>7. Leaders to act as Ambassadors in school to advocate a greater engagement from their peers.</li> <li>8. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process.</li> </ol>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				100%
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>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 2.</p> <p>To identify a wide range of sporting festivals and sports for our school and students to participate in.</p> <p>To ensure every child enjoys the experience of representing the school in a festival, league or competition (appropriate to their needs) and is able to articulate the learning taken from the experience.</p> <p>To utilise whole school intra competition to raise standards across all subjects with PE and SS as the initial driver.</p> <p>Students to understand and be able to deal with emotionally , both winning and losing in sport.</p>	<ol style="list-style-type: none"> <li>1. Involvement of a wide range of students in a broad offer of competitions</li> <li>2. Participation in SSP Football and Netball leagues to increase regular competitive opportunities.</li> <li>3. Entry into Dance Festival</li> <li>4. Development of intra (in school) competitive opportunities.</li> <li>5. Ensuring students access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond.</li> </ol>	<p>Points 1-4 are all funded through SSP Basic membership (£1950)</p> <p>SSP bespoke membership (£17327.50)</p> <p>Annual cost is divided equally across all 5 Key Objectives (£390)</p>	<ol style="list-style-type: none"> <li>1. List of competitions entered and records of students attending. Competitive calendar linked to SSP website. Boys football team reached the finals of tournaments to represent Southend United. <b>(Finals cancelled due to COVID-19)</b></li> <li>2. Records of fixtures, training and participants.</li> <li>3. List of students and programme from the event.</li> <li>4. Annual plan of intra competition to act as trials for inter competition.</li> <li>5. Records of students who attend, SSP links to local clubs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.</li> <li>2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit.</li> <li>3. In school performance to engage and inspire future students.</li> <li>4. Build intra competition into whole school diary</li> <li>5. Celebrate the success of these students</li> </ol>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	N Hovey
Date:	10.07.20
Governor:	J Line
Date:	15.07.20