Kentisbeare C of E Primary School

Sport Premium Funding Report 2017-18

Physical education is an important subject at Kentisbeare and is used to enhance the children’s fitness and wellbeing. The Government is providing funding of £150 million per annum for academic years from 2013/14 until 2019/2020, to provide new, substantial primary school sport funding.

In addition to providing quality P.E. lessons as an entitlement, the school participates in a wide range of sports, co-ordinated through our partnerships with local Secondary Schools. Our P.E. Subject Leader attends the meetings and ensures our children have an opportunity to take in the workshops which are available for all and participate at a more competitive level. Also being part of a federation has increased the opportunities available for our children.

<table>
<thead>
<tr>
<th>2016/17 Spending Impact</th>
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</table>
| Participation rates in activities such as games, dance, gymnastics, swimming and athletics. | • All children had the opportunity to attend swimming lessons throughout the year.  
• More than 90% of Year 6 leavers meeting national expectations for swimming.  
• 35% of Year 6 leavers achieving Devon Swimmer 200 level.  
• Real PE scheme used across the school to expose children to a range of physical activities.  
• Year 3 and Year 6 children were able to attend a residential to participate in OAA based activities.  
• Year 5 attended OAA based trip during the autumn term. |
| Extra Curricular. | • Increased attendance of active based extra-curricular clubs.  
• Football, Dance, KS2 Games and KS1 Multi-skills clubs all fully booked throughout the year.  
• Lunchtime Year 6 play-leaders and Golden Mile monitors ran activities throughout the year.  
• Subject lead ran active lunchtime activities during summer term. |
| Partnership work on physical education with other schools and other local partners. | • Continued links with Uffculme Secondary School, The King’s School and Blundell’s School.  
• Attended events organised by these schools.  
• Teachers from the schools delivered CPD to teachers at KPS. |
| Links with other subjects that contribute to pupils’ overall achievement and | • Real PE scheme used across the school to develop SMSC learning through physical education.  
• Paralympic theme used throughout autumn term. |
their greater spiritual, moral, social and cultural skills (SMSC).

<table>
<thead>
<tr>
<th>Review of the impact that the funding has had on other factors.</th>
<th>Subject lead was able to meet as part of CVF team to discuss the funding and the impact it has had.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and success in competitive school sports</td>
<td>More than 85% of children in KS2 represented the school in at least one sporting event during the 2016/17 academic year.</td>
</tr>
<tr>
<td></td>
<td>Success in local area sporting events. 1st Place in cross country, swimming gala, athletics, football and basketball. Qualified for East Devon finals in cross country and athletics and qualified for county finals in cross country.</td>
</tr>
<tr>
<td>How inclusive the physical education curriculum is.</td>
<td>Real PE used throughout the school to develop more challenging lessons for more able and to ensure fundamental skill development for all children.</td>
</tr>
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<td>All children, including foundation, had swimming lessons during the year.</td>
</tr>
<tr>
<td>The range of provisional and alternative sporting activities.</td>
<td>Golden Mile scheme introduced at the school.</td>
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<td>Paralympic style activities offered as part of PE curriculum.</td>
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<td>All children, including foundation, had swimming lessons during the year.</td>
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### 2017/18 Grant Received:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Lump sum</td>
<td>£16000</td>
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<tr>
<td>£10 per child (145 on roll)</td>
<td>£1450</td>
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<tr>
<td>Total amount expected to receive</td>
<td>£17450</td>
</tr>
</tbody>
</table>

### 2017/18 Spending outline

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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Participation rates in activities such as games, dance, gymnastics, swimming and athletics.</td>
<td>£6450</td>
</tr>
<tr>
<td>Extra Curricular.</td>
<td>£4200</td>
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<tr>
<td>Partnership work on physical education with other schools and other local partners.</td>
<td>£1000</td>
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<td>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC).</td>
<td>£200</td>
</tr>
<tr>
<td>Review of the impact that the funding has had on other factors.</td>
<td>£600</td>
</tr>
<tr>
<td>Participation and success in competitive school sports</td>
<td>£2000</td>
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<tr>
<td>How inclusive the physical education curriculum is.</td>
<td>£1000</td>
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<tr>
<td>The range of provisional and alternative sporting activities.</td>
<td>£2000</td>
</tr>
<tr>
<td></td>
<td>£17450</td>
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<tr>
<td>Area of Focus</td>
<td>Evidence</td>
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</table>
| Participation rates in activities such as games, dance, gymnastics, swimming and athletics. | • Schools own data/ registers. | Review the quality of our curriculum including:  
  • Breadth and Balance (Statutory Entitlement – Sept 2014)  
  • Time available  
  • Quality of teaching and learning (lesson planning and observation)  
  • Staff professional learning  
  • Access to facilities/ resources  
  • Pupil needs (Pupil voice)  
  • Gifted in PE  
  Discussions with individual pupils and liaison with parents/ carers. | • Employing specialist teachers of physical education – L Menheneott from Blundells, Bikeability, Premier Sports  
  • Improving staff professional learning to up skill teachers and teaching assistants  
  • Purchase new equipment and resources to allow a greater range of activities within physical education lessons.  
  • Village hall hire for use during winter months for physical education lessons. | • Increased pupil participation  
  • Enhanced, inclusive curriculum provision  
  • More confident and competent staff  
  • Enhanced quality of teaching and learning  
  • Increased capacity and sustainability  
  • Improved standards  
  • Positive attitudes to health and well being  
  • Improved behaviour and attendance  
  • Improved pupil attitude to PE  
  • Positive impact on whole school improvement  
  • Easier pupil management  
  • Enhanced communication with parents/ carers  
  • Positive impact on middle leadership  
  • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic values. |
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| Extra- Curricular | Before school registers – breakfast club  
Lunchtime registers – Playleaders/golden mile/clubs  
After school registers – Clubs  
Pupil voice data – Sports council  
School Games Mark | Review the quality of our curriculum including:  
- Range of activities offered  
- Ensure the enhancements and extension of our curriculum provision  
- Inclusion  
- The promotion of active, healthy lifestyles  
- Quality and qualifications of staff providing the activity  
- The time of day when activities are offered  
- Access to facilities (on site and off site)  
Pupil needs/ interests  
Partnerships and links with clubs  
Talent provision  
Staff professional learning  
Discussions with individual pupils and liaison with parents/carers. | Providing high quality professional learning for adults supporting learning (ASL’s) to run sports teams, after school clubs and intra school opportunities.  
Providing part funding for Premier Sport led club aimed at KS1.  
Providing PL and payment for midday supervisors to introduce multi-activities at break and lunchtimes – Premier Sports  
Participation in Premier Sports Golden Mile incentive scheme.  
Training of Year 6 play leaders to deliver lunch and break time activities.  
Providing pupils who are gifted and talented in sport with expert, intensive coaching and support  
Support Exmoor Challenge event  
Providing funding towards CVF Day to allow links with other schools in a range of active events. | Increased pupil participation  
Enhanced, inclusive curriculum provision  
More confident and competent staff  
Enhanced quality of teaching and learning  
Increased capacity and sustainability  
Improved standards  
Positive attitudes to health and well being  
Improved behaviour and attendance  
Improved pupil attitude to PE  
Positive impact on whole school improvement  
Easier pupil management  
Enhanced communication with parents/carers  
Positive impact on middle leadership  
Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic values. |
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| Partnership work on physical education with other schools and other local partners. | • Membership of networks CVLC  
• School/ subject action plans/ minutes of PE coordinators meetings  
• Attendance at PE forums  
• School – Club links data, Cullompton Basketball/ rugby club, Kentisbeare football/ cricket club  
• Governor’s reports/ minutes. | • Review our partnerships and membership of networks.  
• To attend local PESS forum. Cluster/ Federation Meetings termly.  
• Attend Real PE Network meetings. | • Buying into existing local sports networks Uffculme (Local), King’s School (East Devon)  
• Employing expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement. – Create development/ A Carpanini | • Increased staff knowledge and understanding  
• More sustainable workforce  
• Enhanced quality of provision  
• Increased pupil participation in competitive activities  
• Increased range of opportunities  
• The sharing of best practice  
• Increased pupil awareness of opportunities in the community  
• Positive impact on middle leadership |
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<tr>
<td>Including the 7 key factors to be assessed by Ofsted (Our ‘RAG’ Rating)</td>
<td>(Signposts to our sources of evidence)</td>
<td>(Based on our review, key actions identified to improve our provision)</td>
<td>(Summary of how our funding has been used to support delivery of our Action Plan)</td>
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<td>Links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills (SMSC).</td>
<td>• Whole school plan/ SEF • PE subject plan • Whole school policies/ PE policies</td>
<td>• Review the contribution of PESS to whole school priorities • Ensure your vision for PESS is developed to reflect contribution to whole school wellbeing • Meet with other Subject Coordinators and share the contribution PESS can make across the curriculum • Other subject coordinators to identify how their subject areas can contribute to learning in PE • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on: o Academic achievement o Behaviour and safety o Attendance o Health and well-being o SEAL</td>
<td>• Employing expert advice to evaluate the schools current strengths and weaknesses in PE and sport, and implement plans for improvement • Providing PL on how to teaching PE effectively – Create development, Premier League stars.</td>
<td>• Whole school targets met more effectively • Academic achievement enhanced • Pupils understand the value of PESS to their learning across the school. • Staff across the school can start to make links across subjects and themes including PE • Pupil concentration, commitment, self esteem and behaviour enhanced. • Good citizenship promoted • Ensuring strong, sustainable links to the 2012 Games legacy and Olympic and Paralympic Values • Positive impact on middle leadership</td>
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| Review of the impact that the funding has had on other factors. | • Used afPE framework for Review to generate PESS Action Plan  
• Staff PL record  
• Babcock strategies for planning  
• Lesson observations  
• Pupil voice  
• Pupil progress  
• Medium term plan  
• Attendance data | • On-going review of provision for each of the following areas  
  o Achievement  
  o Quality of teaching  
  o Behaviour and safety  
  o Leadership and management  
  o Quality of the curriculum  
• On-going review of the profile of PESS  
• Ongoing review of impact on Professional Learning for PE and Sport. | Release time for Subject Lead to carry out the following.  
• To evaluate the strengths of the school’s current provision and areas for development.  
• To measure and monitor the impact and progress  
• To undertake reviews and construct further development plans.  
• To work alongside teachers in lessons to increase their subject knowledge | • Further evidence of the impact to support the effective use of the funding  
• Will help to identify the added value of the funding  
• Will support the identification of other areas to needs to direct funding spend towards to enhance overall provision. |
## Participation and success in competitive school sports

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| Participation and success in competitive school sports | • Schools own data/ registers  
• SGO  
• Calendar of events/ fixture lists  
• PEDPASS award | • Review our strategy for engaging in competition  
• Engage with our School Games Organiser  
• Engage more staff/ parents/ volunteers/ young leaders  
• Improve links with other schools  
• Satellite clubs  
• Federation sporting events | • Paying staff or external sports coaches to run competitions or to increase pupils participation in national school games competitions – CVSA (A Carpanini)  
• Paying for transport for fixtures and festivals – church minibus, spearing coaches  
• Allowing release of Teachers/ TAs to supervise children at interschool events.  
• Funding of costs involved in organisation and delivery of a whole school sports day. | • Increased pupil participation  
• Extended provision  
• Increased staffing capacity  
• Improved positive attitudes to health and well being and PESS  
• Clearer talent pathways  
• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values  
• Positive impact on middle leadership |
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| How inclusive the physical education curriculum is. | • Curriculum plan  
• Long, medium and short term plans  
• Planning for G&T and SEND  
• Pupil progress reports | Review the quality of our curriculum including:  
• Breadth and balance  
• Accessibility of all the activities  
• Use of TA’s to support learning  
• Quality of teaching and learning  
• Staff professional learning  
• Access to facilities/resources  
• Pupil needs  
• Governors and Ethos Committee  
Check equipment to ensure it meets the needs of our pupils. Ensure our Whole School Inclusion Policy refers to PE. | • Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum  
• Introducing basic movement skills in the Early Years/Foundation Stage – Leap into Life/Real PE  
• PL for staff to increase subject knowledge and confidence in PE  
• Swimming through the school – Tiverton Pool plus level 2 swim teacher and transport.  
• Residential experiences in both Year 3 and Year 6. | • A more inclusive curriculum which inspires and engages all pupils  
• More confident and competent staff  
• Enhanced quality of teaching and learning  
• Increased capacity and sustainability |
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| The range of provisional and alternative sporting activities. | • Curricular and extra-curricular plans  
• Registers of participation | Review the quality of our curriculum including:  
• Range of activities offered  
• The enhancement and extension of our curriculum  
• Inclusion  
• The promotion of active, healthy lifestyles  
• Quality and qualifications of staff providing the activity  
• The time of day when activities are offered  
• Access to facilities  
• Pupils needs/ interests  
• Partnerships and links with clubs  
• Talent provision  
• Staff professional learning  
Discussion with individual pupils and liaison with parents/ carers. | • Continuing an in-school physical activity programme – Golden Mile (Premier sports)  
• Paying for transport and access to indoor leisure facilities  
• Purchasing specialist equipment and teaching resources to develop a non-traditional activity  
• Employing specialist PE teachers or qualified coaches to increase subject knowledge and confidence – Premier Sports  
• Buying into local, existing sports networks  
• Swimming throughout the school. | • Extended, alternative provision  
• Engaged or re-engagement of disaffected pupils  
• Increased pupil participation  
• More confident and competent staff  
• Enhanced quality of delivery of activities  
• Increased staffing capacity and sustainability  
• Improved standards  
• Positive attitudes to health and well-being  
• Improved behaviour and attendance and reduction of low level disruption  
• Improved pupil attitudes to PESS  
• Positive impact on whole school improvement  
• Enhanced communication with parents/ carers  
• Increased school-community links  
• Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values  
• Positive impact on middle leadership. |