



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

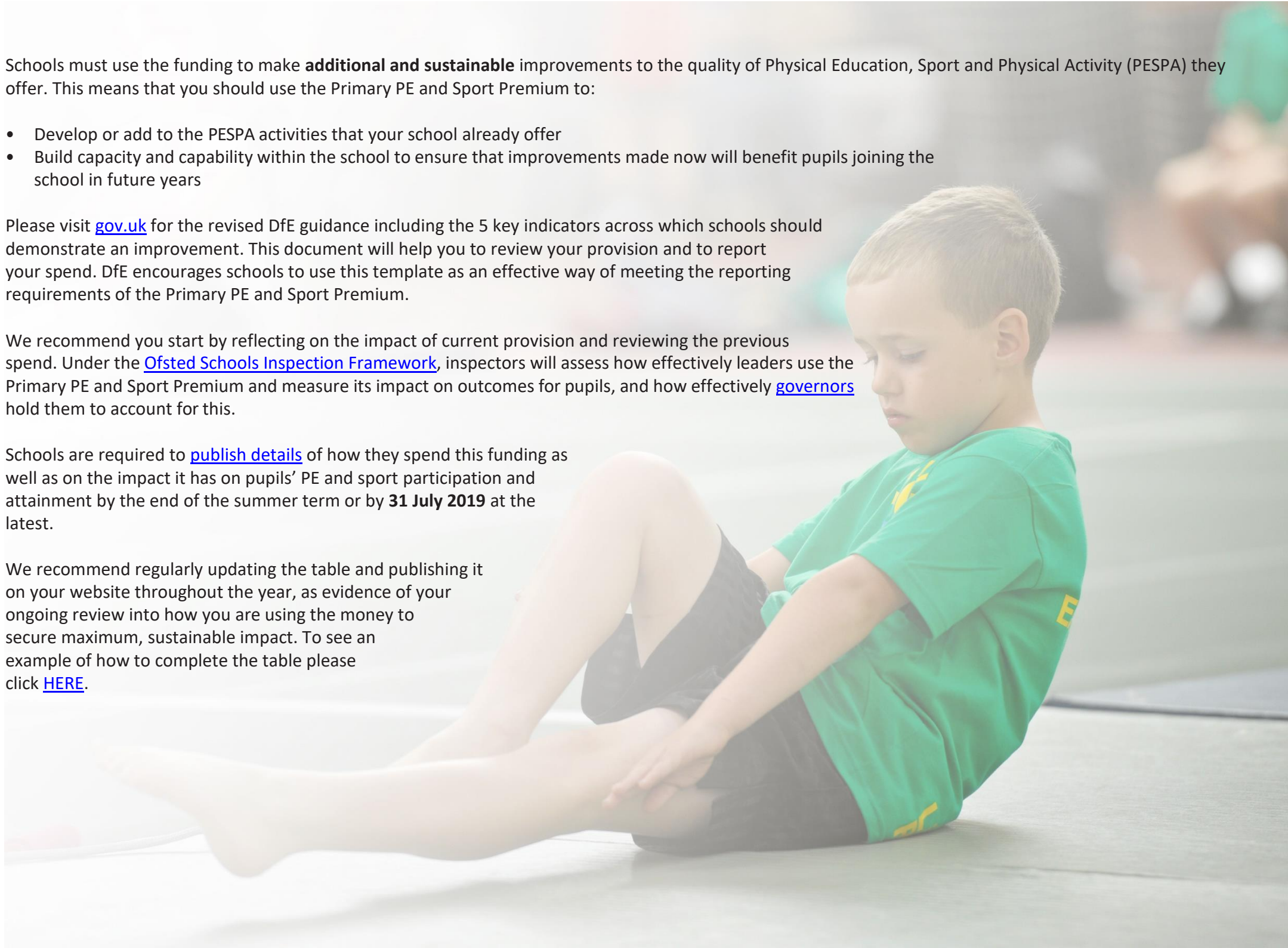
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. 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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We continue to be the Lead Inclusion School for Kent and work closely with the YST, Sport England and Kent Sport (CSP) in the delivery of inclusive PE activities across the county • We run a range of training courses for staff and other adults to help them deliver inclusive PE activities for students across the county including our own students • We deliver 4 hours of PE and Sport across the curriculum (double the recommended amount as we believe the PE and sport have an important role to play in the development of our young people • We have been awarded the 'School Games' gold award for two years running as a result of our continuing commitment to school sport at all levels (including our representation in the Kent School Games) • We hold the YST 'Gold Quality Mark' for our provision of school sport. • We are county champions in two events (Boccia & Table cricket) and have represented the county in National events • Each student has an individual swimming programme that enables him or her to access the pool throughout the year. • Each student has an individual PE target linked to their EHCP and works on this with PE staff as well as physiotherapists 	<ul style="list-style-type: none"> • Increase the number of primary aged students that access lunchtime PE clubs • Increase the number of PE trips for KS1&2 so that younger students can experience new activities off site • Re-introduce sailing for those students that are able • Increase the number of students attending ski lessons • Introduce new activities to the younger years (and not just therapeutic activities) and increase involvement with local clubs that take part in these sports (Tennis Rugby, Cricket) • Develop fitness activities for the younger years (Gabi Time)

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA
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?	Yes (we are developing swimming as this is such a beneficial activity for our students - please see below)

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: 2018/19		Total fund allocated: £15,000.00		Date Updated: 7 th January 2019	
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					Percentage of total allocation: 33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Provision of extra staff so that all students are able to undertake a PE related activity during lessons and no student is without a personalised PE activity	Employ a Swimming Coach so that PE staff are able to deliver a fully personalised PE curriculum	£6,800.00 (Also Key Indicator 3)	All students will have a swimming curriculum and PE pathway target and take part in 4 hours of PE and school sport a week (including active 30) All targets are linked to EHCP outcomes All activities link with therapeutic support programmes and are monitored	All staff are fully aware of student needs and a personalised curriculum is in place All students have a range of PE targets that relate to EHCP provision plans	
Introduce Pathway based activities so that all students have access to sports clubs at lunch time (KELLER CLASS)	Sensory Sports Aids and equipment to support Impacts curriculum	£1,600.00	Clubs for all pathways are on offer. 45% of students attend regular lunchtime or after school clubs	Staff within the Keller pathway are familiar with PE targets and continue activity sessions within the curriculum/school day	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Importance of out of chair time and classroom physical activity improved. All students to have the opportunity to take part in PE and SS based activities in the classroom and as part of the curriculum (in addition to PE lessons)	Active 30 and Gabi time established for primary students	£1,000.00	Fitness and out of chair time activities developed for class staff	PE staff to be involved in classroom and outdoor activities alongside class staff
Key Values/skills developed (Co-operation, teamwork & resilience)	Outdoor Learning (Forest Schools) area/activity established for primary students in new outdoor play area	£1,100.00	Forest schools (outdoor classroom developed for all primary students)	Whole school training to take place on forest schools and outdoor learning. Team building activity to take place so that all staff are familiar with outdoor learning themes.
	Inter house activities and gala to include all primary students		Pathway analysis of outdoor learning activities to take place and equipment purchased to support key learning	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staff are qualified and recruited following robust process. Only specialist coaches deliver activities (in addition to PE staff) and SOW are of a high standard	Employment of additional Swimming Coach to allow additional swimming support but also release PE coaches to support physical activity sessions	(£6,800.00 Key Indicator 1)	All students to have 4 hours of PE and Swimming a week led by qualified sports coach or PE teacher When student are not able to swim, high quality sessions delivered that contribute to the PE curriculum outcomes.	PE staff are effective and undertake regular training in relation to swimming and swimming safety. All students benefit from a personalised programme of swimming that relates to their EHCP targets.

Swimming coaches hold up to date qualifications and undertake regular staff/safety training. PE staff are included in swimming programme of training/updates.	All PE staff to hold a Swimming Coaching Award to improve the quality of teaching/coaching	£400.00	The quality of coaching/teaching within swimming remains high and related to progression along the valence award scheme. Achievement is celebrated in awards assembly – all students receive swimming badges Award scheme reviewed, is fit for purpose for Valence school and displayed within the swimming pool.	All PE staff are able to plan and deliver swimming based activities in line with bespoke Valence award scheme. Swimming lead member of staff is up to date with developments in safety/training and pool inductions and is aware of all moving and handling developments.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Rugby introduced into the curriculum. Wheelchair rugby identified as a possible sport for some students Rugby links improved Inter-house rugby established Students exposed to wheelchair rugby at the highest level (Through Paralympics GB)	Rugby SOW developed in conjunction with NGB Member of PE staff to establish links with local rugby clubs and develop possible exit routes for the most able students (later in the school) Rugby interhouse competition established and primary students involved	£800.00	Unit of work in rugby delivered Students assessed in relation to their rugby skills (Invasion games SOW) Students challenged to attend rugby club/trip All primary students involved in rugby interhouse competition	SOW developed so that all PE staff and sports coaches are able to deliver rugby lessons. All PE staff support the delivery of rugby interhouse competition and encourage students to take part in this activity (This valence student can) Primary students are invited to a rugby game and links established to support developments (Sevenoaks RC)

Ski lessons (mono ski) for all primary students (simmonds 1 and hawking 1) to take place – students to experience at least one trip to the snow centre.	Skiing course for primary students takes place (Simmonds & Hawking)	£900.00	All students attend ski lessons and those that are able steer the mono ski themselves.	Equipment and procedures in place to continue ski lessons further up the school
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Boccia squad developed to include primary students	Boccia Team continues to run and primary students involved.	£1,400.00	Primary students are represented in the schools Boccia squad	Older students are used to coach primary students
Boccia primary competition established within Sevenoaks	Lunchtime club opened up to primary students (KSG team established)		Ramps for primary students purchased and used	All equipment support competition at the highest level
Tennis club established for primary students	Tennis club runs during the summer term for primary students	£500.00	Primary students improve their knowledge of the rules of Boccia so that they are fully involved in all clubs/competitions	Interhouse competition is commonplace in primary sports offer.
Table cricket club to include primary students and competitive opportunities provided for students in year 5/6	Table cricket club runs – interhouse competition established Students attend local competitions/festivals for table cricket and inclusive PE	£500.00	Students take part in afterschool clubs Students represent the school having been introduced to the sport within primary	All staff aware of rules. Students ask to play within the classroom and cross curricular activities developed (signals/maths & scoring, etc)