

# Evidencing the Impact of the Primary PE and Sport Premium

Red Kite Special Academy  
2019-2020

Commissioned by



Department  
for Education

Created by



association for  
**Physical  
Education**



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SPORT  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit students 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.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on students’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31<sup>st</sup> July 2020. To see an example of how to complete the table please click [HERE](#).

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Supported by:



SPORT  
ENGLAND

Active  
Partnerships

UK  
COACHING

UK  
active

More people  
More active  
More often

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 and key achievements and areas for development.

Key priorities to date:	Key achievements to date until July 2020:	Areas for further improvement 2020/2021
<p><b>1. The engagement of all students in regular and appropriate physical activity</b></p>	<ul style="list-style-type: none"> <li>• Engagement with Northamptonshire School Sport Partnership to train young leaders to promote and support primary PE.</li>   <li>• Opportunities were tailored to the needs of students, with the student voice being asked for activities and sporting ideas.</li>   <li>• The progression towards the 3 year plan of 2 hours of Physical Activity a week has begun.</li>   <li>• The Active Mile has been successfully implemented in many classes which students have enjoyed and recognised achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly more young leaders will be trained through NSS. The Sport and Movement teacher to acquire a play leaders licence through Sports Leaders UK to deliver the programme in the School. Sport and Movement teacher to disseminate back to staff so they can take leadership of a specific area.</li>   <li>• Extra-curricular clubs will be based on the voice of the students and tailored towards the school's needs. All clubs will be free and accessible to all to maximise attendance.</li>   <li>• All classes will be participating in two hours of Physical Activity per week, which will be taught by their class teacher/Sport and Movement Teacher/Therapy Lead.</li>   <li>• Where appropriate, classes will be completing the Active Mile at least three times a week and we will trial a whole school Active Mile.</li>   <li>• Active lessons will be promoted throughout the school.</li>   <li>• Playground markings will be created and made accessible for all students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Spare PE kit and trainers/plimsolls will be provided for students that do not have access to their own.</li> </ul>
<p><b>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p>	<ul style="list-style-type: none"> <li>• Sports Leaders were introduced and helped with the running of sports days/events and lunch time activities.</li> <li>• PE noticeboards updated regularly and appropriate for our students.</li> <li>• Received School Games Recognition for 2019/2020.</li> <li>• Sports strip purchased for students to represent Red Kite at events and fixtures.</li> <li>• Appointment of Sport and Movement Teacher and new department created.</li> <li>• Long and Medium Term plans for Sport and movement created. G-Suite drive created to share resources and planning with other teachers. Equals curriculum purchased and promoted across the School.</li> <li>• Sport, Movement and Therapy learning journey folder created for each individual student.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Leaders will continue and develop from September. Responsibilities will be greater this year and meetings/events will be more regular.</li> <li>• Sport Leader t-shirts for students to be recognised for their commitment.</li> <li>• Continue to update boards regularly and introduce a display board where out of school success will be celebrated in sports and other areas as well as it regularly being celebrated in class/assemblies.</li> <li>• Apply for Bronze School Games award.</li> <li>• Ensure sports strip is worn to all fixtures/events to create a sense of belonging and team spirit.</li> <li>• Create successful links with other subject leads and increase the focus on mental health and wellbeing.</li> <li>• Medium and Long Term Planning to be evaluated.</li> <li>• Learning journey folders to be audited regularly.</li> </ul>



		<ul style="list-style-type: none"> <li>• Begin documentation for afPE Quality Mark.</li> <li>• A book of past fixtures for students to look back on with pictures and blurbs.</li> <li>• Specific weeks/terms will be linked to current events in the sporting calendar (Tokyo 2021 etc.) to raise awareness as well as assemblies to raise awareness of current sporting achievements.</li> </ul>
<p><b>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<ul style="list-style-type: none"> <li>• Staff have received consistent updates about new initiatives that they could try during free time. Cosmic yoga and Just Dance have been favoured by staff and students.</li> <li>• Sherborne training completed for all relevant staff.</li> </ul>	<ul style="list-style-type: none"> <li>• PE staff to continue to send out information regarding active fillers, movement breaks and active lessons as well as new initiatives the school will be using such as Halliwick, Rebound Therapy, Motor Activity Training Programme and related well-being programmes.</li> <li>• Staff CPD continues to be a priority. Sport and Movement Teacher to teach the majority of PE lessons and clubs/fixtures. Class teachers teaching their own PE are to be supported and lessons to be monitored regularly with audits to be sent out to staff.</li> <li>• CPD sessions for staff will be termly and relevant to their needs.</li> <li>• Staff will be assisted on the input of the appropriate assessment data and record keeping.</li> </ul>
<p><b>4. Broader experience of a range of sports and activities offered to all students</b></p>	<ul style="list-style-type: none"> <li>• Students have accessed the Northamptonshire Sport Inclusive PE competitions, come and try events, festivals and also entered other competitions/attended fixtures.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access to the Northamptonshire Sport Inclusive PE calendar and CSSP calendar. Attend an increased number of Come and Try events/festivals and continue to attend sporting fixtures/competitions that local schools host.</li> </ul>

	<ul style="list-style-type: none"> <li>• Northamptonshire Sport Inclusive programme was entered to enhance the provision of SEND students who would not ordinarily access these sporting opportunities.</li> <li>• Following on from coaching sessions from a NCCC coach, we secured a grant from Lord Taveners for a Table Cricket set to allow students to access this sport on a regular basis.</li> <li>• A number of students have accessed Wheelchair Rugby sessions from a Northampton Saints coach.</li> <li>• Hosted a New Age Kurling event for local primary schools with support from the Corby, Oundle and Thrapston Schools Sports Manager, our Red Kite Sports Leaders supported this event.</li> <li>• Olympic week and Family Learning week was planned but cancelled due to Covid-19.</li> <li>• The Mountain and the Nook has been used for PE lessons. The Mountain has been developed with the instalment of a Smart TV and exercise/activity resources readily available.</li> <li>• Outdoor table tennis table and equipment purchased.</li> <li>• Outdoor classroom installed.</li> <li>• Red Kite Forest School developed and ready for use.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter Northamptonshire Sports Inclusive programme for year 2020/21 to continue to allow students to access adapted sports.</li> <li>• Use equipment as part of a lunchtime club to increase confidence to take part in the annual Lord Taveners Table Cricket event.</li> <li>• Continue to work with Northamptonshire Saints in Wheelchair Rugby as well as sports such as Tag and Touch Rugby.</li> <li>• Continue to work with Schools Sport Manager and create opportunities for Sports Leaders.</li> <li>• Rearrange these events where Covid-19 allows or look to host the events virtually.</li> <li>• Continue to increase the use of The Mountain and log each use.</li> <li>• Ensure that table tennis table is used, particularly in the Summer months.</li> <li>• Ensure classroom is used to full capacity.</li> <li>• Create cross-curricular links with Forest School</li> </ul>
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	<ul style="list-style-type: none"><li>• Following on from an Inclusive PE meeting, we are able to advertise an external Cerebral Palsy football club to parents and young people.</li><li>• Bikeability sessions for all students to access.</li><li>• The PE curriculum across the school has been redesigned and now offers a broad and balanced curriculum with extra-curricular provision.</li><li>• Enrolled in the School swimming and water safety partnership with Swim England</li></ul>	<p>lead.</p> <ul style="list-style-type: none"><li>• Continue to make links in the community to identify local sporting clubs and allow them to promote their clubs within our community.</li><li>• Further Bikeability sessions to increase confidence and opportunities for students.</li><li>• Continue to further develop the curriculum and seek further opportunities for students.</li><li>• Swimming continues to be a priority for all students across the school. A number of students to access Corby Swimming Pool.</li><li>• Outside agencies/coaches will be contacted in regards to offering specific sporting clubs.</li><li>• EYFS timetabled for targeted PE slots to develop fundamental skills.</li><li>• Introduce the Chance to shine programme with support from external coaches.</li></ul>
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<p><b>5. Increased participation in competitive sport</b></p>	<ul style="list-style-type: none"> <li>• Accessed the Corby School Sport Partnership calendar and enter into various competitions as well as Inclusive programme to enhance the participation for SEND students.</li> <li>• Curriculum content to still coincide with generic competition calendar.</li> <li>• Intra-school competitions are beginning to embed in the school routine and will continue to develop next year.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access the competition calendars and participate in friendly competitions with local schools to increase our sporting ability. Increase the amount of friendly fixtures and the number of students accessing these.</li> <li>• Curriculum offers a variety of sports and coincides with generic competitions structure.</li> <li>• Intra-school competitions will be embedded into curriculum at the end of each term and Sport Leaders are to support these events.</li> <li>• Personal challenge will be set by Sport and Movement teacher to appropriate students to increase personal competition.</li> </ul>
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Meeting national curriculum requirements for swimming and water safety	2019/2020	2020/2021
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 children may swim in another year please report on their attainment on leaving primary school during the summer term 2020.	18%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	18%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%	

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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	
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**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.

<b>Academic Year:</b> 2019/2020		<b>Total fund allocated:</b> £16,310		<b>Date Updated:</b> September 2019	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> students in regular physical activity – Chief Medical Officer guidelines recommend that primary school students undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					5%
Intent		Implementation		Impact	
Your school focus should be clear what you want the students 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:		Evidence of impact: what do students now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>Have tailored opportunities to increase participation for students across the whole school and increase the range and breadth of appropriate resources.</li> </ul>		<ul style="list-style-type: none"> <li>Audit and purchase of appropriate resources for lessons and clubs.</li> <li>Ensure Student voice is listened to and acted upon.</li> <li>Development of sensory circuits and the range of activities we can offer.</li> <li>Liaise with other schools to ensure opportunities are maximised.</li> </ul>		<p>£789.54 (in total)</p> <ul style="list-style-type: none"> <li>Photographs</li> <li>Registers</li> <li>Teacher assessment</li> <li>Parental feedback</li> <li>Student feedback</li> </ul>	
				<ul style="list-style-type: none"> <li>Continue to update equipment and ensure it is replaced when required.</li> <li>Increase attendance from targeted students to attend clubs.</li> <li>Playground markings to be implemented and outdoor equipment to be developed and used long term.</li> </ul>	



## Red Kite Special Academy 2019-2020

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the students 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 students now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase the profile of sport and physical activity across the school</li> </ul>	<ul style="list-style-type: none"> <li>Promote sport inside and out of school to students.</li> <li>Celebrate success on a regular basis and also through assemblies, celebrating the Red Kite athlete of the week.</li> <li>PE display board to be used to promote success outside of school.</li> <li>Create an initiative for students to complete at home, particularly during lockdown (COVID-19).</li> <li>Active class certificate will be embedded across the school.</li> <li>Sports strip to be worn for sporting events.</li> </ul>	£319.11 (in total)	<ul style="list-style-type: none"> <li>Students Sport and Movement folders</li> <li>Notice/display boards</li> <li>Log/register of individual accomplishments</li> <li>Photographs</li> <li>Parental feedback</li> <li>Red Kite athlete of the week</li> <li>Staff commitment to support clubs</li> <li>Staff and students registers for attendance of clubs</li> </ul>	<ul style="list-style-type: none"> <li>Embed and evolve throughout coming years.</li> <li>Embedding physical activity throughout the school will increase uptake of clubs inside and outside of school.</li> <li>Active class certificate to be embedded across the school.</li> <li>Sport celebration days and whole school events such as Olympic week.</li> <li>Sports strip to be used for future years.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the students 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 students now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Promote and embed active lessons in the curriculum as well as ensuring students receive high quality PE and swimming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to disseminate resources appropriately to staff and ensure they are using them appropriately.</li> <li>PE lead to assist staff in the teaching of PE.</li> <li>PE lead to ensure planning and curriculum can be accessed by both staff and students.</li> <li>PE lead to create opportunities for CPD sessions and assist individual teachers where necessary.</li> <li>PE lead to identify needs of students within lessons and act accordingly.</li> </ul>	£1148 (in total)	<ul style="list-style-type: none"> <li>Photographs</li> <li>Audits</li> <li>Staff feedback</li> <li>Observation log book</li> <li>Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>PE specialist embedding the school with skills that can be utilised in future years.</li> </ul>



## Red Kite Special Academy 2019-2020

<ul style="list-style-type: none"> <li>• Ensure all equipment is ready and safe to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Sport and Movement risk assessment to be carried out every Monday morning.</li> <li>• Equipment audit to be carried out and new equipment to be ordered in.</li> </ul>		<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Curriculum</li> <li>• Student and Staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring equipment is suitable to use for prolonged usage.</li> <li>• New equipment to introduce new sports and opportunities.</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all students</b></p>				<p>Percentage of total allocation: 16%</p>
Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the students to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do students now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>• Offer a diverse and broad curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and extra-curricular programme is focussed around competition structure through CSSP.</li> <li>• Increase club links in local area to provide pathways for students.</li> <li>• Northamptonshire County Cricket Club coaches to deliver table cricket coaching.</li> <li>• Explore external coaches delivering sports to increase</li> </ul>	<p>£2468.06 (in total)</p>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Registers</li> <li>• Student feedback</li> <li>• Staff feedback</li> <li>• Parental feedback</li> <li>• Certificates of accomplishment</li> <li>• Website updates</li> </ul>	<ul style="list-style-type: none"> <li>• By increasing club links within the community it will allow a greater pathway for students to progress.</li> <li>• Students participating in broad range of sports will increase participation overall and provide lifelong participation.</li> <li>• Creating a life-long skills for students to utilise throughout their life and promote independence</li> </ul>

	<p>participation.</p> <ul style="list-style-type: none"> <li>• Northampton Saints Community Coach to deliver Wheelchair Rugby coaching sessions.</li> <li>• PE lead to upskill staff to deliver sessions using these resources.</li> <li>• Use external coaches to provide equipment and new sports.</li> <li>• Utilise other local schools equipment and resources (Rock climbing).</li> <li>• ‘Clip n Climb’ sessions</li> <li>• Utilise sports week as a tool to expose students to new sports with an Olympic theme.</li> </ul>			<p>through clubs.</p> <ul style="list-style-type: none"> <li>• Exposing students to new sports and allowing future uptake.</li> <li>• Increase profile of sports week across the school.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				69%
Intent	Implementation		Impact	
Your school focus should be clear what you want the students 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 students now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase amount of competitive experiences for students both inter and intra</li> </ul>	<ul style="list-style-type: none"> <li>Access the CSSP competition calendar and access regular competitions.</li> <li>Access the Inclusive programme which specifically focussed on SEND students.</li> <li>Extra-curricular programme is tailored towards competitions allowing all students equal opportunities.</li> <li>Intra-school competitions to be a regular occurrence across the school.</li> <li>Inter-school competitions to be organised between schools to provide more friendly competition.</li> <li>Provide a school games day for whole school with an Olympic based theme.</li> </ul>	£10,598.74 (in total)	<ul style="list-style-type: none"> <li>Photographs</li> <li>Registers</li> <li>Social media posts</li> <li>Records of personal challenge</li> <li>Staff feedback</li> <li>Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>Embed appropriate competitions within the school and increase students desire to attend competitions.</li> </ul>

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<ul style="list-style-type: none"> <li>• Provide transport to venues and PE specialist to complete MIDAS training</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the personal challenge concept during lunch times/throughout the day for students and embed it within school.</li> <li>• Mini buss purchased and appropriate staff MIDAS trained.</li> </ul>		<ul style="list-style-type: none"> <li>• Invoices</li> <li>• Certificate of completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing students transport to experience competitions.</li> <li>• Reducing use of external providers.</li> </ul>
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Planned total spend: £16,310.00

Actual spend: £15,333.45

Carry over (COVID-19): £976.00

Signed off by	
Head Teacher:	Donna Luck
Date:	30 <sup>th</sup> July 2020
Subject Leader:	Nicole Ingram
Date:	30 <sup>th</sup> July 2020
Governor:	
Date:	