

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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 2021:	Areas for further improvement and baseline evidence of need:
<p>We have managed to continue to develop P.E. through effective use of coaches to support teachers; four teachers were able to work with a dance teacher to develop their dance teaching.</p> <p>All of our children participated in intra-school competition every half term.</p> <p>Whenever possible, we participated in a limited range of inter school competitions.</p> <p>All children participated in more running throughout the year as part of our 'Golden Mile'</p> <p>We organised an Olympic Week for all of our children, where they could try new Olympic and Paralympic sports</p>	<p>To further develop teachers by using a P.E. teaching expert from The Angmering Cluster including reviewing the intent and implementation of our P.E. curriculum.</p> <p>To develop the teaching of gymnastics across the school.</p> <p>To enable our year six leaders to organise, run and evaluate a P.E. intra-school activity each half-term; give all children multiple opportunities to participate in competitive sport.</p> <p>To ensure year three and four attend a ten-week swimming lesson block at Billingshurst Leisure Centre. Top Up this in year five and six to ensure over 80% of children can swim 25m by the end of year six.</p> <p>Revisit School Games Mark and achieve Gold award.</p> <p>To employ an adult to support active lunchtime three times a week for key stage two.</p>

<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>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 2022.</p> <p>Please see note above.</p>	64%
<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>	Front crawl 64% Backstroke 57% Breaststroke 61%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	64%
<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>	No

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: 2021/22		Total fund allocated: £18910		Date Updated:	
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: 12.4%
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:
More active lunchtime organised activities to encourage children to participate in physical activity.			Adult employed to work with the Sports Leaders to create active opportunities for the children– range of sports to focus on being active		£1100
Teach year six sport leaders, so they can create and lead activities across the school.			Mr Meaney to teach our children how to be Sports Leaders; Sports Leaders to create a timetable for them to work with other children across the school; Sports Leaders to organise intra sports competition once every half-term (six in total)		£400
Children to participate in ‘Golden Mile’ at least twice a week			Teachers to ensure children run/walk non-stop for at least ten minutes twice a week		£250
To encourage children to ride their bike more in a safe way.			Bikeability – children to learn how to ride a bike safely on roads; children to be encouraged to ride their bike to		£600
Evidence of impact: what do pupils now know and what can they now do? What has changed?					Sustainability and suggested next steps:
Sports Leaders have run organised lunchtime activities for key stage one children. A TA organised lunchtime activities during the autumn term, for children three days a week.					Completed – children leading different activities across the school
Mr Meaney worked with our year six children in the autumn term and our year five children during the summer term. Year six sports leaders have helped organise and run intra sports competitions.					
Children throughout the school have run at least once a week.					
Most of our year six children participated in Bikeability and some are now riding to school.					
					Year six children completed – 22 achieved level 2

	school once they have passed their Bikeability training			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.2%
Intent	Implementation		Impact	£2500
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 ensure that all lessons and clubs have all the resources needed to be successful. Purchase school equipment to add to our school's diverse P.E. Curriculum including tablets to record performances and results. To purchase Youth Sport Trust membership Sports news board, website, newsletter, social media will be publicised and maintained throughout the year and updated to show the increase in sports events and activities. Letters and permission slips, kits and transport organised. Various pitch markings for new sports e.g. stoolball and grounds work	P.E. Subject Lead to ensure all appropriate equipment is safe and replace if needed; ensure we have proper equipment for our P.E. lessons and extra-curricular lessons Use these to participate in sport with schools in our locality; to keep up to date with latest initiatives. All sporting activities inside and outside of school to be shared with our school community and beyond; office staff to ensure all admin is completed for our children to participate in competitions Countrywide to maintain sports pitches and install markings (two football pitches, rounders, stoolball)	£2500	All appropriate equipment purchased including Frisbees for Ultimate Frisbee; basketballs; tennis equipment – to enable children to fully learn the skills to play different/new sports. <i>See details from Intent 5</i> Office staff completing all letters, newsletter, organisation of sports kit, permissions slips. Marking all in place for our sports fixtures to ensure the children played on correct pitches.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.6%
Intent	Implementation		Impact	£3900

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 further develop teachers by using a P.E. teaching expert from The Angmering Cluster including reviewing the intent and implementation of our P.E. curriculum.	PG to work with P.E. Subject Lead to review our P.E. curriculum. PG to work with five teachers over the year to improve aspects of their P.E. curriculum; there will be a focus on dance and bat and ball games.	£2000	PG worked with three teachers to enhance dance, invasion games (see teachers feedback) PG worked with ZPH to enhance our school's P.E. intent and curriculum; ZPH led staff meeting in November – focus on hands, heart and head.	
To develop gymnastics teaching and learning across the school	Seven teachers to work with a gymnastics coach to improve their confidence and knowledge of how to improve the learning of gymnastics across the school	£1900	Autumn term – four teachers worked with gymnastics coach to develop gymnastics teaching. Spring term – one teacher worked with gymnastics coach to develop gymnastics teaching. Spring term - four teachers worked with cricket coach for six weeks Summer Term – two teachers worked with gymnastics coach to develop gymnastics teaching.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
41.6%

Intent	Implementation	Impact	£7860
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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:
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<p>Give girls in KS2 the opportunity to develop their football skills in a club not dominated by boys; girls to have an opportunity to participate in matches intra and inter.</p>	<p>To embed a key stage two girls football club and pay for a coach for an after-school club for two terms</p>	<p>£800</p>	<p>Football club (yr 3 to 6) throughout the Spring & Summer Terms; girls participated in Brighton FC competitions; girls participated in mixed teams throughout the year.</p>	
<p>Children to experience different sports and improve their skills</p>	<p>To offer a children a range of extra-curricular sporting opportunities</p>	<p>£900</p>	<p>A multitude of free extra curriculum sporting clubs for our children including football, multi skills, netball, cricket, basketball, dance, striking & fielding, yoga, Fun Fitness.</p>	
<p>For children to be able to attend sports fixtures regularly (travel costs, teacher release).</p>	<p>School to hire minibus to assist with travel;</p>	<p>£2400</p>	<p>Autumn Term: eight football matches/tournaments; two hockey tournaments; one tag rugby tournament</p> <p>Spring Term: Two inter cross-country events; three running Cooperate Challenge Events; two tag rugby competition; one netball competition; two football competitions at Sussex FA (one girls/one mixed yr3/4); one indoor athletics competition; eight football matches</p> <p>Intra events – noodle hockey, football and cross-country.</p> <p>Summer term: six football matches (after school); two football tournaments; one rounders tournament; three cricket tournaments;</p> <p>Intra events - swimming gala, athletics, gymnastics</p>	

Every child to experience Forest School	Contribution to Forest School - During the year every child will participate in Forest School education based on outdoor learning, orienteering, science and geography	£3760	<p>Autumn Term: Oak and Ash class have had Forest School sessions for twelve weeks; Maple and Willow Class have attended for six weeks each</p> <p>Spring Term: Elm and Beech have had six Forest School sessions' Ash have continued their Forest School lessons during the term</p> <p>Summer Term: Rowan and Oak have had six Forest School sessions; Ash Class for five weeks</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.1%
Intent	Implementation		Impact	£2300
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>To participate in competitive sport; to learn about sportsmanship, resilience, perseverance.</p> <p>To experience sports in a different context e.g. Brighton F.C. Training Ground</p>	<p>To purchase affiliation to Midhurst Rother College P.E. initiatives</p> <p>To organise competitive sports activities for our locality – cross country, football, netball, cricket,</p>	<p>£300</p> <p>£2000</p>	<p>Autumn Term: children from year two to year six experienced eleven different competitive sporting fixtures (football, tag rugby and hockey).</p> <p>Spring Term: Two inter cross-country events; three running Cooperate Challenge Events; one dance festival; two tag rugby competition; one netball competition; two football competitions at Sussex FA (one girls/one mixed yr3/4); one indoor athletics competition; eight football matches</p> <p>Intra events – noodle hockey, football, cross-country and athletics.</p> <p>Summer term: six football matches (after school); two football tournaments; one rounders tournament; three cricket tournaments;</p> <p>Intra events - swimming gala, athletics,</p>	

Signed off by	
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Date:	14.7.2021
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