

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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 then transfer to the pool when school swimming restarts. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%
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 2023. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ? Please see note above	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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

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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 pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £17,120	Date Updated: July 2023		
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:	
			9%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Focus on physical activity and outside learning to help improve concentration and positive mental wellbeing. Have better physical health.	Offer of a range of activities within school hours and in after school clubs to try to ensure children take opportunities to be physically active. Children tracked across the year to try to engage as many children as possible in physical activity as a stimulus to encourage more regular physical activity.	£1,500	100% of KS2 children tracked as participating in at least one active opportunity either intra school competition, school sporting club, festival, or tournament. This is the highest percentage we have recorded and suggests not only a return to pre Covid data but improvements on it. 72% of boys and 72% of girls in KS2 taking part in an extracurricular club at school. This is also an improvement on recent years. 80% of boys and 91% of girls in KS2 participating in an out of school competition or festival. 89% of Y2 children participating in sports festival.	Continued tracking of pupils to continue engaging children with physical activity and encourage a lifelong love of activity and sport. Improved offer of activities and tracking of KS1 children within school. Build upon this data to encourage active playtimes and lunch hours also.

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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:
					26%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
<p>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:</p> <p>Focus on physical activity and outside learning to help improve concentration and positive mental wellbeing to feed into improving concentration and academic achievement. Through well organised and progressive planning the children will have sessions that enrich their learning through the use of outdoor activities.</p>	<p>Organised and timetabled blocked sessions for groups of children to experience outdoor physical activities and learning. Focus on inspirational and challenging outdoor activities such as bush craft and team building,</p> <p>Additional sessions to provide more stimulus and opportunities.</p>	<p>£4,520</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>All children from EYFS to Y6 have had a block of outside learning activities as well as additional sessions in spring and summer term.</p> <p>Children return from their session in our outside learning environment with improved personal skills, especially resilience and care for others.</p> <p>This has improved emotional regulation across the school and helped provide a calmer school environment for pupils to work in. Also, a keen engagement with the environment around us and how to better look after it. There is a shift in taking responsibility for our immediate environment and the wider world.</p>	<p>Continued timetabled sessions with progressive skills to ensure pupils continue to engage and improve their ability to enjoy learning in a physical and active way. Continued focus on 'soft' skills also.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

23%

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:
Clearly planned, organised and well delivered lessons that allow the children to progress their skills and experiences in PE and sport.	Teaching alongside trained sports coaches to gain from their experience. Membership of real PE platform to allow for access to well defined progressive lesson plans. They also provide opportunities for CPD across the platform.	£4000	All staff are happy to teach PE and are invested in making sure that the pupils make progress. They use resources and ask for advice to ensure that lessons are progressive and engaging. Assessment feeds into future plans.	Build upon this confidence with more staff taking opportunities to further their development and take more opportunities in CPD.
	Membership of Mid Sussex Active (MSA) allows access to CPD in areas of PE that staff which to develop their confidence, knowledge and skills.			

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

23%

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:
A wide variety of sports and activities available to pupils so that everyone can take part in an activity that they enjoy.	Focus on offering different activities through MSA membership. Use tracking to encourage children to try different activities from previous years. Focus on Friday lunchtime to offer archery as an option. Extra swimming on top of lessons already provided to improve water confidence and ability to swim for group of Y5 and Y6 children.	£3800	Wide range of sports offered within school during PE lessons through improved staff confidence. Pupils have the opportunity to experience a range of sports within school PE lessons which allows them to take their interests further either at school in clubs or in sporting clubs in the local area. It also means they have experienced a range of sports before transition and are confident in their ability to try different sports. Sports offered include the traditional sports as well as for example seated volleyball, handball, ultimate frisbee, dodgeball. Pupils more likely to have discovered a sport that they enjoy with this range of activities. Festivals such as badminton and golf have widened the offer of sports available to pupils. Archery club on Friday lunchtime popular.	Continue to use MSA membership to improve sporting options. Continue to use Friday lunchtime club as an alternative sporting club.

Percentage of total allocation:

Intent	Implementation	Impact	Sustainability and suggested next steps:
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Opportunities for high level competition against other local schools to allow challenge for those with particular skills in certain sports and activities.	Competition entries into tournaments for the most able at a variety of sports eg football, netball, cross county, athletics, cricket.	£3300	73% of Y6 children and 67% of Y5 children have represented the school at a competitive sporting event this academic year. All the children have learned that it takes good teamwork and hard work in order to succeed.
Improve competitive opportunities within school for a wider range of children.	Range of intra school competitions to engage children during Friday lunchtimes eg football, girls football, basketball.		Continued MSA membership to provide opportunities for access to competitive tournaments.
Build resilience.		Intra school competitions have seen improved resilience and greater teamwork within KS2 children where the focus was placed.	Build on Friday lunchtime intraschool competitions by providing timetable for a wider range of activities across the school.

Head Teacher:

Matthew
13/07/23

13/07/23

Subject Leader: A. T. Dunsby

13/07/2023

Governor:

Date: 13/07/2023