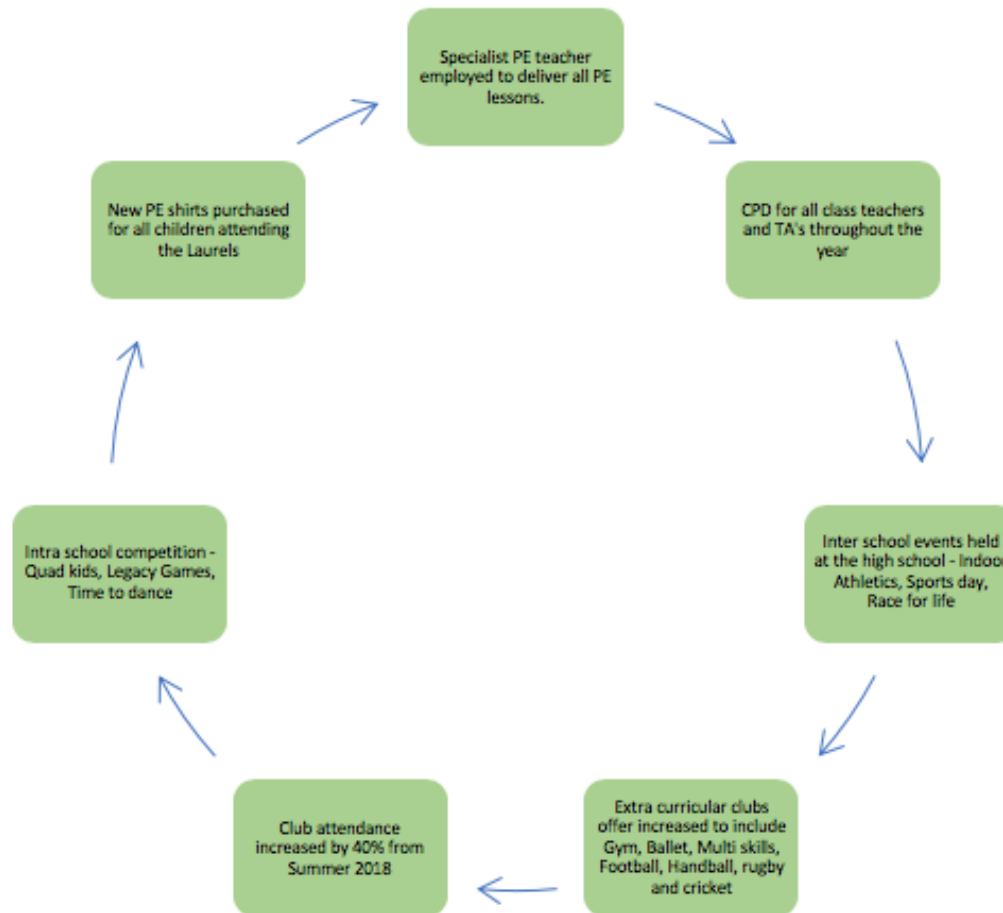


# The Impact of the Primary PE Sport Premium 2018 - 2019







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:   |
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| <ul style="list-style-type: none"> <li>● Legacy leaders involved in WSSA meetings &amp; challenges in school.</li> <li>● More children participating in afterschool sports clubs.</li> <li>● All children taking part in the daily mile.</li> <li>● Participation rates in gymnastics, dance, festivals and athletic events have risen.</li> <li>● Sports premium grant used to recruit a sports coach.</li> <li>● Swimming ability has significantly improved by moving swimming lessons to year 5 from year 3</li> <li>● Specialist sports teacher for staff CPD and active after school clubs.</li> </ul> | <ul style="list-style-type: none"> <li>● Daily sports activity – build in ‘maths of the day’ (physical challenges) in addition to a regular mile run throughout the week.</li> <li>● Active playtimes – to develop sports leaders to help run sports games a few times a week in play times.</li> <li>● Develop the playground areas to facilitate play.</li> <li>● Ensure children have the opportunity to attend a sports club outside of school.</li> <li>● Appropriate PE kit for all children when taking part in PE lessons and other sporting activities.</li> <li>● Increase in active clubs available.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:           |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?       | 81% children in Y6 could swim proficiently. |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 76% children in Y6 could swim proficiently. |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?                               | 81% children in Y6 could swim proficiently. |

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?

Not this academic year.

## 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.

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| <b>Academic Year:</b> 2018/19   | <b>Total fund allocated:</b> £17,239.20  | <b>Date Updated:</b> July 2019   |  |  |
| <b>Key indicator 1:</b> 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:<br>11%   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps: |
| All children to participate in 30 – 60 active minutes every day, with the understanding that it is vital for their own personal health and wellbeing and part of having a healthy lifestyle.  | <p>Daily sports activity – physical challenges across the curriculum in addition to a regular mile run throughout the week.</p> <p>Active playtimes – to develop sports leaders to help run sports games a few times a week in play times.<br/>New playground equipment purchased - Balls, frisbee, rebounder nets, bats, balls, skipping ropes, bean bags</p> <p>Develop the playground areas to facilitate play through new/improved playground equipment.</p> <p>Ensure children have the opportunity</p> | <p>£1500</p> <ul style="list-style-type: none"> <li>WSSA funding</li> <li>500</li> </ul> | <p>Children are timetabled two 1 hour sessions of PE a week, one indoor and one outdoor. On those days children receive over 60 minutes of physical activity.</p> <p>More children engaged in active play.</p> <p>Children more active after school. More participation outside of the PE curriculum. Increase of 40% of children participating in</p> | Continue in 2018/19                      |

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|  | to attend a sports club outside of school.<br><br>Wake up shake up / active brain breaks to be introduced.<br><br>New equipment  |  | extracurricular clubs<br><br>KS1 classes are using active brain breaks during lesson time to build in more active minutes into the day.  |   |
| <b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>  |  |  |  | Percentage of total allocation:<br><br>5%   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:  |
| The profile of PE and sport to be raised across the school so that children can give themselves a personal sporting challenge and are aware of how to live a healthy active lifestyle. | Wake up shake up / active brain breaks to be introduced.<br><br>Celebration assembly to celebrate children's individual and collaborative sporting achievements.<br><br>Social media – twitter, Facebook, school website to promote PE.<br><br>Develop the playground areas to facilitate play.<br><br>Allocate sports leaders throughout KS2.<br><br>KS1 to use a broad range of children to support others in lessons – give responsibilities. | £800<br><ul style="list-style-type: none"> <li>• New equipment</li> <li>• Prefect badges.</li> </ul> | Children are active for at least 15-20 minutes a day with their class. This contributes to our 30-60 active minutes a day.<br><br>Profile of PE is raised by celebrating sports both within and outside school.<br><br>New resources will engage the children in a range of sports during playtimes not solely in PE lessons.<br><br>Children in Y6 have worked with younger classes | Continue to celebrate regularly on social media – twitter, Facebook, school website and in celebration assembly to promote PE.<br><br>Celebrate children participating in clubs and competitions outside of school.<br><br>Increased involvement in league competitions. (Aim for 2020) |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |   |  |   | Percentage of total allocation:   |
|  |   |  |   | 63%   |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>  | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>   |
| To employ a PE specialist to develop the PE curriculum across the school to ensure that all staff are confident in teaching and assessing in a range of different areas. | <p>Sports specialist teacher from DMAT to lead PE lessons across the school and to develop staff CPD</p> <p>Attend PE conference to learn about developing active lessons (cross-curricular PE).</p> <p>Staff audit and discussion of confidence in sports.</p> | <p>£11,200</p> <ul style="list-style-type: none"> <li>• Sports specialist teacher.</li> <li>• PE conference</li> </ul> | <p>Sport coach will raise the profile of PE throughout the school, showing that we want to succeed and do well in competitions.</p> <p>Higher quality PE lessons being delivered meeting whole school targets for activity levels.</p>  | <p>Continue next year.</p> <p>Develop a staff audit to survey staff perceived strengths and areas of development.</p>   |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |   |  |   | Percentage of total allocation:   |
|  |   |  |   | 20%   |
| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>  | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>   |
| Continue to offer a range of activities both within and outside the curriculum in order to get more pupils involved and increase the diversity of clubs on offer.        | <p>Bikeability booked in for year 6 children.</p> <p>Swimming lessons for Y4 &amp; Y5.</p> <p>Top-up swimming lessons for Y5 &amp; 6 (6 weeks)</p> <p>Y4 residential.</p> <p>Y6 residential.</p> <p>Time to shine - Sussex cricket</p>                          | £1700  | <p>Children more engaged in a broader range of sports e.g. cycling, swimming, OAA, scootering etc.</p> <p>Indoor athletics, Sports day and Race for life events held at the High school with access to a wider range of resources and facilities (led by sports captains from year 10)</p> <p>Sussex coach worked with year 4 and 5 over a period of 6 weeks ending in a class based lesson about cricket</p> | <p>Balanceability book in for year 1 children in 2019/20.</p> <p>Consider scooter skills club (purchase school scooters).</p> <p>Work further with Premier to offer taster sessions for sports children would not normally receive.</p> |



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| <p>Places offered for new clubs for PP children.</p> <p>To increase % of children taking part in extra-curricular sports targeting non-participation and disadvantaged.</p> <p>Ensure sports equipment is available for all sports</p> | <p>Outdoor project launched forest school type club.</p> <p>Handball, basketball clubs run throughout the year</p> <p>Regular check made of current equipment - replaced and replenished where needed according to curriculum map. Equipment can be borrowed from DMAT.</p> | <p>870</p>  | <p>Laurels got talent - Showcasing the range of extra curricular sport within the school;</p> <p>Participation has increased by 40% of children now attending an active club.</p> <p>All children able to receive high quality PE lessons using the correct equipment which was in working order.</p>                              | <p>Further develop the extra curricular clubs available taken by qualified coaches - Football and Gymnastics already booked. Cheerleading, archery and tri golf being investigated.</p> |
| <p><b>Key indicator 5: Increased participation in competitive sport</b></p>  |   |   |  | <p>Percentage of total allocation:</p>  |
|  |   |   |  | <p>1%</p>   |
| <p>School focus with clarity on intended <b>impact on pupils:</b></p> <p>To raise the amount of children responding positively to and participating in competitions.</p>   | <p>Actions to achieve:</p> <p>WSSA funding to take part in our local competitive sports (intra-school)</p> <p>Inter-school competitions (football at playtimes, any children can participate!)</p> <p>Sports day (Inter-school competitions.)</p>                           | <p>Funding allocated:</p> <p>WSSA – as above.</p> | <p>Evidence and impact:</p> <p>Children have opportunities to take part in a range of competitive sports through our membership with the WSSA.</p> <p>100% of children in KS1 have taken part in intra school Quad kids and legacy games events held at local schools. Smaller groups have taken part in gymnastics and dance.</p> | <p>Sustainability and suggested next steps:</p> <p>Maintain membership to the WSSA in future years.</p>   |

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| <p>To ensure all children are able to get to events</p> | <p>Access to DMAT minibus</p> | <p>600<br/>Hire of hall/field<br/>PE leader<br/>Director of sport<br/>time</p> <p>350</p> <p>20p per mile<br/>plus payment to<br/>driver where<br/>needed</p> | <p>31% of KS2 children took part in the Legacy games competing in track and field, Cricket, Rounders, Boccia and Handball.</p> <p>100% of KS2 children took part in the indoor athletics competition lead by DMAT sports leaders - Events included problem solving, football and track and field events. This took place at DMAT</p> <p>Annual school sports day and Race for life allowed competitive and noncompetitive opportunities for children to challenge themselves and against other children.</p> <p>Time to dance - Competition</p> |  |
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