

Evidencing the impact of the Primary PE and Sport Premium 2022/23



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£3,201.00
Total amount allocated for 2021/22	£17,975.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5,000.00
Total amount allocated for 2022/23	£11,587.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£12,000.00

Swimming Data

Please report on your Swimming Data below.

<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 then 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 2023.</p> <p>Please see note above</p>	30%
<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>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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>	Yes/No

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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.

Key achievements to date until July 2023:

- We have achieved and maintained a full timetable of extra-curricular sports clubs in a wide variety of different sports on offer across KS1 and 2.
- We have had a high number of PP and SEND children attending sports clubs regular, funded by the SP.
- We continue to take part in the Sussex School Games competitions which a high number of children participate in.
- Summer Sports Day organised and well supported by the local community. Our Sports Leaders (Y5 and 6) helped to explain, demonstrate and run sports day.
- The PlayMaker Award (Young Sports Leaders) has been completed by our Year 5 and 6 sports leaders. They achieved the qualification and have completed sports leadership activities by running games and competitions on the KS1 playground during break and lunch times. They have a bank of games and activities to take with them into their next year group, and Year 6 can use this as part of their Young Sports Leader qualification in KS3.
- Increased the amount of physical activity in the school day during non-PE lessons – active brain breaks inside and outside of the classroom, sensory circuits and more games and sports lead during break and lunchtime play.
- Engaged with as many competitions as possible through School Games Partnership. We have attended netball, athletics, football, cross country and dance competitions with a range of KS2 children. Some of these events have been festivals, where children that usually would not have the opportunity to participate in sports have been able to try something new.
- We are aiming for the Silver School Games Mark award thanks to our participation in competitions and engagement of PP and SEND children in physical activity.
- Purchased new playground equipment for the KS1 and KS2 PlayMakers to ensure they can deliver active and purposeful break times across the school.
- Purchased a range of new sports equipment to ensure curriculum PE lessons can be taught to a high standard.
- Maintained an excellent relationship with organisations such as Albion in the Community. This year they have supported us through ‘Gully’s Health Squad’ – their new school-based health programme, delivered by a team of expert nutritionists and health improvement coaches which delivered activities/challenges based around nutrition, wellbeing and keeping active over a 10 week programme.
- Yoga now delivered across the school, during curriculum PE time, for one year group each half term thanks to SP funding.

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Academic Year: 2022/23	Total fund allocated:	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				
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:
Develop a more active school with greater emphasis on active learning.	<p>Use School Games ‘Heatmap’ tool with a chosen KS1 and KS2 class to assess how much active learning is completed in school. Use these findings to find subjects where more active brain breaks need to be given.</p> <p>Teacher’s now introduced to and using other ‘active brain break’ website (instead of 5-a-day) eg: GoNoodle, cosmic kids, Jack Hartman, Just Dance, The Learning station and Danny Go!</p> <p>Playground marking to be used by Jays, Facons and KS1 as brain break activities. Jays, Falcons and EYFS now have new outdoor areas and scooters bought for them.</p> <p>PE lead to attend Active Sports meetings and choose active strategies used in other schools to introduce into our school.</p>	<p>Free</p> <p>Free</p> <p>Paid for by TPA</p> <p>Scooters - £350.86</p> <p>Free (Paid for previously by SP)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Most children can identify that they are having ‘active brain breaks’ in lessons. This was talked about lots in assemblies this academic year. - Teachers have reported an increase in children’s concentration after active breaks. - Lots of outdoor learning where physical activities like walking, digging and climbing are included. - KS1 and ASC children use the playground markings as active brain breaks regularly. - Key KS1 children using ‘sensory circuits’ four mornings a week. <p>Impact:</p> <ul style="list-style-type: none"> - Children are more engaged in lessons. - Children enjoy the activities. - Learning is more effective. - Key KS1 children using ‘sensory 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Teachers, to continue using brain break websites as they are free to use and easy to access. - All outdoor areas are now ready and in place to be used all year round. - Good quality scooters researched and bought so they will last longer. <p>Next steps:</p> <ul style="list-style-type: none"> - Choose another year group to heat map. - Continue to monitor active brain breaks to ensure they are happening in all classes consistently. - Ensure there are enough members of staff available to keep the sensory circuit running.

	Encourage a greater amount of outdoor learning opportunities within the curriculum. Encouraging teachers to make the most of outdoor areas.	After school, Free	circuits' have come back into class far more settled and ready to learn due to an active start to the day.	
Engage vulnerable/ less active/ demotivated children in wider sporting opportunities.	<p>Continue to work with the Albion in the community premier league primary programme (Gully's Health Squad) which focusses on health, well-being and physical activity. Aim to involve KS2 less active and vulnerable children in this (to be chosen by class teachers).</p> <ul style="list-style-type: none"> - Programme provides KS2 children with 10 sessions on promoting healthy an active lifestyles each week for 10 weeks. - Children participate an in school and after school session each week. Parents are involved too. - Feedback given to AITC at the end of the 10 weeks. - Whole school participation within assemblies (one at the beginning and one at the end of the 10 weeks) - Children invited to attend a Gully's Health Squad celebration day at the Amex at the end of the course. 	Free (paid for by the Premier League)	<p>Evidence:</p> <ul style="list-style-type: none"> - Children and parents have enjoyed and participated in healthy eating, well-being and activity sessions. - Feedback from parents has been positive around the children's enjoyment and learning about healthy lifestyles. - Some children from the club have gone on to participate in other active after school clubs such as cricket. - Pupil voice has shown that children in KS2 have said they enjoyed their active sessions and would like to do them again next year. <p>Impact:</p> <p>Children are talking about healthier choices as a result of the sessions.</p> <p>Some children (who would not usually be actively involved in sports clubs) have gone on to participate in other active after</p>	<p>Next step:</p> <ul style="list-style-type: none"> - Re-book Gully's health squad, or other AITC programme such as Primary Stars, to come back in next year. - Include children suggested to be targeted this year in sessions as well as new children.

			school clubs such as cricket.	
Encourage more active play during break and lunch times for a wider range of children in the school.	<p>'Fresh Air Fitness' outdoor gym equipment to be put on rota to ensure all KS2 children can use playground.</p> <p>Playground equipment bought for PlayMakers. Equipment is now matched to the activities being delivered.</p> <p>PlayMakers trained and rotas put in place to ensure they are supporting and promoting active</p>	<p>PlayMakers equipment – £281.36</p> <p>£159 for PlayMakers Award</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - A range of children across KS2 use the regularly during play times. - MDSAs and LSAs have said that a while range of children are using the equipment including those who often did not engage in active play. - Playground equipment is often used by our nurture group in the afternoon which has a high number of PP, SEND children who are less active. - Sports/ physical games and activities are set up and delivered at playtimes. - Lunchtime behaviour improves when children are involved in structured activities. - Leadership skills are increased for sports leads (Year 5 and 6s). <p>Impact:</p> <ul style="list-style-type: none"> - Children previous inactive during playtimes joining in more often with physical activity. - More SEND and PP children involved in sports during playtimes. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Now the equipment has been set up it will need only a small cost to ensure ongoing safety of the equipment over time. - KS2 children know how to use the equipment and the rules around keeping it fresh and safe. - Equipment will be able to be used for years to come. <p>Next steps:</p> <ul style="list-style-type: none"> - Work with MDSAs to create games with the new equipment (eg. The 3 hooped post). - Train the sports leads to run these games under the supervision of the MDSAs. - Train sports leads using the 'Sports Leadership Award' that they can continue to develop in KS3.

			- Children are enjoying break times more.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Further raise the profile of sport in the school.	<p>Celebrate all sporting achievements in school through assemblies and newsletter posts. Sports leaders to write some of the posts and present award.</p> <p>Celebrate sporting achievements achieved in the wider community, eg, sports clubs.</p> <p>Take photos of PE lessons and sporting events and display them in the sports hall and in newsletter posts.</p> <p>Arrange sports day where children can engage in a range of sporting activities.</p> <p>Help children to understand and identify the sporting activities that</p>	<p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Awards and certificates given to children in assemblies after completing tournaments and competitions. - Achievements from outside of school celebrated in assemblies. - Lessons to encourage healthy lifestyles taught in PE and PSHE. <p>Impact:</p> <ul style="list-style-type: none"> - Children have a greater knowledge of the sporting activities taking place in and outside of school. - Sport has a high and positive presence within the school and is featured in newsletters 	<p>Sustainability:</p> <p>All free</p> <p>Next step:</p> <ul style="list-style-type: none"> - Continue to do all of these things next academic year. - Continue to maintain the focus on ensuring the children know when they are completing exercise and encouraging them to track their 30 minute minimum of active activities. Have regular assemblies to highlight this.

	<p>they are doing in school and outside of school (eg. active brain breaks, PE lessons, clubs, sports weeks, walk to school). This will be done through assemblies and teachers identifying and telling the children.</p> <p>Participate in walk to school week and make this a focus in assemblies. Teach children about the benefits of walking to school and daily out of school exercise.</p> <p>Hold assemblies to help children recognise that they are doing at least 30 minutes of exercise every day, including things that they are doing before and after school. Recognise these achievements in assemblies.</p> <p>PE lead to write the sports premium report and publish this on the school website to ensure the wider community's knowledge of how the funding is being spent.</p>	<p>Free</p> <p>Free</p> <p>See below</p>	<p>and on the website.</p>	
<p>Release PE lead approximately once every half term to monitor and develop PESSPA across the school. PE lead to attend competitions throughout the year.</p>	<p>PE lead to be released from class at least one day per half term.</p> <p>PE lead to attend meetings with other PE leads in Brighton and Hove.</p> <p>PE lead to attend competitions with</p>	<p>Free – after school</p> <p>HLTA to cover most time out.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - PE lead able to attend the all school sports meetings. - Children attended a range of competitions this academic year including dance, netball, football, athletics, cross-country. 	<p>Next steps:</p> <ul style="list-style-type: none"> - PE lead to ensure that time is still regularly given to support with leading PE. - PE lead to ensure that PE curriculum and resources are kept up to date.

	<p>children.</p> <p>PE lead to monitor and assess the teaching of PE across the school.</p> <p>PE lead to organise sports week.</p> <p>PE lead to ensure that we reach the standards for and then apply for the School Games Mark Award.</p> <p>PE lead to write newsletter posts about PE and sporting competitions.</p> <p>PE lead to research and write the Sports Premium report.</p>		<p>- A number of newsletter articles have been written for the wider community to read.</p> <p>- We are aiming for the Silver school games mark this academic year.</p> <p>- Sports week included a number of intra school activities and sports day was a whole school success.</p> <p>- PESSPA report written.</p> <p>Impact:</p> <p>- Children will have a better PE curriculum throughout school and will be able to access a greater variety of sports at a higher level.</p> <p>- Staff feel confident teaching the new PE scheme.</p>	
<p>Ensure children have sufficient equipment to participate effectively in all curriculum PE.</p>	<p>PE lead to purchase equipment that is needed to enable children to participate in PE lessons and clubs.</p> <ul style="list-style-type: none"> • Bean bags • Quoits • Skipping ropes • KS1 balls • Footballs • Vortex howlers • Handballs • Sports day stickers • Let's Dance equipment 	<p>Total equipment spend:</p> <p>£708.93</p>	<p>Evidence:</p> <p>- Children are able to participate in a wide range of sports effectively with appropriate equipment.</p> <p>Impact:</p> <p>- All children able to participate in PE without needing to taking turns.</p> <p>- Pupils are able to participate in the new sports offered within the new PE curriculum due to the new equipment.</p> <p>- Sports such as handball can</p>	<p>Sustainability:</p> <p>Most equipment will be long lasting if looked after properly.</p> <p>Next step:</p> <p>- Continue to ensure that equipment is up to standards and there is a sufficient quantity of it.</p> <p>- Equipment to look into purchasing in the 2023/24 academic year:</p> <ul style="list-style-type: none"> - Netballs - New sports kits to wear

			now to taught as part of the curriculum due to having the correct equipment.	to tournaments - Sport kit for teachers - Tidy sports cupboard and ensure that it stays tidy and that equipment is kept in cupboard instead of around the school.
Ensure all children can reach the 25m requirement at the end of KS2.	Sports lead to book 6 weeks for catch up swimming sessions in term 6 to enable children who have not yet reached 25m in Year 6 to try to achieve it through more intensive sessions.	Swimming teacher £456.00 Pool hire – £630 (This excludes Year 3 statutory swimming).	Evidence: - Children attended swimming for the summer term. Impact: - Children would have increased water confidence and water safety skills.	Next step: - Continue to provide catch-up swimming session for Year 6's. - Look at other KS2 year groups other than Y3 going swimming.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Develop the PE curriculum to ensure it is progressive for all year groups and covers a range of sporting activities.	PE Hub subscription put back in place as not renewed since 2021/22. Teachers reminded where planning is and how the website can be accessed. PE lead to be given time out of	PE Hub subscription £498.75	Evidence: - All teaching staff are now trained in the PE scheme. - All teachers are now using the new PE scheme for all PE lessons and using the progressive planning between year groups. - Pupil voice has shown that children enjoy PE lessons and that	Sustainability: - PE Hub soon to be replaced with new scheme used by TPA. Next step: - Continue to change and monitor KS2 PE lessons. - PE lead to familiarise themselves with new scheme.

	<p>class to observe the new PE scheme of work in use.</p>	<p>(See supply cost above)</p>	<p>they get harder throughout year groups.</p> <ul style="list-style-type: none"> - Teacher voice has said that the scheme is easy to use and follow but units needed moving around which has now been done. - Teacher and pupil voice in KS2 showed that they would like longer spent on each sport (rather than changing each half term). <p>Impact:</p> <ul style="list-style-type: none"> - Children are now receiving progressive PE lessons. - Teachers feel more confident teaching key skills in PE areas they are less familiar with as these are all explicitly explained in the planning. 	<ul style="list-style-type: none"> - PE lead to continue to monitor PE lessons through learning walks, pupil and staff questionnaires. - After completing lesson observations and questionnaires monitor planning and see if any adaptations need to be made. - Develop an assessment scheme for PE.
<p>Ensure that CPD is provided to staff who will benefit from it most. (Staff who ask for CPD in questionnaire or staff watched in PE learning walks that need support)</p>	<p>Yoga introduced into curriculum time PE for all children (one half term per year group) to help with children's well-being and teacher's CPD in this area.</p> <p>PE lead to work with staff to choose who needs and will benefit most from team teaching and CPD in PE. Staff to think about their areas of expertise in PE teaching and areas they are less confident in.</p>	<p>Yoga £3,850 (this includes after school yoga too)</p> <p>See supply costing</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children and staff enjoying yoga sessions. - helped with well-being and relaxation especially around SATs for Y6. - Teachers reporting they would feel more confident in teaching yoga through observing the sessions. <p>Impact:</p> <ul style="list-style-type: none"> - All children I the school now have the opportunity to access yoga paid for by SP. - Children have received high 	<p>Sustainability –</p> <p>Effective way to spend the SP funding to ensure high quality teaching.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Continue with curriculum yoga offer in academic year 23/24. - PE lead to continue to work alongside and support staff with the teaching of PE.

			quality yoga sessions taught by professionals.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
<p>Maintain a full timetable of extra-curricular clubs in a range of sports. (2022/23 school year)</p> <ul style="list-style-type: none"> - Provide children with a range of sporting opportunities. - Provide children with a greater understanding of health and wellbeing. - Engage a wider number of children in sport provision. - Encourage children to take part in these sports outside of school. 	<p>PE lead to work with Sports Lead to find out which sports clubs children want to participate in this year. Go back over which were successful previously and which were poorly attended.</p> <p>PE lead to find and liaise with these clubs.</p> <p>Clubs to be paid for by sports funding to allow all to attend.</p> <p>Autumn 1:</p> <ol style="list-style-type: none"> Football club (KS1) (1 hour) – Attended by 12 children. 1 girl, 11 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL. Football (KS2) (1 hour) – Attended by 11 children. 3 girl, 8 boys. 3 SEND. 0 EHCP. 4 PP. 6 EAL. Multi-sports (KS1&2) (1 hour) 	<p>Yoga £3,850 (this includes curriculum yoga too)</p> <p>Basketball/KS2 football/cricket £1,855.63</p> <p>KS1 football (paid for by pupils)</p>	<p>Evidence</p> <ul style="list-style-type: none"> - Weekly registers of attendance - Children participate in a higher amount of sports clubs - A high number of SEND children attend clubs - A high number of PP attend clubs - A high number of EAL children attend clubs - Positive pupil voice with many asking if clubs will be on again next year/ term. <p>Impact</p> <ul style="list-style-type: none"> - Children now enjoy a range of different clubs - Children can choose from a range of different clubs and learn their preferences and may choose 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Develop a teacher-led sports club rota where each teacher runs a club for free for a sport without the sports premium funding. – Potentially have the teacher shadow a club for the first half term and then teach it themselves the second if they are not confident. (Also a next step). <p>Next step:</p> <ul style="list-style-type: none"> - Continue to provide a range of sports from a variety of outside clubs for the children to engage in. - Make links with local secondary schools and see if their sports leaders would be

	<p>Attended by 17 children. 11 girls, 6 boys. 6 SEND. 0 EHCP. 6 PP. 5 EAL.</p> <p>4. Yoga (KS2) (1 hour) – Attended by 15 children. 14 girls, 1 boys. 4 SEND. 0 EHCP. 11 PP. 1 EAL.</p> <p>5. Yoga (KS1) (1 hour) - Attended by 11 children. 16 girls, 4 boys. 3 SEND. 0 EHCP. 9 PP. 5 EAL.</p> <p>6. Dance (KS2) – Attended by 20 children. 7 girls, 4 boys. 1 SEND. 0 EHCP. 11 PP. 1 EAL.</p> <p>7. Netball club (Year 5/6) (1 hour) – Attended by 16 children. 16 girls, 0 boys. 4 SEND. 0 EHCP. 9 PP. 5 EAL.</p> <p>Autumn 2:</p> <p>8. Football club (KS1) (1 hour) – Attended by 13 children. 1 girl, 12 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.</p> <p>9. Football (KS2) (1 hour) – Attended by 13 children. 1 girl, 12 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.</p> <p>10. Multi-sports (KS1&2) (1 hour) Attended by 19 children. 12 girls, 7 boys. 6 SEND. 0 EHCP. 7 PP. 6 EAL.</p> <p>11. Yoga (KS2) (1 hour) – Attended by 11 children. 10 girls, 1 boys. 0 SEND. 0 EHCP. 3 PP. 4 EAL.</p> <p>12. Yoga (KS1) (1 hour) - Attended by 11 children. 7 girls, 4 boys. 2 SEND. 0 EHCP. 4 PP. 4 EAL.</p> <p>13. Dance (KS2) – Attended by 17 children. 14 girls, 3 boys. 2 SEND. 0 EHCP. 9 PP. 3 EAL.</p> <p>14. Netball club (Year 5/6) (1 hour) – Attended by 16 children. 16 girls, 0 boys. 4 SEND. 0 EHCP. 9 PP. 5 EAL.</p> <p>Spring 1:</p> <p>1. Multi-Sports (KS1&2) (1 hour) – Attended by 16 children. 9 girls, 7</p>	<p>Let's Dance £165.00</p> <p>All other clubs free</p>	<p>to join clubs outside of school based on these decisions.</p> <p>- Children have a greater self confidence in a range of sports which helps them participate in PE lessons.</p>	<p>interested in running any sporting after school clubs as training for the students to save some of the costs of clubs.</p> <p>-Possible Energy Club run by our PlayMakers as part of their award.</p>
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- boys. 6 SEND. 0 EHCP. 6 PP. 5 EAL.
2. **KS1 football club (1 hour)** – Attended by 10 children. 1 girls, 9 boys. 4 SEND. 2 EHCP. 3 PP. 5 EAL.
 3. **KS2 football club (1 hour)** – Attended by 9 children. 3 girls, 6 boys. 2 SEND. 0 EHCP. 3 PP. 4 EAL.
 4. **Yoga club (KS2) (1 hour)** – Attended by 10 girls, 1 boys. 4 SEND. 0 EHCP. 7 PP. 2 EAL.
 5. **Yoga club (KS1) (1 hour)** – Attended by 12 children. 8 girls, 4 boys. 1 SEND. 0 EHCP. 3 PP. 4 EAL.
 6. **Let's Dance (KS1 and KS2) (1 and a half hours)** – Attended by 40 children. 36 girls, 4 boys. 8 SEND. 0 EHCP. 20 PP. 4 EAL.
 7. **Netball (KS2)** - Attended by 21 children. 13 girls, 8 boys. 6 SEND. 2 EHCP. 9 PP. 4 EAL.
- Spring 2:
8. **Multi-Sports (KS1&2) (1 hour)** – Attended by 11 children. 5 girls, 6 boys. 4 SEND. 0 EHCP. 2 PP. 3 EAL.
 9. **KS1 football club (1 hour)** – Attended by 13 children. 1 girls, 12 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.
 10. **KS2 football club (1 hour)** – Attended by 25 children. 6 girls, 19 boys. 7 SEND. 1 EHCP. 10 PP. 8 EAL.
 11. **Yoga club (KS2) (1 hour)** – Attended by 12. 11 girls, 1 boys. 3 SEND. 0 EHCP. 6 PP. 2 EAL.
 12. **Yoga club (KS1) (1 hour)** – Attended by 11 children. 7 girls, 4 boys. 1 SEND. 0 EHCP. 5 PP. 4 EAL.
 13. **Let's Dance (KS1 and KS2) (1 and a half hours)** – Attended by 39 children. 35 girls, 4 boys. 8 SEND. 0 EHCP. 19 PP. 4 EAL.
 14. **Netball (KS2)** - Attended by 16

	<p>children. 9 girls, 7 boys. 6 SEND. 2 EHCP. 6 PP. 1 EAL.</p> <p>Summer 1:</p> <p>15. Cricket club (KS2) (1 hour) – Attended by 10 children. 4 girls, 6 boys. 1 SEND. 1 EHCP. 2 PP. 3 EAL.</p> <p>16. Football club (KS1) (1 hour) – Attended by 12 children. 2 girl, 10 boys. 4 SEND. 1 EHCP. 3 PP. 5 EAL</p> <p>17. Yoga club (KS2) (1 hour)– attended by: 11 children. 10 girls, 1 boys. 4 SEND. 0 EHCP. 6 PP. 1 EAL.</p> <p>18. Yoga club (KS1) (1 hour) – attended by: 13 children. 9 girls, 4 boys. 1 SEND. 0 EHCP. 4 PP. 4 EAL.</p> <p>19. Active for life (KS2) (1 hour) – Attended by 18 children. 11 girls, 7 boys. 5 SEND. 0 EHCP. 5 PP. 4 EAL.</p> <p>Summer 2:</p> <p>20. Cricket club (KS2) (1 hour) – Attended by 10 children. 4 girls, 6 boys. 1 SEND. 1 EHCP. 2 PP. 3 EAL.</p> <p>21. Football club (KS1) (1 hour) – Attended by 12 children. 2 girl, 10 boys. 4 SEND. 1 EHCP. 3 PP. 5 EAL</p> <p>22. Yoga club (KS2) (1 hour)– attended by: 11 children. 10 girls, 1 boys. 4 SEND. 0 EHCP. 6 PP. 1 EAL.</p> <p>23. Yoga club (KS1) (1 hour) – attended by: 13 children. 9 girls, 4 boys. 1 SEND. 0 EHCP. 4 PP. 4 EAL.</p> <p>24. Active for life (KS2) (1 hour) – Attended by 18 children. 11 girls, 7 boys. 5 SEND. 0 EHCP. 5 PP. 4 EAL.</p>			
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<p>Provide a greater number of KS1 clubs.</p>	<p>Continue the KS1 only Yoga club.</p> <p>Encourage more KS1 children to participate in the Lets Dance club.</p> <p>Introduce KS1 football club (teacher run)</p> <p>Use playmakers to run KS1 sports activities during break and lunchtimes with a multi-skills focus.</p>	<p>See above</p> <p>Free</p> <p>Free</p> <p>See above</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Weekly registers of attendance - Children participate in a higher amount of sports clubs - A high number of SEND children attend clubs - A high number of PP attend clubs - A high number of EAL children attend clubs - Positive pupil voice with many asking if clubs will be on again next year/ term. <p>Impact:</p> <ul style="list-style-type: none"> - KS1 children enjoying a range of sporting activities. - KS1 staff reporting that children are more confident during some PE lessons. - KS1 children more settled in afternoon lessons after participating in a lunchtime activities. 	<p>Next steps:</p> <ul style="list-style-type: none"> - Continue to fund the yoga club with the sports premium funding as it is very popular. - Continue to create other sporting opportunities for KS1 children next academic year. Football club. - Continue to encourage KS1 children to participate in Let's Dance club - Sports lead to liaise with universities/ 6th form colleges and secondary schools to continue to provide free lunch lunchtime clubs. -Possible KS1 Energy Club run by our PlayMakers as part of their award.
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Key indicator 5: Increased participation in competitive sport

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:
Taking part in the Brighton and Hove School Games	<p>PE lead to be given time out of class to enter, risk assess, organise transport for and go to inter-school competitions with sports teams.</p> <p>West Blatchington to sign up for relevant competitions in the Brighton and Hove school cluster and school games.</p> <p>Transport to tournaments</p> <p>Football tournament entry fees</p> <p>PE lead to enter children into a range of sports tournaments, competitions and festivals over the year.</p> <p>These tournaments are different levels:</p> <ol style="list-style-type: none"> Higher – competitions for children that have developed skills in a particular sport and have been selected to compete in competitive 	<p>Supply budget accounted for above.</p> <p>£150</p> <p>£369.75</p> <p>£50</p> <p>Cost accounted for above.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - A range of children from very sporty to not confident in sports have taken part in a range of sports events over the year. - High number of PP children have taken part in sports competitions and events. - Year 3, 4, 5 and 6 children have had opportunities to compete in inter-school sports competitions. <ol style="list-style-type: none"> Cross country Netball Athletics Dance <p>Festivals –</p> <ol style="list-style-type: none"> Hockey Netball <ul style="list-style-type: none"> - Results have been published in newsletters and assemblies. - Children have commented on how much they have enjoyed playing against other schools. - Staff have been proud of the commitment and behaviour of 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Time out of class to prepare is little as long as the SP funding continues. <p>Next steps:</p> <ul style="list-style-type: none"> - PE lead to find more KS1 competitions. - PE lead to liaise with local schools to increase the amount of competitive sporting events additional to the Brighton Cluster events. - Possible use of Mini buses to bring the cost of transport down

	<p>tournaments in that sport. There are results, winners and pathways.</p> <p>2. Aspire – festivals and competitions about participation aimed to inspire children to come back to a club in our out of school in the sport completed in the festival/ competition.</p> <p>3. Inspire – These are purely about participation, giving children a safe environment to try something fun and new. These events focus on multi skills and there are no winners.</p> <p>PE lead to choose children appropriately for each sporting event, with the help of class teachers, SENCO and SLT. This ensures that children who do not like/are not confident in competing in sport are able to take part in a range of new and different physical activities.</p>		<p>children when attending inter-school competitions.</p> <p>Impact:</p> <ul style="list-style-type: none"> - A range of children has competed in inter-school competitions. - Children are building emotional resilience to the challenges faced when participating in competitive sport. - Children have learnt new skills - Children have had opportunities to work with coaches from across the city. 	
<p>Provide a greater number of opportunities for children to participate ‘friendlies’ with local schools as well as intra school competitions.</p>	<p>PE lead to organise more friendly practise matches with local schools.</p> <p>More competitions between teams and year groups. Base this on learning taken place in similar year groups (eg. if both are doing</p>	<p>Supply budget accounted for above.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children have competed in intra-school sports competitions in KS2. - Children have commented on how much they have enjoyed competing. - Friendly competitions, with local schools, have taken place with 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Currently done a lot by PE lead. More could be done within year groups and partner classes to make this more sustainable (see next step). - school council taking a lead on

	<p>basketball/ football/ rounders).</p> <p>PE lead to organise competitions with different year group teachers.</p> <p>PE lead to work with sports leads to manage and judge/ referee the competitions.</p> <p>PE lead to work with sports leaders to ensure that there is sufficient equipment for competitions to take place.</p> <p>PE lead to work with sports leaders to promote the outcome of intra-school competitions in assemblies, newsletter and website posts.</p> <p>A higher number of lunchtime competitions to be run on the field.</p>		<p>Netball and Cricket</p> <p>Impact:</p> <ul style="list-style-type: none"> - Some children in the school have been able to compete in competitive sport. - Children are building emotional resilience to the challenges faced when participating in competitive sport. 	<p>this.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Increase the intra-school competitions and events throughout the year so that these are not predominantly in the summer term. - Create a system where year group teachers can take charge of competitions within and between year groups.
<p>Maintain the Gold Schools Game Mark</p>	<p>PE lead to re-apply for the School Games Award.</p> <p>PE lead to ensure that we meet the requirement for the Silver School Games Award (see website for this year's guidelines).</p> <p>Teacher to use tools on school games mark website to ensure sport is completed by children</p>	<p>Free</p>	<p>Evidence</p> <ul style="list-style-type: none"> - re-applied for School games after 2 years of it being frozen, and successfully achieved it. - Took part in the evaluation of sports completed at our school on the Sussex School Games website which has given us a roadmap for next academic year. 	<p>Sustainability:</p> <p>Continue to provide time and opportunities for sports lead and children.</p> <p>Next steps:</p> <p>Re-apply for and achieve the Gold School Games Award in the 2023/24 academic year.</p>

	across key stages by all children.			
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Signed off by	
Head Teacher:	Russell Brentnall
Date:	17.07.23
Subject Leader:	Louise Hope
Date:	07.07.23
Governor:	Matt Parsons
Date:	17.07.23