



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

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# **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**

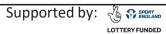
Please report on your Swimming Data below.

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?  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	30%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	<mark>Yes/</mark> 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.

# 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.













Academic Year: 2022/23 Total fund allocated: Date Updated: **Key indicator 1:** The engagement of all 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 Make sure your actions to achieve **Funding** Evidence of impact: what do Sustainability and suggested what you want the pupils to know are linked to your intentions: allocated: pupils now know and what next steps: and be able to do and about can they now do? What has what they need to learn and to changed?: consolidate through practice: Use School Games 'Heatmap' tool Sustainability: Develop a more active school with Free Evidence: Teachers, to continue using greater emphasis on active learning. with a chosen KS1 and KS2 class to Most children can identify that assess how much active learning is they are having 'active brain brain break websites as they breaks' in lessons. This was completed in school. Use these are free to use and easy to talked about lots in assemblies findings to find subjects where access. more active brain breaks need to this academic year. All outdoor areas are now - Teachers have reported an ready and in place to be used be given. increase in children's all vear round. Good quality scooters Teacher's now introduced to and concentration after active Free using other 'active brain break' researched and bought so they breaks. website (instead of 5-a-day) eg: Lots of outdoor learning where will last longer. GoNoodle, cosmic kids, Jack physical activities like walking. Hartman, Just Dance, The Learning digging and climbing are included. station and Danny Go! Next steps: KS1 and ASC children use the Choose another year group to Playground marking to be used by playground markings as active heat map. Paid for by TPA Jays, Facons and KS1 as brain break brain breaks regularly. Continue to monitor active activities. Jays, Falcons and EYFS Key KS1 children using 'sensory brain breaks to ensure they are Scooters circuits' four mornings a week. now have new outdoor areas and happening in **all** classes £350.86 scooters bought for them. consistently. Ensure there are enough Impact: PE lead to attend Active Sports Children are more engaged in members of staff available to Free (Paid for meetings and choose active keep the sensory circuit essons. previously by strategies used in other schools to Children enjoy the activities. running. SP) Learning is more effective. introduce into our school. Key KS1 children using 'sensory













	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/	Continue to work with the Albion in	Free	Evidence:	Next step:
demotivated children in wider	the community premier league	(paid for by the	- Children and parents have	- Re-book Gully's health squad,
sporting opportunities.	, , , , ,	Premier	enjoyed and participated in	or other AITC programme such
	Squad) which focusses on health,	League)	healthy eating, well-being and	as Primary Stars, to come back
	well-being and physical activity.		activity sessions.	in next year.
	Aim to involve KS2 less active and		- Feedback from parents has	- Include children suggested to
	vulnerable children in this (to be		been positive around the	be targeted this year in sessions as well as new
	chosen by class teachers) Programme provides KS2 children		children's enjoyment and learning about healthy lifestyles.	
	with 10 sessions on promoting		- Some children from the club	ciliuren.
	healthy an active lifestyles each		have gone on to participate in	
	week for 10 weeks.		other active after school clubs	
	- Children participate an in school		such as cricket.	
	and after school session each week.		- Pupil voice has shown that	
	Parents are involved too.		children in KS2 have said they	
	- Feedback given to AITC at the end		enjoyed their active sessions	
	of the 10 weeks.		and would like to do them again	
	- Whole school participation within		next year.	
	assemblies (one at the beginning			
	and one at the end of the 10			
	weeks) - Children invited to attend a		Impact:	
	Gully's Health Squad celebration		Children are talking about healthier choices as a result of	
	day at the Amex at the end of the		the sessions.	
	course.		Some children (who would not	
			usually be actively involved in	
			sports clubs) have gone on to	
			participate in other active after	













		school clubs such as cricket.	
Encourage more active play during break and lunch times for a wider range of children in the school.	'Fresh Air Fitness' outdoor gym equipment to be put on rota to ensure all KS2 children can use playground.  Playground equipment bought for PlayMakers. Equipment is now matched to the activities being delivered.  PlayMakers trained and rotas put in place to ensure they are supporting and promoting active	- 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	Sustainability:  - 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.  Next steps:  - 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.













<b>Key indicator 2:</b> The profile of PESSPA	, , , , , , , , , , , , , , , , , , ,	ool for whole sch	· T	
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.	Celebrate all sporting achievements in school though assemblies and newsletter posts. Sports leaders to write some of the posts and present award.  Celebrate sporting achievements achieved in the wider community, eg, sports clubs.	Free	Evidence: - Awards and certificates given to children in assemblies after completing tournaments and competitions Achievements from outside of school celebrated in assemblies.	Sustainability: All free  Next step: - Continue to do all of these things next academic year.  - Continue to maintain the
	Take photos of PE lessons and sporting events and display them in the sports hall and in newsletter posts.	Free	- Lessons to encourage healthy lifestyles taught in PE and PSHE.  Impact: - Children have a greater	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.
	Arrange sports day where children can engage in a range of sporting activities.  Help children to understand and identify the sporting activities that	Free	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	













	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.  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.  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.	Free	and on the website.	
	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.	See below		
Release PE lead approximately once	PE lead to be released from class at	Free – after	Evidence:	Next steps:
every half term to monitor and	least one day per half term.	school	- PE lead able to attend the all	- PE lead to ensure that time is
develop PESSPA across the school.		l	school sports meetings.	still regularly given to support
PE lead to attend competitions throughout the year.	8	HLTA to cover	- Children attended a range of competitions this academic	with leading PE.
till oughout the year.	Hove.	most time out.	year including dance, netball, football, athletics, cross-country.	- PE lead to ensure that PE curriculum and resources are kept up to date.
	PE lead to attend competitions with		Country.	rept up to date.















	children.  PE lead to monitor and assess the teaching of PE across the school.  PE lead to organise sports week.  PE lead to ensure that we reach the standards for and then apply for the School Games Mark Award.		- A number of newsletter articles have been written for the wider community to read We are aiming for the Silver school games mark this academic year Sports week included a number of intra school activities and sports day was a whole school success PESSPA report written.	
	PE lead to write newsletter posts about PE and sporting competitions.  PE lead to research and write the Sports Premium report.		Impact: - Children will have a better PE curriculum throughout school and will be able to access a greater variety of sports at a higher level Staff feel confident teaching the new PE scheme.	
Ensure children have sufficient equipment to participate effectively in all curriculum PE.	PE lead to purchase equipment that is needed to enable children to participate in PE lessons and clubs.  Bean bags Quoits Skipping ropes KS1 balls Footballs Vortex howlers Handballs Sports day stickers Let's Dance equipment	Total equipment spend: £708.93	sports effectively with appropriate equipment.  Impact: - All children able to participate in PE without needing to taking turns Pupils are able to participate in the new sports offered	Next step: - Continue to ensure that equipment is up to standards and there is a sufficient quantity of it Equipment to look into purchasing in the 2023/24
	- Let 3 Daniel Equipment		within the new PE curriculum due to the new equipment Sports such as handball can	academic year: - Netballs - New sports kits to wear













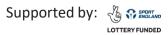
			now to taught as part of the curriculum due to having the correct equipment.	to tournaments - Sport kit for teachers - Tidy sports cupboard and ensure that it stays tidy and that equipment is kept in cupboard instead of around the school.
Ensure all children can reach the 25m	I •	Swimming	Evidence:	Next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

<b>Key indicator 3:</b> Increased confidence,	, knowledge and skills of all staff in t	eaching 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:
it is progressive for all year groups	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	monitor KS2 PE lessons. - PE lead to familiarise













	class to observe the new PE	(See supply cost	they get harder throughout year	- PE lead to continue to
	scheme of work in use.	1	groups.	monitor PE lessons through
			- Teacher voice has said that the	learning walks, pupil and staff
			scheme is easy to use and follow	questionnaires.
			but units needed moving around	- After completing lesson
			which has now been done.	observations and
			- Teacher and pupil voice in KS2	questionnaires monitor
			showed that they would like	planning and see if any
			longer spent on each sport (rather	j. ,
			than changing each half term).	- Develop an assessment
			chan changing cach han term).	scheme for PE.
			Impact:	ositeme for t 2.
			- 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.	
Ensure that CPD is provided to staff	Yoga introduced into curriculum	Yoga £3,850	Evidence:	Sustainability –
who will benefit from it most. (Staff	time PE for all children (one half	(this includes	- Children and staff enjoying yoga	Effective way to spend the SP
who ask for CPD in questionnaire or	term per year group) to help with	after school	sessions.	funding to ensure high quality
staff watched in PE learning walks	children's well-being and	yoga too)	- helped with well-being and	teaching.
that need support)	teacher's CPD in this area.		relaxation especially around SATs	
			for Y6.	Next steps:
	PE lead to work with staff to		- Teachers reporting they would	- Continue with curriculum
	choose who needs and will		feel more confident in teaching	yoga offer in academic year
	benefit most from team teaching	See supply	yoga through observing the	23/24.
	and CPD in PE. Staff to think	costing	sessions.	- PE lead to continue to work
	about their areas of expertise in			alongside and support staff
	PE teaching and areas they are		Impact:	with the teaching of PE.
	less confident in.		- All children I the school now	
			have the opportunity to access	
			yoga paid for by SP.	
			- Children have received high	













			quality yoga sessions taught by professionals.	
Key indicator 4: Broader experience of	f a range of sports and activities offe	ered 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:
Maintain a full timetable of extracurricular clubs in a range of sports.  (2022/23 school year)  - 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.	which were poorly attended.  PE lead to find and liaise with these clubs.  Clubs to be paid for by sports funding to allow all to attend.  Autumn 1:  1. Football club (KS1) (1 hour) – Attended by 12 children. 1 girl, 11 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.  2. Football (KS2) (1 hour) – Attended by 11 children. 3 girl, 8 boys. 3	(paid for by pupils)	Impact - Children now enjoy a range of different clubs - Children can choose from a	Sustainability:  - 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).  Next step:  - 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

Attended by 17 children, 11 girls, 6 boys, 6 SEND, 0 EHCP, 6 PP, 5 EAL.

- 4. Yoga (KS2) (1 hour) Attended by 15 children, 14 girls, 1 boys, 4 SEND, 0 FHCP, 11 PP, 1 FAL.
- 5. Yoga (KS1) (1 hour) Attended by 11 free children. 16 girls, 4 boys. 3 SEND. 0 EHCP. 9 PP. 5 EAL.
- 6. Dance (KS2) -Attended by 20 children. 7 girls, 4 boys. 1 SEND. 0 EHCP. 11 PP. 1 EAL.
- 7. Netball club (Year 5/6) (1 hour) -Attended by 16 children. 16 girls, 0 boys. 4 SEND. 0 EHCP. 9 PP. 5 EAL.

### Autumn 2:

- 8. Football club (KS1) (1 hour) -Attended by 13 children. 1 girl, 12 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.
- 9. Football (KS2) (1 hour) Attended by 13 children. 1 girl, 12 boys. 5 SEND. 1 EHCP. 4 PP. 6 EAL.
- 10. Multi-sports (KS1&2) (1 hour) Attended by 19 children. 12 girls, 7 boys. 6 SEND. 0 EHCP. 7 PP. 6 EAL.
- 11. Yoga (KS2) (1 hour) Attended by 11 children, 10 girls, 1 boys, 0 SEND, 0 EHCP. 3 PP. 4 EAL.
- 12. Yoga (KS1) (1 hour) Attended by 11 children. 7 girls, 4 boys. 2 SEND. 0 EHCP. 4 PP. 4 EAL.
- 13. Dance (KS2) -

Attended by 17 children. 14 girls, 3 boys. 2 SEND. 0 EHCP. 9 PP. 3 EAL.

14. Netball club (Year 5/6) (1 hour) -Attended by 16 children. 16 girls, 0 boys. 4 SEND. 0 EHCP. 9 PP. 5 EAL.

### Spring 1:

Attended by 16 children. 9 girls, 7

Let's Dance £165.00

All other clubs

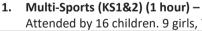
to join clubs outside of school based on these decisions.

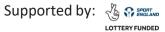
Children have a greater self confidence in a range of sports which helps them participate in PE clubs. lessons.

linterested in running any sporting after school clubs as training for the students to save some of the costs of

Possible Energy Club run by our PlayMakers as part of their laward.















- 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 FAL.
- 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









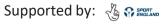




children, 9 girls, 7 boys, 6 SEND, 2 EHCP. 6 PP. 1 EAL. Summer 1: 15. Cricket club (KS2) (1 hour) -Attended by 10 children, 4 girls, 6 bovs. 1 SEND. 1 EHCP. 2 PP. 3 EAL. 16. Football club (KS1) (1 hour) -Attended by 12 children. 2 girl, 10 boys. 4 SEND. 1 EHCP. 3 PP. 5 EAL 17. Yoga club (KS2) (1 hour) – attended by: 11 children. 10 girls, 1 boys. 4 SEND. 0 EHCP. 6 PP. 1 EAL. 18. Yoga club (KS1) (1 hour) - attended by: 13 children. 9 girls, 4 boys. 1 SEND. 0 EHCP. 4 PP. 4 EAL. 19. Active for life (KS2) (1 hour) -Attended by 18 children. 11 girls, 7 boys. 5 SEND. 0 EHCP. 5 PP. 4 EAL. Summer 2: 20. Cricket club (KS2) (1 hour) -Attended by 10 children. 4 girls, 6 boys. 1 SEND. 1 EHCP. 2 PP. 3 EAL. 21. Football club (KS1) (1 hour) -Attended by 12 children. 2 girl, 10 boys. 4 SEND. 1 EHCP. 3 PP. 5 EAL 22. Yoga club (KS2) (1 hour) – attended by: 11 children. 10 girls, 1 boys. 4 SEND. 0 EHCP. 6 PP. 1 EAL. 23. Yoga club (KS1) (1 hour) - attended by: 13 children. 9 girls, 4 boys. 1 SEND. 0 EHCP. 4 PP. 4 EAL. 24. Active for life (KS2) (1 hour) -Attended by 18 children. 11 girls, 7 boys. 5 SEND. 0 EHCP. 5 PP. 4 EAL.











Provide a greater number of KS1	Continue the KS1 only Yoga club.	See above	Evidence:	Next steps:
clubs.			- Weekly registers of attendance	- Continue to fund the yoga
	Encourage more KS1 children to	Free	- Children participate in a higher	club with the sports premium
	participate in the Lets Dance club.		amount of sports clubs	funding as it is very popular.
			- A high number of SEND children	- Continue to create other
	Introduce KS1 football club	Free	attend clubs	sporting opportunities for KS1
	(teacher run)		- A high number of PP attend	children next academic year.
			clubs	Football club.
	Use playmakers to run KS1 sports	See above	- A high number of EAL children	- Continue to encourage KS1
	activities during break and		attend clubs	children to participate in Let's
	lunchtimes with a multi-skills		- Positive pupil voice with many	Dance club
	focus.		asking if clubs will be on again	- Sports lead to liaise with
			next year/ term.	universities/ 6 <sup>th</sup> form colleges
			Impact:	and secondary schools to
			·	continue to provide free lunch lunchtime clubs.
			sporting activities.	-Possible KS1 Energy Club run
				by our PlayMakers as part of
			-	their award.
			PE lessons.	then awara.
			- KS1 children more settled in	
			afternoon lessons after	
			participating in a lunchtime	
			activities.	













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	class to enter, risk assess, organise transport for and go to inter-school competitions with sports teams.	Supply budget accounted for above.	Evidence:  - 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	Sustainability: - Time out of class to prepare is little as long as the SP funding continues.
	West Blatchington to sign up for relevant competitions in the Brighton and Hove school cluster and school games.	£150	taken part in sports competitions and events Year 3, 4, 5 and 6 children have had opportunities to compete in inter-school sports competitions.	Next steps: - PE lead to find more KS1 competitions PE lease to liaise with local
	Transport to tournaments	£369.75 £50	<ol> <li>Cross country</li> <li>Netball</li> <li>Athletics</li> </ol>	schools to increase the amount of competitive sporting events additional to
	Football tournament entry fees	150	4.Dance	the Brighton Cluster events.
	PE lead to enter children into a range of sports tournaments, competitions and festivals over the year.	Cost accounted for above.	Festivals – 1.Hockey 2.Netball	<ul> <li>Possible use of Mini buses t bring the cost of transport down</li> </ul>
Created by: Physical Active Active Education Partnerships	These tournaments are different levels:  1. Higher – competitions for children that have developed skills in a particular sport and have been selected to compete in competitive  YOUTH SPORT SUPPORTED by:	SPORT UK COACHING	<ul> <li>Results have been published in newsletters and assemblies.</li> <li>Children have commented on how much they have enjoyed playing against other schools.</li> <li>Staff have been proud of the commitment and behaviour of</li> </ul>	

	tournaments in that sport. There are results, winners and pathways.  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.		children when attending interschool competitions.  Impact: - A range of children has competed in inter-school competitions Children are building emotional	
	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.		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.	
	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.			
Provide a greater number of opportunities for children to participate 'friendlies' with local schools as well as intra school competitions.	PE lead to organise more friendly practise matches with local schools.  More competitions between teams and year groups. Base this on learning taken place in similar year groups (eg. if both are doing	Supply budget accounted for above.	Evidence: - Children have competed in intraschool sports competitions in KS2 Children have commented on how much they have enjoyed competingFriendly competitions, with local schools, have taken place with	1













	basketball/ football/ rounders).		Netball and Cricket	this.
	PE lead to organise competitions with different year group teachers.		Impact:	Next steps: - Increase the intra-school
	PE lead to work with sports leads to manage and judge/ referee the competitions.  PE lead to work with sports leaders to ensure that there is sufficient equipment for competitions to take place.		<ul> <li>Some children in the school have been able to compete in competitive sport.</li> <li>Children are building emotional resilience to the challenges faced when participating in competitive sport.</li> </ul>	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.
	PE lead to work with sports leaders to promote the outcome of intraschool competitions in assemblies, newsletter and website posts.			
	A higher number of lunchtime competitions to be run on the field.			
Maintain the Gold Schools Game Mark	PE lead to re-apply for the School Games Award.  PE lead to ensure that we meet the requirement for the Silver	Free	Evidence - re-applied for School games after 2 years of it being frozen, and successfully achieved it Took part in the evaluation of	Sustainability: Continue to provide time and opportunities for sports lead and children.
	School Games Award (see website for this year's guidelines).  Teacher to use tools on school games mark website to ensure		sports completed at our school on	Next steps: Re-apply for and achieve the Gold School Games Award in the 2023/24 academic year.
	sport is completed by children			













а	cross key stages by all children.		

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









