

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

2023 - 24

Commissioned by

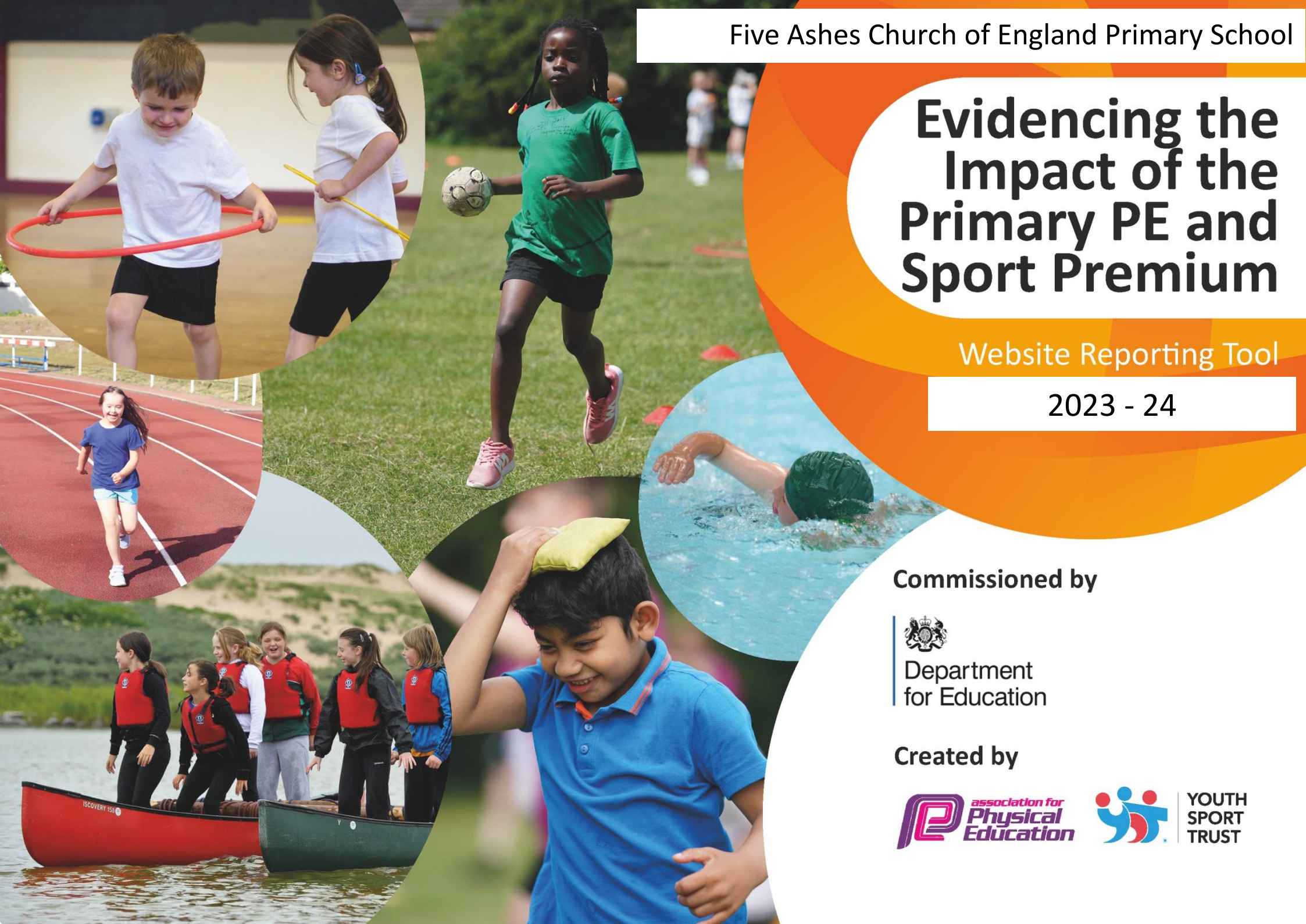


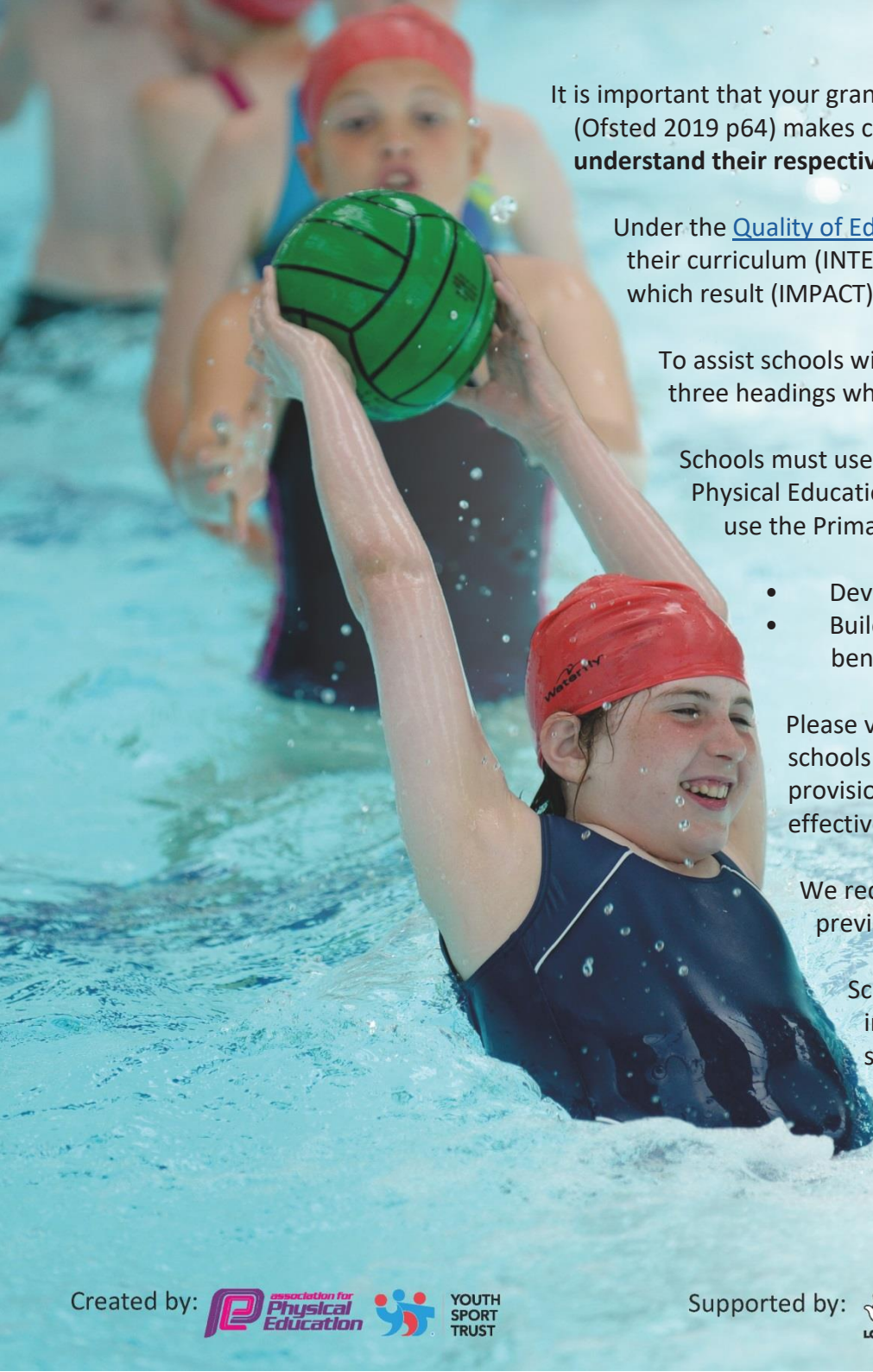
Department  
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2023** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Continued to embed Real PE curriculum</li> <li>• New PE Co-ordinator in place – Highest participation for inter-school events</li> <li>• Enhanced and develop after school provision – Highest breakfast and after school club participation for last 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• To plan opportunities for Key Stage 2 children to experience further live sporting events</li> <li>• To provide further training and support to all support staff in the teaching and delivery of PE</li> <li>• Implement new Weald PE curriculum</li> </ul>

Total amount carried over from 2022/23	£8,778.61
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£25,239.61
Total spend September 2023/2024	£23,916.64
Total amount carried forward to 2024/2025	£1,322.97

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.	Yes – 11/11 Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2020.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/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.

<b>Academic Year:</b> 2023/24		<b>Total fund allocated:</b> £25,239.61		<b>Date Updated:</b> July 2024	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		Sustainability and suggested next steps:
For pupils to have access to new high quality Real Gym curriculum (after consultation with Active Sussex)	<ul style="list-style-type: none"> <li>- To ensure all new staff are trained and confident in delivering new curriculum and using online platform Jasmine</li> <li>-New PE lead to attend all CPD and then disseminate to all stake holders,</li> </ul>		<p>The profile of PE will be raised. Progression across classes will be evident and no overlapping of PE content. Challenge for all will be evident in teaching. Teacher surveys will show an increased level of confidence in the teaching of PE lessons.</p>		Staff and pupils confident in the process and reasons behind the different cogs and learning areas – pupils now able to use online platform in KS2 and use videos to challenge and self assess themselves and peers against the assessment criteria.
Purchase of new resources to enhance new curriculum and staff school activities and clubs	Purchase of new resources for PE and particularly new gym curriculum and equipment for new after school clubs.		PE equipment will be easily accessible for all PE staff and PE sports crew members.		School providing good quality equipment for PE lessons enabling children to make best progress they can.
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		Sustainability and suggested next steps:

Continue to implement a new scheme of work (Real Gym) for PE to ensure progression and challenge. Deliver across the school	Scheme to be led by new PE lead and then to the class teachers and support staff across the school. New PE lead to plan whole school LTP for year and to lead staff meeting alongside member of staff from Real PE	The profile of PE will be raised. Progression across classes will be evident and no overlapping of PE content. Challenge for all will be evident in teaching. Teacher surveys will show an increased level of confidence in the teaching of PE lessons.	Clear progression across each year group – assessments indicate children making good progress with 90% at expected level.
Maintained notice board can be seen by all children, staff, parents and visitors to promote sports, celebrate achievements and display competition dates.	Clear information on the board of upcoming events, results from events taken place, reports and team photos.	The notice boards are full of information about matches/clubs/results and pupils are keen to get. This will be monitored termly by SMT as part of annual monitoring timetable.	All sporting events are celebrated in assembly with certificates for all participants. Notice board up to date and features all photos and achievements. Children enjoy seeing these and is seen by all in main corridor.
Celebrate achievements across the school weekly in celebration assembly – ensuring whole school is aware of importance of PE and sport and to encourage all pupils to aspire to being involved in assemblies	<ul style="list-style-type: none"> <li>- Achievements celebrated in assembly (match results + notable achievements in lessons) in weekly assemblies</li> <li>- Purchase of cups and trophies</li> </ul>	All pupils at some point in the year have taken part in assembly illustrated in participation records	Same as above – plus all events feature in newsletters, ping messages
To achieve Gold Sports Mark Award	-Gold award to be present on newsletters, website and sporting write ups.	See above huge impact upon after school clubs, attendance at HASP events, inter school activities, raising the amount of exercise children taking part in. Teaching children importance of being part of a team and increasing self confidence.	Gold Award Achieved July 2024

Purchase of staff Weald Federation PE fleeces	<ul style="list-style-type: none"> <li>-Investigate supplies of PE fleeces for the staff, measure</li> <li>-Contact supplier and place order</li> </ul>	Staff look smart and send the right message to the children.	All staff now dressed in school fleeces for PE lessons
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability and suggested
In order to increase teacher confidence in delivering PE lessons a new 'whole school' Real Gym scheme of work is purchased.	<p>-PE co-ordinator and member of staff from purchased scheme to lead training to support staff in using and delivering the scheme efficiently.</p> <p>Staff have developed skills in chosen area of the PE curriculum.</p> <p>- Children have access to deepen their skills in PE.</p>	<p>Better subject knowledge for both TAs with the HLTA confident to take a more active role in lessons/lunchtimes etc.</p> <p>- Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff.</p> <p>- Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions</p> <p>Increased confidence demonstrated by staff within PE lessons.</p> <p>Observations identify an increase in staff confidence in delivering PE to students.</p>	<p>Subject lead now confident in leading and modelling Real Gym with all staff</p> <p>Staff confident in using online platform and now have good subject knowledge of lesson format</p> <p>Observations indicated children really enjoyed lessons</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability and suggested
<p>To develop an extended variety of after school and breakfast clubs to broaden the pupils exposure to different sports and participation in physical activity.</p> <p>PE Lead employed two days a week. Lead mentored teachers in teaching provision of Real PE lessons.</p>	<p>- To fund after school clubs in a variety of areas to include netball, multi skills, hockey, rounders, tag rugby, cricket, stoolball, athletics and football ( depending on the season)</p> <p>- Begin a gymnastics club accessible to all children.</p> <p>Breakfast Club- Children are fed and then take part in forms of physical education before their learning increasing their focus and concentration levels.</p> <p>All staff including support staff feel confident to lead PE lessons using the Real PE programme. Staff are able to ask questions and knowledge from PE lead. Delivery of high quality lessons taught by all staff,</p>	<p>Increase in after school club attendance by children across the school.</p> <p>Increase in overall percentage of children who did not partake in an after school club compared to last academic year. 82% of children attended a club during the school year</p> <p>Between 2-3 new clubs have been introduced in addition to clubs continued from the previous year. 4 clubs run each week.</p> <p>Sports based breakfast club run 5 days a week with highest number of children attending since re-introduced after Covid.</p> <p>Staff voice taken in June evidenced staff felt confident using the Real PE programme and in leading PE lessons.</p> <p>Some members felt they needed more support and mentoring in certain elements such as provision of dance or gymnastics lessons.</p> <p>Staff voice also indicated areas of</p>	<p>Highest attendance of after school clubs in last 5 years. 90% of school have attended an after school club during the year.</p> <p>Breakfast club has highest attendance since recording. Extremely popular with children being active and working together before school day begins – very good feedback from parents regarding this. Now having to limit places due to demand</p> <p>Staff voice taken with teachers in staff meeting indicated they felt more confident in teaching Real PE and Steve has improved their confidence and they enjoy teaching PE</p>

		further CPD staff would like. PE coordinator to plan this next year.	
Attend local sporting event for in HASP competitions	Assess national picture of COVID and see what opportunities to attend local event are viable. N/A	<p>Increase in children across the school being able to represent the school in out of school competitions and events.</p> <p>Increase in attendance of Sports events organised by HCC and Beacon including festivals.</p> <p>Children are provided with the opportunity to represent their school at the Big Dance competition and perform in front of a large audience- positive feedback from year 5/6 pupils via pupil voice survey.</p> <p>Evidence will demonstrate that the number of both boys and girls participating in in-school competitions has risen resulting in increased levels of confidence in attending out of school competitions.</p>	<p>Attended all of the below HASP events this year so far:</p> <ul style="list-style-type: none"> <li>• Cross County</li> <li>• KS2 Football</li> <li>• Netball (HASP and Weald Federation)</li> <li>• Cross Country finals</li> <li>• Sports Hall athletics</li> <li>• Swimming gala</li> <li>• Big Dance</li> <li>• Tag Rugby</li> </ul>

<p>Contribution towards costs of coach for Year 5 and 6 children to take part in swimming lessons.</p> <p>Contribution towards cost of 2 swimming coaches to lead swimming lessons</p>	<p>Children able to meet national curriculum expectations in swimming.</p>	<p>Children able to swim required distances, have a love of water and feel confident in swimming and basic life saving skills</p> <p>Lessons taught by qualified swimming teachers ensuring high quality lessons being provided in safe manner</p>	<p>100% year 6 swimming at expected level</p> <p>All KS2 children able to swim at least a width with all children in pool and confident being in the water</p> <p>Best results in last 5 years in swimming gala</p>
<p>Purchase of new resources</p>	<p>To replace old/tired and damaged equipment as well as new equipment for PE lessons and breakfast and after school clubs.</p>	<p>Children have access to the correct equipment they need to take part in areas of physical education in school.</p> <p>New Go Pro purchased to record sporting events and residential</p>	<p>Children enjoy participating in all forms of physical education and thus participation of children increases for breakfast and after school clubs.</p>
<p>Whole School Trip to Blacklands Activity Centre</p>	<p>All children from reception to year 6 to experience outdoor activities in a different context</p>	<p>Children had a wonderful time taking part in activities such as:</p> <ul style="list-style-type: none"> <li>• Climbing Wall</li> <li>• Trampolines</li> <li>• Woodland Adventure</li> <li>• Under ground tunnels</li> </ul>	<p>All children took part and were able to experience activities they may not of experienced before</p> <p>Number of children had to push themselves to take part in the activities increasing their confidence and resilience. Also children supported and encouraged each other building team building skills.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	Sustainability and suggested
For more pupils to enjoy participating in events against other schools	<ul style="list-style-type: none"> <li>- To participate in the cluster sports competitions organised by Heathfield Community College (HASP) –</li> <li>- To release TAs to attend sporting events with the pupils during the school day or to cover the PE TA when she leaves for a sporting events</li> </ul>	<p>Children able to compete against other children from different schools in a range of different contexts from their own school.</p> <p>Continuing to raise the profile of sport and competition in the school and encouraging the younger children to want to participate when they are old enough.</p>	Participated in all HASP events apart from hockey which we plan to enter next year. Children across key stage 2 all participated
For all pupils to enjoy participating in events against children at the same school.	<ul style="list-style-type: none"> <li>-Children to compete in houses and win points for their allocated house based on results.</li> <li>-School Sports Day – Children to compete against other houses.</li> </ul>	Create house team competitiveness within the school with shared goal and bonding of children throughout the different year groups.	<p>Intra school competitions held between classes in pm sessions led by Mr Joyce</p> <p>Referenced data in Sports Game Website</p>
Contribution to transport: <ul style="list-style-type: none"> <li>• swimming lessons</li> <li>• Big Dance</li> </ul>	<p>Coach provided to take all of key stage 2 to swimming lessons in term 1 and term 6</p> <p>Oak class attended and performed at HCC Big Dance with all the local Heathfield schools. Coach cost shared with federation school to transport children to event.</p>	All children now able to swim a length and all children in key stage 2 attended lessons for first time.	Key stage 2 children now more confident in water and all year 6 able to swim a width

Signed off by	
Head Teacher:	Darren Gurr
Date:	19.07.23
Subject Leader:	Steve Joyce
Date:	10.09.24
Governor:	
Date:	