



Primary PE and Sport
Premium Plan and
Evidence of Impact



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|--|--|
| <p>Achieved Bronze School Games award</p> <p>Implementation of Sports Crew – to develop pupil leadership that supports sport and physical activity within the school</p> <p>Purchased a variety of PE equipment to replace old, defunct equipment – the new equipment enthused learners and we saw a rise in engagement</p> <p>Subsidised after-school club sports provision to reduce the cost and allow ALL groups of learners to attend</p> | <p>Increase confidence, knowledge and skills of all staff in teaching PE and sport – staff survey May 2019 identified this as an area for development</p> <p>Increase number of competitive sports that learners participate in – audit of events July 2019 showed that this is an area for development</p> <p>Continue to improve links within the local/wider community with regards to sports clubs and physical activity</p> <p>Allocate subject leadership time to PE lead to ensure quality assurance of PE and Sports provision</p> |

| Meeting national curriculum requirements for swimming and water safety (2018/2019) | Please complete all of the below: |
|---|-----------------------------------|
| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | 86% (24 out of 28) |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 64% (18 out of 28) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 39% (11 out of 28) |
| <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> | 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 students today and for the future.

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| Academic Year: 2019/20 | | Total fund allocated: £9645 | | Date Updated: October 2019 | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: |
| | | | | | 26% |
| School focus with clarity on intended impact on learners: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Sports Crew | Collaborate with Mid Sussex Active to train sports crew (Year 5) | £1500 (January renewal) | Pupil voice will show that more learners are engaged in active play. Sports crew will monitor uptake and report to PE lead | This will be reviewed in March 2020 | |
| Greater participation in after-school sports provision | Increase range of links within the local and wider community. This will allow learners to experience new sports and activities that they can then continue in their own time. Subsidise where possible to ensure affordable for all families | £1000 (subsidising activities for ALL groups of learners that might not otherwise access the provision) | Greater attendance and participate in after-school sports provision Greater levels of physical and mental health – improved concentration within the classroom | | |

| Key indicator 2: The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 5% |
|--|---|--------------------|--|--|
| School focus with clarity on intended impact on learners : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Learners want to increase their engagement in sports | Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all learners to aspire to being involved in sharing achievements | | Greater participation in sports and physical activity outside of school Greater variety in the type of sports and activities learners engage in | This will be reviewed in March 2020 |
| Profile of PESSPA raised across the school – learners can see progression of skills | Leadership and volunteering aspect of Sports Crew will raise the profile of PESSPA. Display board used to show progression and variety of skills across the school from EYFS to KS2. | £100 | | |
| Learners understand that participation in PESSPA is a life-long journey | Modelled by staff across the school – achievement of staff also celebrated | | | |
| Link sports to academic learning to increase participation of both through mutual appreciation | Work with Albion in the Community to help disaffected learners to engage with their learning through sport. Likewise, engage academic learners who are less physically active | £395 | | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 52% |
| School focus with clarity on intended impact on learners: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| High quality PE lessons across the school from EYFS to KS2 Learners develop the knowledge and skills to allow them to access a range of sports and physical activities | Invest in Real PE – scheme of work that is fully aligned to the National Curriculum and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through PE CPD for staff (10 days) PE leadership time – to allow leadership and management of the subject (10 days) | £2000 £1500 £1500 | Learners are able to articulate the knowledge and skills they have developed, appropriate to their age Learners are able to challenge themselves with progressive skills 100% of PE lessons will be good or better PE curriculum is working effectively and all stakeholders are engaged and enthused | This will be reviewed in March 2020 |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 10% |
| School focus with clarity on intended impact on learners: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Learners are immersed in a variety of sporting activities – in particular those with links to the local community | Continue to improve links within the local community – Seaford Town Rugby FC, gymnastics, dance, Premier football etc | £1000 | Pupil voice shows that more learners are engaged in sports and physical activities outside of the school environment | This will be reviewed in March 2020 |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 7% |
| School focus with clarity on intended impact on learners: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Develop leadership, sportsmanship and a healthy, competitive nature | Purchase equipment to enable ALL learners to participate in activities Make links within the local and wider community to encouragement engagement in competitive activities. Organise transportation if necessary | £650 | School is participating in events and representing the school well | This will be reviewed in March 2020 |