



Evidencing the Impact of the Primary PE and Sport Premium 2020-2021



Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The regular use of all-weather track for daily exercise. • The employment of a Sports Coach to teach across the school, providing CPD for all teaching staff and ensuring high quality PE provision for all children. • The employment of a Sports Coach to revamp the extra-curriculum sport opportunities (halted due to Covid-19). • Use of external Dance Coach to support curriculum lesson. • Forest schools training has been completed and Forest School has commenced with Years 2, 4 and 6. • Continue to be part affiliated to Horsham Primary PE/Sport Association. • Enrichment days offered for all children in the school to enhance fitness levels and interest in physical activity – Alternative Sports Morning. • A skills progression map has been developed in line with the Suffolk Scheme of Work. Continue to improve this. • Participation in competitive events was paused due to Covid-19, but a Virtual Quadkids competition was offered to years 1-6 as an alternative. 	<ul style="list-style-type: none"> • Achieve first School Games Gold Mark of Bronze (unable to happen this year due to Covid-19). • To develop greater opportunities for children to participate in competitions and festivals (unable to happen this year due to Covid-19). • To improve the number of children attending clubs through funding (unable to happen this year due to Covid-19). • To train new playleaders and raise the profile of this again (unable to happen this year due to Covid-19). • Work more closely with parents to enthuse, engage and develop a positive attitude to physical activity. • To continue to embed active learning into daily practice within the school day.

Academic Year: September 2020 to March 2021	Total fund carried over: £ £3,973	Date Updated: 31/03/2021	
What Key indicator(s) are you going to focus on? Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Total Carry Over Funding: £ 3,973
Intent	Implementation	Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>To support children's physical development and engagement with healthy lifestyles through the introduction of Forest School. (Due to Covid-19 children's physical activity levels and engagement with the outdoors have decreased).</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> -Forest school leads (Rachael and Chloe) to attend training. - Rachael and Chloe to complete First Aid Course. -Rachael and Chloe to complete Food Safety course. -Chloe to complete training for Level 2. -Rachael to complete training for Level 3. -PE lead to monitor the impact on children involved. 	<p>Carry over funding allocated:</p> <p>£2,707</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Year 2, 4 and 6 children are thoroughly enjoying their Forest School experience and it is a huge talking point. -Children are enjoying targeted outdoor activities. -Children are enjoying having the opportunities to test their own boundaries and physical capabilities while developing new skills. -Some children have experienced outdoor activities they have not tried before. -Children are showing signs of increased confidence and self-esteem through exploration, problem solving and taking appropriate risks. -Children have improved social skills. -A greater number of children are actively engaged in this physical development and learning. <p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <ul style="list-style-type: none"> -To continue to work with the Forest School leads to raise the profile of outdoor, adventurous physical activity in school.

			<p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> - Increase in knowledge of the environment leading to an increase in interest in a healthy lifestyle. - <u>Pupil voice</u>: 'It is a fun way to express yourself in nature' 'It has given us a great opportunity outside of regular learning and the chance to explore' 'It is very adventurous' 'You get to learn different life skills' – Year 6. 	
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Meeting national curriculum requirements for swimming and water safety.	
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 2021.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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?	Planned to but not achieved due to Covid-19 restrictions. *This cohort have missed out on two terms of swimming lessons in Year 5 and the additional top-up sessions in year 6*.

Academic Year: 2020/21		Total fund allocated: £ 19,140 + £1,266 remaining carry forward		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					Percentage of total allocation:
					0 %
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 lunchtime provision.	-Sports Coach to train Sport’s Leaders. -Sports Coach to deliver lunch time activities on the playground.		N/A	Unable to happen due to Covid-19 restrictions. Anticipated Evidence: - Lunchtime provision to be organised and set up. - Children more engaged in physical activity at lunchtime. - Improved behaviour – less incidents occurring at lunchtimes. - Children are choosing to participate in a range of activities at lunch time. -Increased levels of leadership in Year 5 pupils. Anticipated Wider impact as a result from above: -Less accidents recorded at lunchtimes. -Encouraging children to choose and want to be active. -Promotion of lifelong habits. - Children feel confident to inspire others and encourage physical activity.	-To continue this once Covid-19 restrictions permit.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				68.7 %
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:
Ensure children have sufficient equipment to participate effectively in all curriculum PE.	<ul style="list-style-type: none"> - PE Lead And Sports Coach to audit equipment and ensure adequate provision. - PE Lead to purchase new equipment. - Use new equipment to engage children in curriculum PE lessons/after-school clubs. 	£2350	<p>Evidence:</p> <ul style="list-style-type: none"> -Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use. -Children can access skill-based lessons where they are all regularly active. <p>Wider impact as a result from above:</p> <ul style="list-style-type: none"> - Children have experienced a wider range of activities in PE lessons. -Children have greater exposure and practise for competitions and festivals. -Increases interest in Sport and a healthy lifestyle. - <u>Pupil voice:</u> 'We are in partners less so we get to be independent' - Year 4. 'I like that we change sports more often' – Year 5. 'I appreciate having proper Hockey balls now as it makes you want to try more' - Year 6. 	<ul style="list-style-type: none"> -Ensure equipment is stored and looked after correctly. -Ensure equipment is adequate/sufficient in the future. - Develop resources as necessary.
Develop staff CPD through employment of a Sports Coach (Mrs Jagota).	-Headteacher to interview and select Sports Coach.	£11,668	<p>Evidence:</p> <ul style="list-style-type: none"> -Children are receiving high quality PE lessons. 	-To continue to work with the Sports Coach to raise the profile of PE in school.

<p>Ensure children receive PE lessons that are inclusive, exciting and challenging.</p> <p>Provide children with a deeper understanding of health and wellbeing.</p> <p>Engage more children in physical activity and competitive sport.</p>			<ul style="list-style-type: none"> -Children are participating in a broader range of sports and activities (6-week blocks). -Children are developing their skills and techniques through a multi-sports approach. - Staff report increased knowledge and confidence after team-teaching/sessions with coach. -Children report positively on experiences in lessons. <p>Wider impact as a result from above:</p> <ul style="list-style-type: none"> - Aids towards increasing pupil participation in competitive sport and inter-school competitions <p>(Anticipated impact – unable to compete due to Covid-19 restrictions).</p> <ul style="list-style-type: none"> -Children have a greater understanding of how to lead a healthy lifestyle as this is taught through lessons. - <u>Pupil voice</u>: ‘Mrs Jagota teaches us a lot of PE things and exercises that we can do at home. We can challenge our mums and sisters’ – Year 2. ‘I’ve learnt how to do the scoring of tennis’ – Year 3. ‘She is very good at teaching us stuff. She is very skilled’ – Year 3. ‘We get to do matches against each other now which we didn’t do before’ – Year 4. ‘Mrs Jagota has taught us lots of rules and lots of Rugby vocabulary’ – Year 5. ‘We have learnt lots more rules now which is good for when we can go and do tournaments’ – Year 6. ‘We are learning so much more knowledge about different sports which is great’ – Year 6. 	<ul style="list-style-type: none"> -Use Sports Coach’s knowledge to develop links with local clubs. -Utilise Sports Coach’s knowledge to increase and develop after-school provision. -PE lead and Sports Coach to engage with more competitions. -PE lead and Sports Coach to work together to gain School Games mark. -Continue to develop CPD opportunities for staff. -Continue to offer children new experiences to develop confidence and enthusiasm towards being active.
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			<p><u>-Staff Feedback:</u> 'A sports coach has raised the profile of PE'. 'I have pinched some behaviour management strategies in terms of managing equipment'. 'It has really boosted my confidence'. 'Lessons feel more focussed and I am enjoying teaching PE a lot more'.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.9 %
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 scheme of work (Suffolk Scheme of Work highly recommended by Sports Coach).	Sports Coach to deliver lesson plans to class teachers termly.	N/A	<p>Evidence:</p> <ul style="list-style-type: none"> - New planning given termly to teaching staff. - New plans are more progressive and focus on fundamental skills to engage all and enable them to experience as many different types of equipment / games / activities as possible. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> - Increased confidence reported by teaching staff delivering PE. - Teaching staff more willing to deliver a greater range of sports. - <u>Pupil voice:</u> 'I love all the games we play' – Year 2 'I've actually learnt a lot more than I ever have in PE lessons because it's been more of a challenge' – Year 3 'I like it because we get lots more exercise. Lots more activities and not just standing still' – Year 5. 	<ul style="list-style-type: none"> -Continue to ensure plans are used, amended and altered as necessary. -Continue to get feedback from staff and children on lessons.

<p>Develop staff CPD programme through:</p> <p>Employment of specialist coach – Tessa (fundamental movement skills for KS1) – Autumn Term</p>	<p>-PE lead to liaise with coach and organise.</p> <p>-PE lead to gain feedback from Year 1 and 2 teachers to ensure they are gaining the CPD they need.</p> <p>-PE Lead to observe sessions to ensure provision is adequate.</p>	£482	<p>Evidence:</p> <ul style="list-style-type: none"> - Staff report increased knowledge and confidence after team-teaching/sessions with coach. -Children report positively on experiences in lessons. -Children secure fundamental movement skills. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> -Securing links for the children with local clubs and opening up opportunities for them to join more after school clubs. <p>Staff Feedback: ‘Specialist coaching and team teaching is when I learn the most about PE’. ‘Her subject knowledge and skills has meant that I have been able to gain confidence in areas I felt I was weaker’.</p>	<ul style="list-style-type: none"> - Continue to develop provision/ time available with external coaches to improve CPD for teachers. -Continue to develop links with local clubs. -Continue to develop CPD opportunities for staff.
<p>Develop staff CPD programme through:</p> <p>Employment of specialist coach – Sophie (Dance)</p> <p>Autumn 2 – Year 3</p> <p>Spring 1 – Year 1</p> <p>Spring 2 – Year 4</p> <p>Summer 1 – Year 6</p> <p>Summer 2 – Year 5</p>	<p>-PE lead to liaise with coach and organise.</p> <p>-PE lead to gain feedback from Year 1 and 2 teachers to ensure they are gaining the CPD they need.</p> <p>-PE Lead to observe sessions to ensure provision is adequate.</p>	£2,550	<p>Evidence:</p> <ul style="list-style-type: none"> - Staff report increased knowledge and confidence after team-teaching/sessions with coach. -Children report positively on experiences in lessons. -Increased pupil motivation. -Children are excited to continue this sport. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> -Securing links for the children with local clubs and opening up opportunities for them to join more after school clubs. -Signposting children to extra-curricular dance available onsite. 	<ul style="list-style-type: none"> - Continue to develop provision/ time available with external coaches to improve CPD for teachers. -Continue to develop links with local clubs. -Continue to develop CPD opportunities for staff.

			-Securing links for Dance competitions. -Reaches out to children who are not engaging in 'traditional' sports. - <u>Pupil voice</u> : 'Her dance lessons are very lively and I have learnt to never give up' – Year 4 'I didn't know how to step-ball-change until Sophie taught me' – Year 4 'It is great to have someone who really loves Dance' – Year 4. 'She is really god at dance' – Year 4. - <u>Staff Feedback</u> : 'Specialist coaching and team teaching is when I learn the most about PE'.	
Promote the importance of a healthy active lifestyle through Jigsaw lessons (RSHE).	-To discuss the role Jigsaw plays in the teaching of physical activity and a healthy active lifestyle with the Deputy Head.	N/A	Evidence: -All children are accessing these lessons. -Children have been gained ideas on how to be active at home. -Children are inspired to be active through fun and play based activities. Wider Impact as a result from above: - Children know the characteristics and mental and physical benefits of an active lifestyle. -Children are more aware of how they can incorporate physical activity into their lifestyle and how it can become a family activity.	-To keep up to date with any further Jigsaw material regarding a healthy active lifestyle/physical activity. -For all teachers to continue teaching these lessons effectively across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12.2 %
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>Alternative Sports Morning – Summer 2</p> <p>Provide all children with broader experiences across a range of sports/physical activities.</p> <p>Engage more children in physical activity and competitive sport.</p> <p>Get children excited and hopefully inspire some to take up alternative sports.</p>	<p>-PE lead to liaise with Horsham Sports Services to arrange.</p> <p>-PE lead to choose from an array of activities.</p> <p>-PE lead to arrange a timetable for Years R-6.</p>	<p>£2, 495</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children have had the opportunity to experience a wider range of sporting activities. -Increased enjoyment of being active. -Children usually less engaged participated positively and showed interest. -Increased interest in alternative sports. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> - Increased confidence reported by teaching staff delivering PE. -Teaching staff more willing to deliver a greater range of sports. -Positive links for extending PE provision next year. -Positive feedback from staff: 'The children loved it' 'Children who I usually struggle to get to participate were actively engaged and interested'. - Pupil voice: 'The wheelchairs were so fun. I have never done that before' – EYFS 'It was great because we did wheelchairs and golf. I just loved it' – Year 1 'We had to use Ellie Evaluate when throwing the discs' – Year 1 'I enjoyed the tug of war. It was so fun' – Year 1 'Alternative Sports Morning was fun because you get to try lots of different things' – Year 2 'I think it was really good because we got to do wheelchair basketball and my brother could have a go too, even though he's in another year 	<p>-Continue to offer children new experiences to develop confidence and enthusiasm towards being active.</p> <p>-Look at incorporating 'alternative sports' clubs.</p>

			group' – Year 2 'The disk golf was fun because it was hard' – Year 2	
<p>To host a whole-school Sports Day day that will promote a healthy active lifestyle.</p> <p>Children to enjoy being physically active and competitive.</p>	<p>-Sports Coach to arrange.</p> <p>-To incorporate some new stations to create excitement.</p> <p>-PE lead to liaise with PTA about drinks stalls and Music.</p> <p>*Due to Covid-19 restrictions parents are no longer allowed to attend.</p>	N/A	<p>Anticipated Evidence:</p> <ul style="list-style-type: none"> - Children enjoyed participating in a range of sports day activities. -Children enjoyed putting their skills from PE lessons into practise. -Children had the opportunity to play as part of a team and practise sportsmanship behaviour. <p>Anticipated Wider Impact as a result from above:</p> <ul style="list-style-type: none"> -Children improved skills such as winning, losing, coping with disappointment, cooperating with others and a range of other social skills. - Less engaged children participating in a different opportunity. -Pupils are proud of their achievements. 	<p>-To continue to develop Sports Day next year.</p> <p>- To encourage more families to take part in Physical activity together.</p>
<p>Additional Achievements:</p> <p>New Clubs developed/provided.</p> <p>Greater club provision to enable more children to participate.</p> <p>Clubs to engage children and increase physical activity upon return of school closure.</p>	<p>-PE lead to liaise with Sports coach to discuss after school club provision.</p> <p>-All staff to choose and provide a club (some of these sporting).</p>	N/A	<p>Evidence:</p> <ul style="list-style-type: none"> - Children have greater opportunities to participate in after school sporting clubs. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> - Children have new opportunities. -Increased confidence and activity levels in sport. -Registers kept to be used as evidence for School Games application. 	<p>-Continue to increase and develop after-school provision.</p> <p>-Look at providing 'alternative sports' clubs.</p> <p>-Gain pupil voice about what clubs they would like to have on offer.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.2 %
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>Quadkids Virtual Competition – Summer 2</p> <p>Enable all children (years 1-6) to participate in interschool competitions/tournaments in the Horsham District (in a Covid-19 safe environment).</p> <p>Introduce competitive events to engage more pupils.</p>	<ul style="list-style-type: none"> - PE lead to liaise with Horsham Sports Services to arrange. -PE lead to arrange a timetable for Years 1-6. -PE lead and class teachers to form an A, B and C team across the year group so data can be analysed 	£861	<p>Evidence:</p> <ul style="list-style-type: none"> -All children competed in 50m Sprint, 300m Run, Mini Vortex Howler Throw, Standing Long Jump. -Children learnt about fair play and sportsmanship. -Fun and participation towards early athlete development. <p>Wider Impact as a result from above:</p> <ul style="list-style-type: none"> -All children had the opportunity to participate – increased confidence, self-esteem etc. -Raised the profile of sporting competitions. -All children demonstrated a sense of pride at representing the school. - <u>Pupil voice:</u> ‘I enjoyed the standing long jump because I loved the challenge of trying to beat my score’ – Year 3 ‘I could feel that the 400m run was hard work but I knew it was good for my body’ – Year 3 ‘I liked all four of the different activities. It made you want to do your best in each one’ – Year 4 ‘It was good because it gave you so much exercise’ – Year 4 ‘It gave us a chance to try a different type of athletics and it was nice to be able to do it since we can't 	<ul style="list-style-type: none"> - Continue to develop/build calendar of competitions and events annually. -Continue to build the profile of sporting competitions in school. -Ensure a range of children/abilities are accessing competition.

			do district sports this year' – Year 6 'I like that we got to do it more than once so that we can better ourselves' – Year 6 'I enjoyed the challenge of the activities' – Year 6	
Enable children to represent the school with a sense of pride.	-Headteacher to apply for Football kit competition. -Headteacher and PE lead to choose kit.	N/A	Anticipated Evidence (not used yet due to Covid-19): - Children have a greater sense of pride when representing the school in football matches.	-To raise the profile of competition through kit. -To engage more children in competition.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	