



Aiming High and Achieving Our Best



# Evidencing the Impact of Primary PE and Sport Premium 2022-23

Supporting all children in becoming both physically and mentally healthy



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

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.

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. **All funding must be spent by 31st July 2023.**



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£18,350
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023 (£16,000 + £10 per pupil)	£18,930

## Swimming Data

Please report on your Swimming Data below.

Meeting National Curriculum requirements for swimming and water safety. <b>N.B.</b> Even though your pupils may swim in another year (and this may have been impacted by Covid lockdowns) please report on their attainment in Y6 on leaving primary school at the end of the summer term 2023.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	15%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	15%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	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: 2022/23</b>	<b>Total fund allocated: £18,900</b>	<b>Date Updated: 06.06.23</b>
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<b>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</b>				Percentage of total allocation:
				35%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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? To be RAGged	Sustainability and suggested next steps:
Further development of a child centred PE curriculum which embeds emotional and thinking skills as well as physical literacy into PE, sport and life.	<ul style="list-style-type: none"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- ‘Webinars’ provided by Mid Sussex Active Partnership, Active Sussex,, Creating Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for SSL to support new staff – including ECTs.</li> <li>- SSL to incorporate wellbeing into the PE curriculum and into daily school life.</li> </ul>	£208.50 (£834 ÷ 4, as shared across 4 indicators)	<p>All teachers who teach PE are teaching at least good quality REAL PE lessons every week, so that children’s physical literacy, emotional and thinking skills have improved.</p> <p>ECTs and new staff supported through modelling, planning support and team teaching, allowing for confident PE delivery so children engage fully in higher quality PE lessons.</p> <p>Wellbeing incorporated into the PE curriculum and daily school life.</p>	<p>Continued use of REAL PE.</p> <p>ECTs to team teach and observe more PE lessons to gain confidence with delivery.</p> <p>Continued growth of active brain breaks in lessons.</p>

Created by:



Supported by:



	<ul style="list-style-type: none"> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>		<p>The effective evaluation of the impact of PE lessons has improved.</p> <p>Improved assessment in PE has led to stronger outcomes.</p>	Formalise assessment in PE
<p>Employment of a high-quality Specialist Sports Leader (SSL) to teach a range of sports in an effective curriculum.</p> <p>SSL to lead extra-curricular activities to broaden physical activity across the school.</p> <p>All staff will be competent and confident to lead PE lessons and focus groups.</p> <p>Increase participation in regular physical activity with a focus on children who have previously not engaged.</p>	<ul style="list-style-type: none"> <li>- SSL employed.</li> <li>- Extra-curricular activities set up.</li> <li>- SSL leading a wide range of lunch time clubs to support active play.</li> <li>- SSL supporting staff in their subject knowledge.</li> <li>- Children who have previously not engaged in physical activity will participate.</li> </ul>	<p>£2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)</p>	<p>Physical activity across the school has increased.</p> <p>A wider range of extra-curricular activities is available to students.</p> <p>All staff are competent and confident to lead PE lessons and focus groups.</p> <p>Children who have not previously engaged have participated in regular physical activity.</p>	<p>Continued into next year so that participation in inter (external) and intra (internal) events can be maintained.</p> <p>New activities have been introduced (dance, lacrosse), however, more needed.</p> <p>Teachers who are not regularly teaching PE are at risk of becoming de-skilled.</p> <p>Continued support at playtimes for the continued engagement of all children.</p>
<p>Offer children a wider experience of physical activities to increase participation.</p>	<ul style="list-style-type: none"> <li>- Storm Basketball to lead lessons to a range of year groups and to provide a free lunch time club.</li> <li>- Sussex Cricket to provide: specialist coaching in lesson time, an after school club, an assembly, staff CPD &amp; inter-school competitions.</li> <li>- Lacrosse Foundation to provide:</li> </ul>	<p>£60 (£180 ÷ 3 as shared across 3 indicators)</p> <p>Free</p> <p>Free</p>	<p>More children will experience a wider range of physical activities.</p>	<p>Continue to develop partnerships with external providers by utilising connections including those made through Sussex Active.</p>

	<ul style="list-style-type: none"> <li>specialist coaching in lesson time, staff CPD &amp; inter-school competitions.</li> <li>- Elite Development Coaching to run football coaching for the school football teams.</li> <li>- Children to receive Orienteering lessons as part of the curriculum.</li> <li>- Participation in multiple inter-school sports festivals</li> </ul>	<p>£280(£560 ÷ 2 as shared across 2 indicators) Free</p>		To review whether providers are fully meeting our needs.
<p>Embedding active learning in and out of the classroom to achieve 30:30 <i>'Active children achieve up to 33% better than their inactive peers!'</i> (Youth Sports Trust)</p>	<ul style="list-style-type: none"> <li>- Free resources such as: Cosmic Kids, BBC Super Movers &amp; GoNoodle used by staff.</li> <li>- Two members of Staff to attend a 'Teach active workshop' which will be cascaded to colleagues.</li> </ul>	£0	- Majority of children have achieved 30:30.	<p>Increase promotion of active travel England (promotes walking, wheeling and cycling) Increase promotion of clubs both inside and outside of school Increase active learning in the school day Pupil led questionnaire to be developed and implemented</p>
<p>Play times are high quality and active so that <b>all</b> children can participate and enjoy games which contribute to their Active 30.</p> <p>To achieve the 'Better Lunchtimes' Kitemark</p>	<ul style="list-style-type: none"> <li>- SSL released to support lunch play times.</li> <li>- Less active groups targeted so that all children are active.</li> <li>- Good play is modelled by prefects and house captains so that children want to be active.</li> <li>- Lunchtime Review to take place</li> </ul>	<p>£2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)</p> <p>£495 (£990 ÷ 2 as shared across 2 indicators)</p>	<ul style="list-style-type: none"> <li>- Previously less active children now report that they are enjoying more active playtimes.</li> <li>- Better lunchtimes Kitemark achieved.</li> </ul>	<p>Continued targeting of less active students</p> <p>Report needs to be shared and actions implemented Creating Active Schools (CAS) report to be implemented</p>

<p>High quality play time equipment for children's use.</p>	<ul style="list-style-type: none"> <li>- Regular audits of equipment available at lunch time to support play so that the appropriate equipment is always available.</li> <li>- Prefects and House Captains to support children in how to use equipment effectively.</li> <li>- Equipment chosen to reflect PE lessons so that children can apply skills learnt in PE.</li> </ul>	<p>£350</p>	<ul style="list-style-type: none"> <li>- All play time equipment is regularly used and in good condition.</li> <li>- Suitable equipment being used by all children to build on skills learnt in PE and at festivals.</li> </ul>	<p>Play time equipment needs to be regularly replenished due to wear and tear and being lost over walls. Prefects to support children in writing persuasive letters to neighbours.</p>
<p>All children to participate in an external event in KS2 with the intention of children continuing the sport either at play time or outside of school.</p>	<ul style="list-style-type: none"> <li>- Access to a minibus to aid in transport</li> <li>- SSL to monitor participation over the long term to enable all children to participate in at least one event.</li> </ul>	<p>£500 (£1500 ÷ 3, as shared across 3 indicators)</p>	<ul style="list-style-type: none"> <li>- Trust minibus has been used several times a term to transport children who do not have access to other transport to sports events.</li> <li>- By Christmas 2022: 75% KS2 participation in external events.</li> <li>- By Summer 2023: 100% KS2 participation in external events. 65% in 2+ events.</li> </ul>	<p>The school has had virtually no access to the shared minibus. We should not contribute to the shared bus out of the SSG next year as it is not providing value for money. A Waterfield bus is on order which we will pay towards once it arrives.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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 To be RAGged	Sustainability and suggested next steps:
Further development of a child centred PE curriculum which embeds emotional and thinking skills as well as physical literacy into PE, sport and life.	<ul style="list-style-type: none"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- 'Webinars' provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex Cricket.</li> <li>- Release time for SSL to support new staff – including ECTs.</li> <li>- SSL to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>	£208.50 (£834 ÷ 4, as shared across 4 indicators)	<ul style="list-style-type: none"> <li>- All teachers, who teach PE, are teaching at least good quality REAL PE lessons every week, so that children's physical literacy, emotional and thinking skills have improved.</li> <li>- ECTs and new staff supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</li> <li>- Wellbeing incorporated into the PE curriculum and daily school life.</li> <li>- The effective evaluation of the impact of PE lessons has improved.</li> </ul>	<p>Continued use of REAL PE.</p> <p>ECTs to team teach and observe more PE lessons to gain confidence with delivery.</p> <p>Continued growth of active brain breaks in lessons.</p> <p>Formalise assessment in PE</p>



			- Improved assessment in PE has led to stronger outcomes.	
Regular updates of all sporting achievements to highlight importance of friendly sporting competition and to ensure the whole school community is aware of the range of sports the school participates in.	<ul style="list-style-type: none"> <li>- Regular updates in the newsletter.</li> <li>- Regular updates on Twitter.</li> <li>- When appropriate, match reports in assembly and in the school entrance.</li> </ul>	£0	- Profile of school sporting events is raised in the community.	
All children to participate in an external event in KS2 with the intention of children continuing the sport either at play time or outside of school.	<ul style="list-style-type: none"> <li>- Access to a minibus to aid in transport</li> <li>- SSL to monitor participation over the long term to enable all children to participate in at least one event.</li> </ul>	£500 (£1500 ÷ 3, as shared across 3 indicators)	<ul style="list-style-type: none"> <li>- Trust minibus has been used several times a term to transport children who do not have access to other transport to sports events.</li> <li>- By Christmas 2022: 75% KS2 participation in external events.</li> <li>- By Summer 2023: 100% KS2 participation in external events. 65% in 2+ events.</li> </ul>	<p>The school has had virtually no access to the shared minibus. We should not contribute to the shared bus out of the SSG next year as it is not providing value for money.</p> <p>A Waterfield bus is on order which we will pay towards once it arrives.</p>
Children to use skills learnt in their PE lessons in their play time.	<ul style="list-style-type: none"> <li>- SSL released to support lunch play times.</li> <li>- Less active groups targeted so that all children are active.</li> <li>- Good play is modelled by prefects and house captains so that children want to be active.</li> <li>- Sports teams are given extra training to increase participation in interschool events.</li> </ul>	£2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)	<ul style="list-style-type: none"> <li>- Previously less-active children now report that they are enjoying more active playtimes.</li> <li>- Sports teams continuing to play sports at lunch times without guidance.</li> </ul>	Continued targeting of less active students and sports teams

To achieve the 'Better Lunchtimes' Kitemark	Lunchtime Review to take place	£495 (£990 ÷ 2 as shared across 2 indicators)	- Better lunchtimes Kitemark achieved.	Report needs to be shared and actions implemented
High quality equipment that is suitable for students' age and skill level is always available for them to use whilst in PE lessons.	- Regular audits of PE equipment and the PE curriculum so appropriate repair/replacement takes place and suitable equipment is always available.	£100	- Suitable equipment is always available for PE lessons.	Summer 2023 audit of PE equipment and the PE curriculum ready for the Autumn term.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				14%
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? - To be RAGged	Sustainability and suggested next steps:
Staff to engage actively with experts in specific sporting fields to improve subject knowledge, adapt and improve their pedagogy and thus implement best practice in their lessons.	- Staff engaging in sessions led by external companies and groups.  - Staff engaging in sessions led by SSL.	£60 (£180 ÷ 3 as shared across 3 indicators)  £2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)	- KS2 staff confidence, subject knowledge and pedagogy for teaching a range of sports has increased.	

<p>Assessment of PE is improved.</p> <p>Access to online PE resources is available when outside.</p> <p>Teachers are confident with using the REAL PE lesson plans and lesson structure.</p>	<ul style="list-style-type: none"> <li>- iPads available for referencing to next steps, key questions and for modelling good practice.</li> <li>- iPads available for supporting assessment in PE (both by staff and by pupils).</li> </ul>	£0	<ul style="list-style-type: none"> <li>- iPads are being used (by both staff and students) effectively in PE to raise standards.</li> </ul>	
<p>Ensuring staff assessing swimming are confident and competent to assess swimming skills.</p> <p>Provide a framework for Waterfield staff to assess children's competence in swimming.</p>	<ul style="list-style-type: none"> <li>- Introduce a Waterfield Swimming Award Scheme.</li> <li>- Explore the option of training a member of staff to lead swimming in the long term.</li> </ul>	£15.71	<ul style="list-style-type: none"> <li>- Staff are confident and competent using an effective swimming assessment framework.</li> </ul>	<p>K2 staff to align their lessons with our awards scheme.</p> <p>Continue to raise the profile of swimming.</p> <p>Introduce overview of swimming progression into PE curriculum.</p> <p>Introduce year 6 top up lessons in summer term.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				15%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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 - To be RAGged	Sustainability and suggested next steps:

<p>A range of clubs offered by internal and external providers that engage all students including those with SEND &amp; vulnerable pupils.</p> <p>Regular specialists teaching a range of sports throughout the PE timetable.</p>	<ul style="list-style-type: none"> <li>- Storm Basketball to lead lessons to a range of year groups and to provide a free lunch time club.</li> <li>- Sussex Cricket to provide: specialist coaching in lesson time, an after school club, an assembly, staff CPD &amp; inter-school competitions.</li> <li>- Lacrosse Foundation to provide: specialist coaching in lesson time, staff CPD &amp; inter-school competitions.</li> <li>- Elite Development Coaching to run football coaching for the school football teams.</li> <li>- Children to receive Orienteering lessons as part of the curriculum.</li> <li>- Participation in multiple inter-school sports festivals</li> </ul>	<p>£60(£180 ÷ 3 as shared across 3 indicators)</p> <p>Free</p> <p>Free</p> <p>£280(£560 ÷ 2 as shared across 2 indicators)</p> <p>Free</p>	<ul style="list-style-type: none"> <li>- More children will experience a wider range of physical activities.</li> </ul>	<p>Continue to develop partnerships with external providers by utilising connections including those made through Sussex Active.</p> <p>To review whether providers are fully meeting our needs.</p>
<p>Further development of a child centred PE curriculum which embeds emotional and thinking skills as well as physical literacy into PE, sport and life.</p>	<ul style="list-style-type: none"> <li>- REAL PE subscription continued</li> <li>- Further staff training: CPD to refresh REAL PE as well as all staff attending an additional subject specific CPD session.</li> <li>- All class teacher-led lessons use REAL PE lessons every week with regular monitoring and support.</li> <li>- ‘Webinars’ provided by Mid Sussex Active Partnership, Active Sussex, Crawley School Games Officer and Sussex</li> </ul>	<p>£208.50 (£834 ÷ 4, as shared across 4 indicators)</p>	<ul style="list-style-type: none"> <li>- All teachers who teach PE are teaching at least good quality REAL PE lessons every week, so that children’s physical literacy, emotional and thinking skills have improved.</li> <li>- ECTs and new staff supported through modelling, planning support and team teaching allowing for confident PE delivery, so children engage fully in higher quality PE lessons.</li> </ul>	<p>Continued use of REAL PE.</p> <p>ECTs to team teach and observe more PE lessons to gain confidence with delivery.</p>

	<p>Cricket.</p> <ul style="list-style-type: none"> <li>- Release time for SSL to support new staff – including ECTs.</li> <li>- SSL to incorporate wellbeing into the PE curriculum and into daily school life.</li> <li>- Improve the effective evaluation of the impact of PE lessons.</li> <li>- Further develop the assessment of PE skills within lessons and identification of strong outcomes for all pupils based on their achievements in different areas of the PE Curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>- Wellbeing incorporated into the PE curriculum and daily school life.</li> <li>- The effective evaluation of the impact of PE lessons has improved.</li> <li>- Improved assessment in PE has led to stronger outcomes.</li> </ul>	<p>Continued growth of active brain breaks in lessons.</p> <p>Formalise assessment in PE</p>
<p>Employment of a high-quality Specialist Sports Leader (SSL) to teach a wider range of sports than previous years in an effective curriculum.</p> <p>SSL to lead extra-curricular activities to provide a broader range of sports and activities to all pupils</p>	<ul style="list-style-type: none"> <li>- SSL employed.</li> <li>- Extra-curricular activities set up.</li> <li>- SSL leading a wide range of lunch time clubs to support active play.</li> <li>- SSL supporting staff in their subject knowledge.</li> </ul> <p>Children who have previously not engaged in physical activity will</p>	<p>£2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)</p>	<ul style="list-style-type: none"> <li>- Physical activity across the school has increased.</li> <li>- A wider range of extra-curricular activities is available to students.</li> <li>- All staff are competent and confident to lead PE lessons and focus groups.</li> <li>- Children who have not previously engaged have</li> </ul>	<p>Continued into next year so that participation in inter (external) and intra (internal) events can be maintained.</p> <p>New activities have been introduced (dance, lacrosse) however, more needed.</p> <p>Teachers who are not regularly teaching PE are at risk of becoming de-skilled.</p> <p>Continued support at</p>

	participate.		participated in regular physical activity.	playtimes for the continued engagement of all children.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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 -To be RAGged	Sustainability and suggested next steps:
- All children to participate in an external event in KS2 with the intention of children continuing the sport either at play time or outside of school.	- Access to a minibus to aid in transport - SSL to monitor participation over the long term to enable all children to participate in at least one event.  - Supplementation of Inclusive attendance in Sports Activities for 'Disadvantaged' children	£500 (£1500 ÷ 3, as shared across 3 indicators)	- Trust minibus has been used several times a term to transport children who do not have access to other transport to sports events. - By Christmas 2022: 75% KS2 participation in external events. - By Summer 2023: 100% KS2 participation in external events. 65% in 2+ events. - Preferential selection of disadvantaged children for targeted events. - Paid for club spaces	The school has had virtually no access to the shared minibus. We should not contribute to the shared bus out of the SSG next year as it is not providing value for money. A Waterfield bus is on order which we will pay towards once it arrives.  Continued support for specific children to include PE equipment.

Children participating in external clubs in sports that they have an aptitude for.	<ul style="list-style-type: none"> <li>- Clubs signposted after PE sessions</li> <li>- Clubs signposted after external events</li> <li>- Clubs signposted in Community Newsletter (Clubs in the Community).</li> </ul>	£0	<ul style="list-style-type: none"> <li>- Children participating in external clubs in sports that they have an aptitude for.</li> </ul>	Continue to promote.
<p>SSL to lead extra-curricular activities to increase participation in competitive sports activity across the school.</p> <p>Increase participation in regular physical activity with a focus on children who have previously not engaged.</p>	<ul style="list-style-type: none"> <li>- SSL employed.</li> <li>- Extra-curricular activities set up.</li> <li>- SSL leading a wide range of lunch time clubs to support active play.</li> <li>- Children who have previously not engaged in physical activity will participate.</li> </ul>	£2,366.66 (£14,200 ÷ 6 as shared across 5 indicators)	<ul style="list-style-type: none"> <li>- Physical activity across the school has increased.</li> <li>- A wider range of extra-curricular activities is available to students.</li> <li>- Children who have not previously engaged with participate in regular physical activity.</li> </ul>	<p>Continue to monitor and promote extra- curricular activities to all children.</p> <p>To extend the range on offer.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Edward Lockton
Date:	06/06/23
Governors:	Dawn Martin, Marie Bradman
Date:	06/06/23