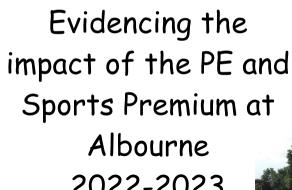
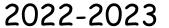
Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

























| Key achievements to date until July 2023:                                    | Areas for further improvement and baseline evidence of need:                   |
|--|--|
| Games Award- Gold in 2019  | Increase opportunities for children to represent the school both competitively |
| OPAL play times running confidently – variety of equipment and opportunities | ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '  |
| available  | Ensure that staff are confident in assessing PE and are confident in teaching  |
| Developed Sports Crew to take ownership of their games and take              | every area of PE for their year group- less work load                          |
| responsibility as leaders in setting up and packing away OPAL equipment      | Explore adding a variety of sports clubs- use link with Hurst and paid for     |
| Assessment documents created for staff to assess every area of PE- needs to  | coaches  |
| be reviewed  | Increase participation in after school and break time clubs                    |
|  | Improve behaviour on the playground  |
|  | Apply for Games Award 2023   |
|  | Bike/scoot to school week to promote being active                              |

| 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 | 90%   |
| primary school at the end of the summer term 2023.  |   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 90%   |
| 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. We have provided catch up swimming for years 4 and 5 because of missed swimming. |









## **Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

| Academic Year: 2022-23  | Total fund allocated: £17,600   | d: £17,600 Date Updated: 13/6/23 |  |   |
|---|---|----------------------------------|--|---|
| <b>Key indicator 1:</b> The engagement primary school pupils undertake a  | Percentage of total allocation: %   |                                  |  |   |
| Intent  | Implementation  |                                  | Impact   | 51 %  |
| 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<br>allocated:            | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| Opportunities for activity will be provided throughout the school day and embedded into the curriculum through Sports Crew, clubs on offer and TA encouragement  Children will be encouraged to be active and know it's importance as part of a healthy lifestyle | Pupil conferencing to see effect on lessons- 90% of children said that they know what it means to live a healthy life style and they agree that the school supports this.  Sports crew lead activities during break times 3x weekly Sports Crew to set and pack away equipment. | £9,000                           | Sports crew are outside with a range of activities and equipment Across all key stages  During pupil conferencing, children were able to explain clearly how to keep active and why it is important. | Pupil voice to see how to inspire those who have not got involved in activities.  Continue to develop a range of activities.  Continue to develop OPAL playtimes, to enable active play throughout winter time. |
| pupil and provide lots of varied  | A range of equipment bought to increase the possibilities and range of activity provided  |                                  | Sports Crew are now proactive in preparing and packing away for break times.   |   |











|   | - Dress up<br>- Weaving wall                                     |  |
|---|--|--|
|   | - Mud kitchen<br>- Water play                                    |  |
|   | - Dancing Alongside:   |  |
|   | <ul><li>Wheeled play/ trikes</li><li>Sand pit</li></ul>          |  |
|   | <ul><li>Climbing trees</li><li>Building dens</li></ul>           |  |
|   | - Scooters   |  |
|   | equipment and active activities to get involved with:            |  |
|   | Children have a range of   |  |
|   | Whole school active focus – OPAL has continued this year.        |  |
|   | be outside in all weather- coats, fleeces and high vis.          |  |
|   | Suitable clothing for all staff to                               |  |
|   | to be solved- wellies for winter, overalls for all ages.         |  |
|   | OPAL practicalities have started                                 |  |
| of PE NC.                                   | parents have also given positive feedback.                       |  |
| Planning clearly set out to cover all areas | are enjoying playtimes and                                       |  |
| Continue to develop OPAL.                   | OPAL play- Pupil conferencing<br>has shown that 100% of children |  |













| 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<br>allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps:  |
|---|--|-----------------------|--|---|
| Children will know that being active is crucial to staying healthy and happy and continue to make healthy choices.  | Assemblies to encourage a healthy lifestyle. Whole school days to encourage a community of being active.  OPAL being used to encourage all children to be outside and getting active during break times. Sports Crew to encourage activities outside.  Whole School Cultural Dance day | £600                  | take responsibility over their play and the equipment outside. It                        | to raise the profile of PE. Regular playtime assemblies. Continue to organise regular whole school activities. Continue enthusiasm into |













| Key indicator 3: Increased confidence   | , knowledge and skills of all staff in t   | eaching PE and     | sport  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
| Intent  | Implementation   |                    | Impact   | %<br>17%  |
| 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:  |
| Long term plan adapted again to ensure a wide range of skills are being taught across every year group and swimming is timetabled in for year groups to have catch up swimming, including Real PE for ideas and | Real PE taught throughout the school and is being adapted and used to support teaching. Real Gym and Real Dance have now also been implemented and available to use. | £3000              | After feedback from staff, Real PE is available to be used as a bank of ideas, rather than followed term by term to cover PE objectives lacking. | _   |
| guidance.<br>New teachers will have CPD to inspire  | All staff to have CPD in PE in a   |                    | said that it helped her and enabled her to feel more   | Continue to provide opportunities for staff CPD. Provide new PE lead with training.   |
| Teachers are confident in teaching a range of age appropriate PE activities.  | planning an teaching.  Opportunities for development   |                    | improve for the next session.  | and ensure it is kept safe and easily accessible for staff to use.  Make sure teachers know how to extend and push children's |
| Teachers are confident to assess children within PE.  | Assessment to be implemented.  |                    | JJ created assessment sheets for all year group in different sporting activities.  | learning on. PE assessment needs to be refined to reduce work load.   |









| Key indicator 4: Broader experience o   | f a range of sports and activities off   | ered to all pup       | ils  | Percentage of total allocation %                                |
|---|--|-----------------------|--|---|
| Intent  | Implementation   |                       | Impact   | 17 %  |
| 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<br>allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:                        |
| Children to be exposed to a variety of sports/physical activities. Children to continue to enjoy sports/activities through clubs in school and links to clubs outside of school. Have a variety of clubs available. | Ensure a range of clubs are provided to appeal to different interest (dance, football, tennis, multi sports) Get some new clubs available for children to join in with.  | £3000                 | Different clubs were provided this year: archery, tennis, football and dance. Both archery and tennis funded through sports premium. |   |
| Whole school sporting days planned to encourage children to get involved  | Sports day across the school,  |                       | Cultural Dance day was able to inspire chn to explore a range of cultures through being active.                                      | Arrange further experience days next year.                      |
|   | including a family picnic to encourage community feel.  Monitoring:  |                       | Sports day was a big success and having a range of equipment enables a range of activities.  |   |
|   | Monitor club participation across the school and identify that are not active – target with activities and pupil conference to identify which clubs might appeal to them |                       | There was a rise of club participation in summer to Autumn but still low.  | Continue to monitor club participation.                         |
|   | Monitor SEN and PP engagement with clubs   |                       | Breakfast club continues to be available for PP children as well as priority to other clubs available.                               |   |
| Build sporting links with Hurst College   | <b>Hurst Links:</b> Build links to secure competitive  |                       | Links with Hurst College have enabled a variety of specialist  | Continue to provide a range o<br>clubs - Seek outside providers |

| to promote PE and support a range of     | •                               | coaching and resources to be         | to continue to provide a range |
|--|---------------------------------|--------------------------------------|--------------------------------|
| sports being achieved.                   | taking place within Hurst- make | developed- year 3 swimming           | of clubs not yet covered       |
|  | use of their facilities.        | there.                               | Aim to move towards            |
|  |                                 | Sporting days for KS2 in summer      | attending tournaments. Look    |
|  |                                 | term filled with a variety of active | into joining Mid-sussex active |
|  | Send emails and start           | activities.                          | again.                         |
| Build links with local school for inter- | conversations with other local  | Sports leaders from Hurst and        |                                |
| school competitions.                     | schools for competitions.       | Downlands came to support            | Continue to make links.        |
|  |                                 | sports days.                         |                                |
|  | Use funding for catch up        | Year 2 went to Hassocks for multi    |                                |
| Continuos in a                           | swimming for years 4,5 and 6.   |                                      | Monitor swimming data.         |
| Swimming                                 |                                 | Emails sent to other schools.        | 0                              |
|  |                                 | Years 4,5, and 6 had catch up        |                                |
|  |                                 | additional swimming lessons – 1      |                                |
|  |                                 | term each.                           |                                |
|  |                                 |                                      |                                |
|  |                                 |                                      |                                |
|  |                                 |                                      |                                |













| Key indicator 5: Increased participation   | on in competitive sport  |                    |  | Percentage of total allocation:  |
|--|--|--------------------|--|--|
|  |  |                    |  | %  |
| Intent   | Implementation   |                    | Impact   | 11%  |
| 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:   |
| More opportunities for children to take part in competitive, noncompetitive and showcased activities.  Attendance or competition in events will be shared in assemblies and celebrated so children aspire to do the same.  Build links with Hurst college to | Build relationships with other schools so that children can take | £2000              | KS1 were able to take part in a<br>multi-skills activity afternoon at<br>Hassocks Infant School. More<br>opportunities available for next<br>year.                               | Explore Mid Sussex Active opportunities.  Continue to work with staff to continue to provide clubs that lead to competitive sports. If no staff member can provide sporting clubs, continue to look to employ high quality coaches to do this. |
| encourage children to participate in competitive activities.   | Plan at least 2 intra school competitions throughout the year    |                    | Not enough competitive sports were practised at school. When the school teacher could not continue football club, Sports Premium paid for a football coach to continue the club. | Continue to foster links with local sports clubs as a way of getting children into competitive sport   |











| Signed off by   |               |
|-----------------|---------------|
| Head Teacher:   | Fiona Keeling |
| Date:           |               |
| Subject Leader: | Mrs Jordan    |
| Date:           | 28/6/23       |
| Governor:       | Sophie Jupp   |
| Date:           |               |







