



**Nyewood C E Infant School**  
**School Sports Premium Grant**  
**2020 - 2021**



The Government grant for providing additional funding of £16,000 per academic year for each school, plus £10 for every child on roll in Key Stage 1 has been confirmed for the year 2020-2021. This is in place to improve provision of Physical Education (PE) and sport in primary schools. This funding is allocated to primary school headteachers.

Please click the following link to access the government website: [PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

Based on our current numbers, we estimate that the school will be allocated £17320 for the 2020-21 Sports Premium Grant allocation. Of this amount, we estimate that £10000 will be allocated in November 2020 and a further £7320 will be allocated in June 2021. This will be confirmed by the Government in due course.

Following the extremely successful use of the funding in previous years, we will continue with a number of the strategies in place to ensure ongoing, sustainable, improvements to the quality of PE and sport we offer.

Due to the situation with COVID-19 and partial school closure, the total spent last academic year was lower than anticipated. Therefore, there is a proportion of last year's total allocation that has been carried forward into this academic year. This amount is £13461.83.

**Estimated total allocation for 2020-2021**

2019-2020 carried forward + 2020-2021 allocation = Total allocation for 2020-2021

£13461.83 + £17320 = £30781.83

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Quality of learning in Physical Education (PE) continues to be judged as good or better based on PE specialist teacher monitoring. As a consequence of coaching provision for PE, all teachers involved have reported that they have learnt new ideas, and feel more secure, confident and knowledgeable in their PE teaching; reflected in observed practice.</li> <li>The school has curriculum teams across the school. The PE Team has been established with members from Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) who are secure in raising the profile of PE and leading PE across the school.</li> <li>All KS1 planning continues to be updated in line with advice from specialist PE teacher to ensure that the coverage is in line with the National Curriculum.</li> <li>There has been a new progression in skills document completed for PE across the school. This has helped to ensure that planning is progressive and builds on children's skills, knowledge and understanding. It has also supported the school in ensuring clear differentiation in PE planning.</li> <li>Internal assessments for PE in KS1 is used to inform planning and teaching to ensure children make progress from their starting points.</li> <li>Regular allocation of funding for resources is in place to secure appropriate resources, linked to the annual audit in line with curriculum and extra-curricular needs.</li> <li>The school has increased the amount of time spent on physical activity compared to previous years, to contribute towards children spending 60 minutes of physical activity each day.</li> <li>A range of sports are offered by the school within the PE curriculum and after school clubs. Observations show that children are positive about these new experiences.</li> <li>There has been an increase in the amount of competitive sports offered to all children through the PE curriculum, after schools clubs and other sporting events.</li> <li>Regular Continuing Professional Development (CPD) for staff has secured the quality of teaching of PE to be in line with school expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching from PE specialist to support teaching of updated planning in line with the National Curriculum. Teachers will be upskilled to ensure high quality teaching resulting in improved outcomes for children. <i>Update: Following many years of coaching by the PE specialist, in 2021-2022, this will be led by the PE Team to allow further sustainability.</i></li> <li>Coaching from PE specialist will also support the current planning, which has been adapted to meet the needs of the COVID-19 pandemic health and safety regulations. Teachers will have increased confidence in teaching under these new and challenging circumstances.</li> <li>The PE Team will continue to look ahead for future planning (Real PE), ensuring that this incorporates other aspects of PE such as social skills as well as physical skills.</li> <li>Monitoring and Evaluation (M and E) of PE sessions by PE Team will become more regular to ensure that the quality of teaching is in line with school expectations for all KS1 teachers. This will be in addition to the M and E by the specialist PE teacher with identified teachers.</li> <li>Assessments for KS1 collected at the end of the academic year 2020-2021 for all KS1 children using the new assessment format. This will provide a clearer measure of children's attainment compared to previous years. This data collection will be used as a benchmark for future years to compare progress and attainment in PE in KS1.</li> <li>Public Health England reports on research to show there is a positive association between academic attainment and physical activity levels of pupils. The school will aim to further increase the amount of time spent on physical activity each day through activities e.g. brain breaks, Playground Activity Leaders (PALs). Parents/carers will continue to be encouraged to contribute towards being active outside of school.</li> <li>Due to COVID-19, the school will robustly review the school risk assessment in line with National Government guidance to see when extra-curricular clubs can commence with outside agencies. When this is appropriate, the school will look to allowing clubs that offer a broader range of sports.</li> <li>The school will continue to increase participation in competitive sports. Due to the COVID-19 pandemic, this will initially need to be organised within the school curriculum. With the support of the West Sussex West School Sports Partnership, the school will look towards virtual competitive events where possible.</li> </ul>

## 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> 2020/21		<b>Total fund allocated:</b> £30781.83		<b>Date Updated:</b> 28.7.21	
<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					<b>Percentage of total allocation:</b>
					£4,920/£30,781 = 16%
<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?:	
Further increase the amount of time spent on physical activity inside school so that a total of at least 30 minutes is spent each day.	Continuing to buy into the West Sussex West School Sports Partnership (WSWSSP) support package for the engagement of all pupils in regular physical activity, through:		WSWSSP package 2020-2021 £0*	Monitoring and Evaluation by the PE Team shows that children are spending at least 30 minutes per day being active in school. This is made up of PE sessions that had been allocated, active playtimes, as well as brain break/wake up shake up activities throughout the school day.	
Further increase the amount of time spent on physical activity outside school so that a total of at least 30 minutes is spent each day.	- Support, updates and communication - Access to online resources - 1 place at Primary PE Conference for PE lead who will feedback to staff on any relevant information and training		Purchased last year	Despite partial school closure, the school continued to provide PE lessons virtually for those children learning from home and PE sessions within school. This allowed all children to continue receiving their 30 active minutes 'in school'. Data shows that over 90% of children were taking part in home learning, whether in school or at home. The school also communicated a range of physical activities that could be completed outside of school hours, during the partial school closure. This again helped to ensure children were receiving their daily active 60 minutes in total. Anecdotal	
This total of at least 60 minutes of physical activity for each child per day will positively impact children's physical wellbeing. It will support in diminishing the difference between the school and national pictures of	- Huff and Puff Family Play programme - Playground Activity Leaders (PALs) training		2021-22 WSWSSP early access package: £220 (proportion of cost)		
	Despite COVID-19, the school has made adaptations in line with Government guidelines to ensure that PE sessions can still occur. The school is allowing children to come into school dressed in their PE kits on their PE days, therefore reducing the time spent on children getting changed and maximizing the time spent in the PE session being active. KS1 classes will now have 2 x 45 active minutes of PE per week. The school will		PE Lead time £500 (proportion of cost)		
				The WSWSSP package has been in place for many years and has been secured for this academic year through previous funding allocations. The package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations so that collaborative working can continue. Ideas can then continue to be shared between professionals about how to further support and develop the engagement in all pupils in regular physical activity.	
				The WSWSSP has provided the PE lead with the knowledge and skills in how to engage children in	

<p>obesity. It will also support the children in leading an active and healthy lifestyle.</p>	<p>continue to use the main hall as a space for PE. This will be organised by the PE lead and outlined in a hall timetable.</p>		<p>feedback from parents and children showed that the majority of children completed these activities.</p>	<p>regular physical activity. This will be passed onto any future/new staff when appropriate.</p>
<p>Increased physical activity levels will also positively impact children's learning. Public Health England reports on research to show there is a positive association between academic attainment and physical activity levels of pupils.</p>	<p>Helping all children to take part in 60 minutes of physical activity a day by taking part in 'wake up shake up' style activities, at least once per morning for 10 minutes. Other active 'brain breaks' to be taken throughout the school day by children such as walking and stretching.</p>	<p>£2,000 proportion of resources cost</p>	<p>In addition to communicating ideas for ways to be active at home during partial school closure, the school communicated throughout the school year opportunities to be active at home. The PE Team uploaded videos and resources to the learning zone section of the school website. Informal pupil voice and feedback from class teachers shows that some families were using this as a tool for being active at home and contributing towards 30 active minutes at home.</p>	<p>Experienced staff continue to lead physical playtime activities, using the PALs training as a guidance for this. Existing staff act as a model for new staff each year so this continues year on year.</p>
	<p>Staff to provide physical activity opportunities during play times and engage children in these activities. The school will provide a range of resources to ensure that children are engaged in physical activity.</p> <p>Dependent on the COVID -19 pandemic and risk assessments, the school will look to use the specialist PE teacher for active playtimes. Children who are less active will be targeted for these sessions. This will increase the amount of time these identified children are spending on physical activity each day. The specialist PE teacher will work alongside children during one lunch time session per week (sports lunch club). To identify which children are targeted for these sessions, children will be observed at playtime and measured on their time being active to create a baseline. This will support the school in showing the impact of the additional time spent on being active for these identified children.</p>	<p>£1,700 (proportion of cost)* *This cost would be for the whole academic year</p>	<p>The Huff and Puff Family Play programme also has a positive impact on children being more active at home. The school ensured that resources for this programme were given to parents and families, supporting families to continue the 60 active minutes, with 30 minutes being active at home. Anecdotal feedback shows that some families were using this programme, allowing essential activity level and development at home.</p>	<p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years. During the COVID -19 pandemic, the school has been in regular contact with Freedom Leisure and will continue to assess when these can resume.</p>
	<p>Monitoring and evaluation by the PE Team will show an initial baseline of how much time is spent on being active throughout a school day. This will be monitored in weekly timetables and informal observations. This will be reviewed throughout the school year to show impact of sustained or increased time spent on being active.</p>	<p>PE Team time £500 (proportion of cost)</p>	<p>Due to restrictions with COVID-19 and mixing children, a lunch club was unable to run to target less active children. However, PE Team reminded staff to target children within their own class bubbles during playtimes. Informal feedback shows that these 'less active' children were increasing their time spent being physically active. In addition, the PE Team have sent out staff questionnaires in the summer term 2021 to identify any children who are less active, in preparation for beginning the lunch club next academic year. This will allow the school to target and support less active children early on in the academic year once COVID-19 restrictions</p>	<p>PE Team lead has successfully handed over additional sport opportunities, such as Dance House, to new staff. New staff are now confident in leading this for future years.</p>
	<p>To ensure the engagement of all pupils in regular</p>			<p>Wake up shake up is securely in place, timetabled into weekly timetables to ensure this occurs daily. Resources are readily accessible by new and existing staff.</p> <p>PE hall timetable will ensure that PE sessions can continue to occur inside the hall if the weather is bad outside.</p>

	<p>physical activity, the PE Team will collect pupil voice to monitor and evaluate engagement levels. The PE Team will put in actions dependent on pupil feedback to help increase the time spent on being active.</p> <p>The school will support parents/carers in continuing to spend time being active outside of school by providing physical activity resources. This will be communicated with parents through weekly class blogs/school website.</p> <p>Due to the COVID -19 pandemic, the school will robustly review against Government guidance and risk assessments whether after school clubs can resume. If and when this is safe, this would further support the school in providing children with more time spent being physically active. These will look to be funded by the Sports premium.</p>	<p>£0*</p> <p>*This is currently funded by parents and/or carers</p>	<p>have been lifted.</p> <p>Lunch time play time supervisors received training on how to deliver active playtimes. Observations of playtimes following this showed staff members delivering a range of active sports and children participating in these activities, resulting in all children being active throughout their 30 minute lunch play.</p> <p>Pupil voice feedback shows that children are beginning to become more active outside of school. This is due to the various opportunities that the school has provided and promoted with families such as fitness competitions.</p> <p>Although national statistics on child obesity appears to be increasing in recent years (in Reception, obesity prevalence has increased 9.7% in 2018-19 to 9.9% in 2019-20), the school will look to see the impact for the academic year 2020-21 in the November 2021 report.</p> <p>Due to the current situation with COVID-19, the school has prioritised well-being of all children and staff, partly through additional physical opportunities. Informal feedback shows some additional children that have been targeted and are now showing signs of becoming more settled and secure with their mental health.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: £5,115/£30,781 = 17%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
<p>New progression in skills for PE will be put in place for this academic year to ensure that all children build upon their skills. This will help to ensure that pupil outcomes in PE will be in line with school expectations.</p> <p>Assessments for KS1 collected at the end of the academic year 2020-2021 for all KS1 children using the new assessment format. This will provide a clearer measure of children's attainment compared to previous years. It will also support teachers in the handover from Year 1 to 2, so that Year 2 teachers are clear on their starting points and can ensure that their outcomes in PE continue to be progressive.</p> <p>The PE Team will look towards improving the whole school planning of PE to ensure that other skills in PE are taught,</p>	<p>Continuing to buy into the West Sussex West School Sports Partnership (WSWSSP) support package for the profile of PE being raised across the school as a tool for whole school improvement by:</p> <ul style="list-style-type: none"> <li>- Support, updates and communication</li> <li>- Access to online resources</li> <li>- 1 place at Primary PE Conference for PE lead who will feedback to staff on any relevant information and training</li> <li>- Unlimited central staff CPD (face to face or virtual)</li> <li>- Support in Sports premium/school sport development plan - evidencing for Ofsted</li> <li>- 1x on school site 2-3 hour CPD. The need of this will be identified from the M and E by the PE Team</li> </ul> <p>During the INSET day on 2/11/20, the PE Team will deliver training to all staff on the new progression in skills in PE. Staff will be trained so that they understand the progression of skills across the school from EYFS to the end of KS1. Staff will then be able to use these progression of skills alongside the planning to ensure that children are challenged appropriately in their PE sessions.</p> <p>During the INSET day on 2/11/20, the PE Team will deliver training to all staff on the updated KS1 assessment sheets. Staff will be trained so that they understand how to use these assessment sheets to inform their teaching. Teachers will be reminded to</p>	<p>WSWSSP package 2020-2021 £0* Purchased last year 2021-22</p> <p>WSWSSP early access package: £220 (proportion of cost)</p> <p>PE Team time £500 (proportion of cost)</p>	<p>New progressions of skills document for PE is in securely in place. This has allowed the PE Team to plan high quality PE sessions in KS1 that map in the progression of skills, therefore allowing planning of differentiation. EYFS Team continue to plan alongside the EYFS framework, using the progression of skills document as a tool to aid planning and teaching. Monitoring and evaluation of PE lessons across the school show that all staff are using the new progression of skills in their sessions. Differentiation is beginning to be seen and where this is most effective, lessons show how children's outcomes in learning are improving, with progress in sessions being seen.</p> <p>Due to COVID-19, there have been changes with the expectation of data collection at the end of EYFS and KS1. Due to partial school closure, the school reviewed which areas of learning were key to teach and secure in the summer term for all children. In both EYFS and KS1, Physical Development and Education remained a priority. In EYFS, the school devised a list of skills in Physical Development that were essential for the children to achieve by the end of EYFS. These were known as 'non-negotiables'. These skills were taught in the summer term in EYFS and the majority of children achieved these skills by the</p>	<p>The WSWSSP package has been in place for many years and has been secured for this academic year through previous funding allocations. The package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations so that collaborative working can continue. Ideas can then continue to be shared between professionals about how to raise the profile of PE across the school as a tool for whole school improvement. The WSWSSP has provided the PE lead with regular support and updates to ensure that the school can continue to improve its PE provision. This will be passed onto any future/new staff when appropriate.</p> <p>Progression in skills and assessment documents are available on the school network so that staff can refer to these at any time.</p> <p>New COVID -19 schemes of work and existing schemes of work for</p>

<p>not just the physical skills. This will ensure that teachers understand the philosophy of PE. Pupils will become lifelong learners of PE with skills that can be transferrable.</p> <p>The school will invest in iPads as a tool for whole school improvement in a range of ways. For example, teachers will be able to record PE sessions and feedback to their pupils effectively to move learning on. Leaders will be able to capture and record M and E in PE and use this to move provision forward.</p>	<p>complete assessment sheets by the end of the academic year so that data can be analysed for that academic year and these can then be passed onto the next class teacher for information on children's starting points.</p> <p>By the end of the academic year, whole school staff training on Real PE will be delivered so that this new scheme of work can be successfully implemented for the following academic year. Part of the training will focus on the understanding of the philosophy of PE such as there being a range of skills (e.g. social skills) and not just physical skills.</p> <p>The PE Team will calculate the Sports Premium budget to see how many iPads can be purchased for this academic year. The iPads will then be made available to staff and expectations of the use of these will be communicated by the PE team.</p> <p>The PE Lead and school will regularly complete a review and restock of quality of resources for the teaching of PE across the school. Adequate resources will allow high quality lessons to occur as a tool for whole school improvement.</p>	<p>£1,395 (proportion of Real PE cost)</p> <p>£1,000 iPad cost</p> <p>£2,000 proportion of resources cost</p>	<p>end of EYFS. In KS1, the team were able to continue with the teaching of Physical Education, with planning adapted to meet the needs of COVID-19. For this reason, teachers were able to use the KS1 assessment sheets as planned. Outcomes will be measured against future years once these assessments have been further implemented. Teachers have the assessments for their children for their new class for 2021-22, which will allow teachers to pitch their teaching effectively to all children.</p> <p>Whole school training has been delivered for Real PE. The PE Team received an overwhelming response of positive feedback from staff, showing their enthusiasm and understanding of the philosophy of Real PE. The school will look to monitor the teaching of Real PE next academic year and the impact of this on pupils. iPads have been invested, which has allowed teachers to capture various photos and videos for assessment purposes. Video and photographic evidence shows the progression in learning that the children are making.</p> <p>The purchase of iPads and other PE resources across the school year has contributed towards whole school improvement. Teachers can more effectively capture learning through videos and provide feedback to children within a lesson. Resources continue to be restocked, which has allowed PE sessions and active playtimes to continue effectively.</p>	<p>this academic year are on the school network, accessible by all teachers. Updated alongside advice from specialist PE teacher. These schemes of work will then be available for future years and any new or returning staff members.</p> <p>PE team - Acting Deputy Head teacher (previously experienced KS1 teacher), experienced KS1 teacher, and experienced EYFS teacher. The majority of this team has remained consistent over the years ensure the continued development and provision in this area. The range of experience from across all year groups within the school allows ideas to be shared to support all children across the school.</p> <p>Recorded data from new assessment format for KS1 will show an accurate picture of attainment. This can then be used for future years, and will measure the progress made from end of year 1 to end of year 2. This way of assessing will become embedded year on year.</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:
				£5,891/£30,781 = 19%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
<p>Coaching from PE specialist to support teaching of updated planning in line with the National Curriculum. Teachers will be upskilled to ensure high quality teaching resulting in improved outcomes for children.</p> <p>Coaching from PE specialist will also support the current planning, which has been adapted to meet the needs of the COVID-19 pandemic health and safety regulations. Teachers will have increased confidence in teaching under these new and challenging circumstances.</p> <p>Monitoring and Evaluation (M and E) of PE sessions by PE Team will become more regular to ensure that the quality of teaching is in line with school expectations for all KS1 teachers. This will be in addition to the M and E by the specialist PE teacher with identified teachers.</p>	<p>Continuing to buy into the West Sussex West School Sports Partnership (WSWSSP) support package to increase the confidence, knowledge and skills of all staff in the teaching of PE by:</p> <ul style="list-style-type: none"> <li>- Support, updates and communication</li> <li>- Access to online resources</li> <li>- 1 place at Primary PE Conference for PE lead who will feedback to staff on any relevant information and training - Unlimited central staff CPD (face to face or virtual)</li> <li>- 1x on school site 2-3 hour CPD. This will be identified from the M and E by the PE Team</li> <li>- REAL PE - includes 3 full days training for PE lead/staff member and access to "Jasmine" online resource</li> </ul> <p>The specialist PE teacher will support teachers with new COVID-19 planning. The specialist PE teacher will work with 2 KS1 teachers per half term so that by Spring half term, every teacher has received this support. Teachers will have increased confidence, knowledge and skills when teaching these sessions safely under COVID-19 guidance from the Government. When and if it is appropriate, the school will move towards their existing planning and the PE specialist will continue to support staff with the teaching of this. The school will measure the impact of this coaching on staff by completing an evaluation of their time with the PE specialist.</p>	<p>WSWSSP package 2020-2021 £0* Purchased last year 2021-22</p> <p>WSWSSP early access package: £220 (proportion of cost)</p> <p>£2,471 (proportion of cost)*</p> <p>*This cost would be for the whole academic year</p>	<p>Initial monitoring and evaluation of PE sessions identified that teaching was mostly in line with school expectations. Strengths and areas for development amongst staff team were also identified. Where teaching was identified as having areas for development, the PE specialist was then targeted to work with these identified staff members. These staff members were upskilled on their specific areas of development. This resulted in greater consistency in the quality of teaching across the school. Observations also showed children making progress in their PE sessions, resulting in children achieving improved outcomes. Data outcomes will be measured against future years once KS1 assessments have been further implemented.</p> <p>In particular, monitoring of PE sessions across the year showed that teachers were confident in using the new COVID-19 planning, as a result of coaching and support from the PE specialist. This ensured that high quality PE sessions could continue during a time of challenging circumstances.</p> <p>Feedback from PE specialist and teachers also shows that confidence of teaching has at least been maintained and, for some teachers, has increased over the academic year. This is positive due to the adaptations made to</p>	<p>The WSWSSP package has been in place for many years and has been secured for this academic year through previous funding allocations. The package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations so that collaborative working can continue. Experts and PE coordinators will be able to continue to share best practice amongst each other to support upskilling of the staff within their schools.</p> <p>Quality of teaching and learning in PE is maintained to a high standard through staff professional development. This high quality of teaching from staff can then be shared as a model of best practice with other staff members through Joint Practice Development. This will further secure increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>M and E to be completed with the</p>

<p>The school will deliver training of the new scheme of work (Real PE) so that it can be successfully implemented in academic year 2021- 22 alongside the existing planning. This will result in staff being able to deliver/teach this new planning effectively.</p>	<p>The PE Team will complete termly drop ins to monitor the quality of teaching under the new COVID-19 and when existing planning (when/if appropriate). These drop ins will be reviewed to see which teachers require further support with their teaching. These teachers will then receive further support from the PE specialist.</p> <p>The PE specialist will complete half termly reviews on the teachers that they have been supporting. The PE specialist will identify key strengths and next steps for each teacher so that they can continue their professional development in PE.</p> <p>By the end of the academic year, whole school staff training on Real PE will be delivered so that this new scheme of work can be successfully implemented for the following academic year. Part of the training will focus on the high quality teaching of Real PE. An expert in this area will deliver a showcase of lessons to teachers so that they understand how to use the Real PE planning and how to put this into practice with their teaching.</p> <p>The PE Lead and school will regularly complete a review and restock of quality of resources for the teaching of PE across the school so that teachers can deliver lessons with confidence and the resources required.</p>	<p>PE Team time £500 (proportion of cost)</p> <p>£1,000 (proportion of cost)</p> <p>£700 (proportion of Real PE cost)</p> <p>£1,000 proportion of resources cost</p>	<p>planning as a result of the COVID-19 pandemic.</p> <p>Real PE training was successfully delivered during the summer term. The PE Team received an overwhelming response of positive feedback from staff, showing their enthusiasm and understanding of how to teach Real PE for the next academic year. Teachers also began trialling delivering Real PE sessions over the summer term, which resulted in increased confidence. The school will look to monitor the teaching of Real PE next academic year to ensure that this is being delivered effectively and in line with school expectations.</p> <p>Resources and equipment were regularly reviewed and restocked as appropriate, in line with the school risk assessment e.g. no soft furnishings. This allowed PE sessions and active playtimes to be delivered effectively with teachers and staff having access to the necessary equipment.</p>	<p>PE Team, so that other members of staff are aware of the quality of teaching and learning in PE, and how to move this forward. If one member of the team is absent, M and E can still continue with the remainder of the team to ensure that teaching continues to be developed.</p> <p>Strong links have been established with the specialist PE teacher outside of initial recommendation from WSWSSP. This relationship with the school can continue for future years, with the PE specialist support teaching and learning of PE.</p> <p>The school will buy into the Real PE scheme of work. This will be saved onto the school network so that it can be used in future years.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £10,070/£30,781 = 33%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
<p>The school will provide a broader experience of a range of sports through sports events. On site school events such as Sports day will ensure that a range of activities are offered but also continue to support the skills outlined in the KS1 National Curriculum.</p> <p>The school will provide a broader experience of a range of sports through sports events. Off site school events such as Infant Agility and Huff and Puff will ensure that a range of activities are offered such as a bouncy castle, Boccia, lacrosse and curling.</p> <p>The school will provide PALs training to new pupils so that a range of activities can be completed at playtimes.</p> <p>The school will continue to provide a range of resources for playtimes and PE sessions so that a broader range of sports can occur.</p>	<p>Continuing to buy into the West Sussex West School Sports Partnership (WSWSSP) support package to offer a range of sports and activities for all by:</p> <ul style="list-style-type: none"> <li>- 3 inter school competitions</li> <li>- 1 intra school competition (Sports Day)</li> <li>- Huff and Puff Family Play programme</li> <li>- Playground Activity Leaders (PALs) training</li> </ul> <p>The school will continue to provide a range of sports events in addition to the competitions included in the WSWSSP package. These events, such as Dance House, Sports Relief and other on-site or off-site sports events, will be dependent upon COVID-19 Government advice. The PE Team will ensure that they are regularly checking any updates and information relating to this.</p> <p>The PE Lead and school will regularly complete a review and restock of quality of resources for the teaching of PE across the school.</p> <p>The school will also regularly complete a review and restock the playtime resources. The school will look into additional playground markings offering a range of activities that can be accessed by pupils.</p> <p>Continued use of 'Wake-Up, Shake-Up' resources, offering a range of physical activities such as dance and coordination.</p>	<p>WSWSSP package 2020-2021 £0* Purchased last year</p> <p>2021-22 WSWSSP early access package: £220 (proportion of cost)</p> <p>PE Lead time £250 (proportion of cost)</p> <p>£9,000 proportion of resources cost</p> <p>£350</p>	<p>Due to the COVID-19 pandemic, restrictions were in place which means the school were unable to offer a range of sports events as planned. However, the school adapted planning where possible so that a broader range of sports could still be offered where possible. For example, the school led a virtual sports day. Classes were able to complete a range of sporting events within their own class bubbles. The PE Team ensured that the events included a broader range of sports, such as relay, bat and ball race, and much more.</p> <p>Due to the COVID-19 pandemic, there were also limitations on being able to offer a broader range of sports through off-site events. However, once again the school adapted their plans to allow for some opportunities for of a range of sports to still be completed. For example, the school took part in the Infant Agility sports competition virtually. This allowed every child to work within their class bubble to complete a range of agility events. The school were also unable to take part in the 'Huff and Puff' programme as originally planned. However, sports resources for this were still provided to families so that this could be completed virtually and from home.</p> <p>Due to classes not being able to mix with other</p>	<p>The WSWSSP package has been in place for many years and has been secured for this academic year through previous funding allocations. The package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations so that collaborative working can continue. Experts and PE coordinators will be able to continue to communicate the variety of sports they offer in their schools and how these are put into practise. These ideas can then be used in own schools.</p> <p>Sports competitions led by the WSWSSP have been in place for many years. Staff have observed these events and are confident in delivering these competitions in the future, without relying on funding for the WSWSSP package.</p> <p>PE lead receives updates from established links within the local community to ensure off site sporting events occur year on year.</p>

<p>The school will look towards developing active playtimes with targeted children, ensuring that a range of activities are completed with these children.</p> <p>Due to COVID -19, the school will robustly review the school risk assessment in line with National Government guidance to see when extra-curricular clubs can commence with outside agencies. When this is appropriate, the school will look to allowing clubs that offer a broader range of sports.</p>	<p>Dependent on the COVID -19 pandemic and risk assessments, the school will look to use the specialist PE teacher for active playtimes. The specialist PE teacher will work alongside children during one lunch time session per week (sports lunch club). The PE specialist will ensure that the activities provided during this session offer a broad experience of sports.</p> <p>When/if possible, the school will continue to provide places for pupils in before and after -school sports clubs. In particular, the school will look towards clubs that offer different sports to those already taught or offered in school to help increase participation in a range of sports and active activities. These will look to be funded by the Sports premium.</p>	<p>(proportion of cost) * *This cost would be for the whole academic year £0* *This is currently funded by parents and/or carers</p>	<p>classes, 'PALS' training was unable to happen in its usual way. Instead, the school purchased a range of resources so that each class had their own set of playtime equipment. Staff members modelled how to use this equipment to create a broader range of playtime games. Observations of playtimes showed children taking part in a range of playtime activities with their own playtime equipment.</p> <p>Lunch time play time supervisors received training on how to deliver active playtimes. Observations of playtimes following this showed staff members delivering a range of active sports and children participating in these activities during their lunch play.</p>	<p>Resources are well stored, organised and accessible by staff and children, to ensure maximum usage over the following academic years.</p> <p>Experienced staff and PE specialist continue to lead a range of physical playtime activities. Existing staff act as a model for new staff each year so this continues year on year.</p>
<p>New COVID -19 planning of PE ensures that a variety of sport are still covered in line with the skills required to be taught from the National Curriculum.</p>	<p>Long term planning (yearly overview) of Key Stage 1 subjects by Key stage lead and team shows the different areas of PE covered, such as games, dance, gymnastics and agility and fitness. The teaching of these different sports are in line with the National Curriculum and allows for a variety of activities to be accessed by the children.</p>	<p>PE Lead time £250 (proportion of cost)</p>	<p>Due to the COVID-19 pandemic, the school was unable to offer extra-curricular clubs for the majority of the school year. However, as soon as it was possible to run these in line with Government advice, the school offered a basketball extra-curricular club during the summer term. The school will continue to expand on the range of clubs offered for the next academic year to ensure that it includes a variety of sports.</p> <p>New COVID-19 planning allowed for a range of games to be mapped in e.g. rounders. All children were able to access this sport through their PE sessions, whilst still being taught the skills in line with the National Curriculum.</p>	<p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years. During the COVID -19 pandemic, the school has been in regular contact with Freedom Leisure and will continue to assess when these can resume.</p> <p>The PE Team are well established within the school and ensure that school leaders are aware of the overview of PE and the variety of activities that can be taught as part of the PE curriculum. Leaders are consequently successful in planning in a range of sports across the academic year.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: £4,170/£30,781 = 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?:	
<p>The school will continue to provide on site and off site competitive sporting opportunities provided by the WSWSSP where possible. Due to COVID-19, some of these events may need to initially occur virtually.</p> <p>The school will ensure that playtimes are an opportunity for some activities to have a competitive element to them. Children will therefore have more experience of competitive sports.</p> <p>Staff will be upskilled in their understanding in the philosophy of PE. Part of this philosophy will focus on the skills children develop when being competitive. Children will become life long learners of PE, understanding how to deal with competition and the idea of 'winning' and 'losing'.</p> <p>The school will continue to</p>	<p>Continuing to buy into the West Sussex West School Sports Partnership (WSWSSP) support package to increase participation in competitive sport by:</p> <ul style="list-style-type: none"> <li>- Local updates and communication</li> <li>- Access to online resources</li> <li>- 3 inter school competitions</li> <li>- 1 intra school competition</li> <li>- Playground Activity Leaders (PALs) training (ensuring that competitive playground games are part of this)</li> <li>- REAL PE - includes 3 full days training for PE lead and access to "Jasmine" online resource</li> </ul> <p>By the end of the academic year, whole school staff training on Real PE will be delivered so that this new scheme of work can be successfully implemented for the following academic year. Part of the training will focus on the understanding of the philosophy of PE such as there being a range of skills (e.g. social skills) and not just physical skills. This will include sportsmanship skills within a competitive context.</p> <p>The school will continue provision for additional competitive sports opportunities within the community such as Dance House. The school has successfully developed other staff within the school to run this event successfully. This event will be dependent upon current Government guidance linked to COVID-19.</p>	<p>WSWSSP package 2020-2021 £0* Purchased last year</p> <p>2021-22 WSWSSP early access package: £220 (proportion of cost)</p> <p>£950 (proportion of Real PE cost)</p> <p>£500 Lead teachers time</p>	<p>Due to the COVID-19 pandemic, there were limitations on the planned on site and off site competitive sports offered. Where possible, the school continued to complete some of these events virtually e.g. Infant Agility, Huff and Puff, Sports Day and Virtual Sports Challenges. This allowed children to continue to experience both inter and intra competitive sports. 100% of KS1 pupils took part in the Infant Agility and Sports Day competition. The children also received certificates for taking part in these events.</p> <p>Active playtime training given to lunch time supervisor staff included competitive games. Observations of lunch playtimes following this showed all children taking part in competitive games during their lunch play.</p> <p>Real PE training was successfully delivered during the summer term. The PE Team received an overwhelming response of positive feedback from staff, showing their enthusiasm and understanding of competition in PE. Teachers also began trialling delivering Real PE sessions over the summer term, including competitive games. Anecdotal feedback from teachers showed that children were becoming more accepting of 'winning' and 'losing' within their PE sessions, with children showing more</p>	<p>The WSWSSP package has been in place for many years and has been secured for this academic year. The package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations so that collaborative working can continue. Experts and PE coordinators will be able to continue to communicate the competitive sports they offer in their schools and how these are put into practise. These ideas can then be used in own schools.</p> <p>The WSWSSP has provided the school with regular intra and inter competitions. The PE lead and staff members that have attended these over the years are aware of the competitions that take place and how these run. Therefore, these competitions could be put into place by the school in the future if the funding for the WSWSSP package was withdrawn. PALs training has previously been delivered alongside teaching staff.</p>

<p>work with the community and take part in sports competitions. Children will have more experience of a larger competition such as between other schools.</p> <p>The PE Team will continue to work alongside the PE specialist to develop planning so that it includes competition within some PE sessions. Children will therefore have more experience of taking part in competitive sports.</p>	<p>The specialist PE teacher will work alongside the PE lead to develop PE curriculum planning throughout the academic year. The PE specialist will share expertise in planning competitive activities within a PE session(s). The PE lead will then ensure that any updates to planning are communicated effectively with teachers so that and changes and/or updates can be implemented successfully in their teaching.</p> <p>Due to the COVID -19 pandemic, the school will robustly review against Government guidance and risk assessments whether after school clubs can resume. If and when this is safe, this would further support the school in providing children with competitive sport activities within these clubs. The school will look towards using the sports premium funding to run a club that provides these opportunities.</p> <p>The PE Lead and school will regularly complete a review and restock of quality of resources for the teaching of PE and playtimes across the school. Resources will include opportunities for competitive sport for children to participate in.</p>	<p>£500 proportion of PE specialist and PE lead time</p> <p>£0* *This is currently funded by parents and/or carers</p> <p>£2,000 proportion of resources cost</p>	<p>resilience. One teacher commented on how this resilience was then seen back in the classroom setting too, as a result of the Real PE session.</p> <p>PE planning has continued to be adapted throughout the school year alongside the PE Team and in line with COVID-19 restrictions. Planning has ensured that there are competitive elements mapped in. For example, within the 'games' planning, rounders was mapped in with details of point scoring. 100% of children took part in these competitive sports as it was part of the PE sessions, twice per week.</p> <p>After school sports clubs resumed as soon as safely possible during the summer term. This was initially a basketball club and included some competitions within these sessions. This allowed a proportion of children to access competitive sports.</p> <p>Resources have been restocked to allow competitive sports, particularly in PE sessions. For example, hockey sticks were purchased and the children played hockey games/competitions during their playtimes.</p>	<p>By doing this, staff are equipped with the knowledge and skills to teach future generations of PALs, without the reliance on the WSWSSP package.</p> <p>The majority of the PE Team remains consistent in ensuring on site and off site competitive sporting events occur year on year. The PE lead has made strong links with the community to ensure that they receive regular updates and information about any sports competitions.</p> <p>Real PE scheme of learning will equip children with skills that are transferrable. They will be able to successfully take part in competitive activities by applying these skills that they have learnt. Other PE curriculum planning will be saved onto the school network so that this can be accessed at all times and in the future.</p> <p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years. During the COVID -19 pandemic, the school has been in regular contact with Freedom Leisure and will continue to assess when these can resume.</p>
		<p><b>£30,166</b> <b>Total cost</b></p>		