

Laughton Community Primary School
Firle Church of England Primary School

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, 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.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how



to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below. *Laughton CP figures and actions are in italics and Firle CEP are in bold. Bold italics represent both schools*

| | |
|-------------------------------------------------------------------------------------|-----------------------------------|
| Total amount carried over from 2021/22 | |
| Total amount allocated for 2021/22 | <i>£16920.00</i> £16620.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22 | <i>£0</i> £0 |
| Total amount allocated for 2022/23 | <i>£13811</i> £13605 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | <i>£13811</i> £13605 |

Swimming Data

Please report on your Swimming Data below.

| | |
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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p> | <p>60% (6/10 children) at Firle</p> <p>83.3% (10/12 children) at Laughton</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | <p>60% (6/10 children) at Firle</p> <p>83.3% (10/12 children) at Laughton</p> |

| | |
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| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>50% (5/10 children) at Firle 75% (9/12 children) at Laughton</p> |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | <p>Yes</p> |

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.

| Academic Year: 2022 – 2023 | Total fund allocated: | Date Updated: 16.1.2023 | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 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 | | | | Percentage of total allocation: % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Engage all children in at least 30 minutes of regular physical activity during the school day | <ul style="list-style-type: none"> Allocated adult to run active sessions during lunch and break play times | £1200 £1200 | Lunchtime play cover enabling pupil access to Bowfell climber due to increased staffing ratios. Children enjoying challenge of equipment and developing balance and upper arm strength | |
| | <ul style="list-style-type: none"> Skipping workshop -Laughton | £450 | This has been delayed | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To implement active learning opportunities across the curriculum | <ul style="list-style-type: none"> Create all weather surface to promote daily physical activity across all curriculum areas | £2500 | To be carried forward as not enough was allocated- planning permission needed |
| <ul style="list-style-type: none"> To ensure that children have sufficient equipment to participate effectively in all curriculum PE | <ul style="list-style-type: none"> Audit of equipment Purchase of weather proof games box for easy access to play equipment at Firle Replace faulty / old equipment Gym mats replacement at Laughton | £500 £500 £300 | Gym mats replaced at Laughton New playground equipment sourced promoting collaborative play and exercises Football goals purchased at Laughton |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Develop PE curriculum progression document from EYFS to Yr 6 clearly demonstrating expectations in knowledge and skills development Staff CPD programme through staff meeting time and support of Active Sussex | <ul style="list-style-type: none"> PE coordinator release time for planning and CPD to raise profile of physical activity in school and create curriculum progression map to build on knowledge and skills | £2500 | <p>PE lead has had time out of class to research PE curriculums that would most benefit teaching and learning across the federation. Firle bought in the PE Hub and this format of lessons has been introduced in all classes across the federation.</p> <p>Teachers have become more confident in teaching and assessing in PE. Children are accessing better teaching in developing skills. Children are making progress in building skills across</p> | |

| | | | the different units of study | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <ul style="list-style-type: none"> Development of staff understanding of how to support mental health and emotional wellbeing of children in school | <ul style="list-style-type: none"> Children to attend weekly yoga sessions | £ 3300 | Children responding well to yoga sessions and using techniques in emotional well being <i>Woodland well-being sessions introduced at Laughton promoting Thrive outdoors</i> | |
| <ul style="list-style-type: none"> Increased confidence in support staff ability to provide active play during lunch and break times | <ul style="list-style-type: none"> TA CPD organised include skipping workshop at Firle | £1500 £1500 | Children taking part in range of activities over lunchtime which support positive behaviours. Reduction in playtime anti-social behaviours | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| 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: | | Sustainability and suggested next steps: |
| Additional achievements: <ul style="list-style-type: none"> Children to learn basics of swimming before reaching the end of key stage 2. Provide catch up swimming for year groups who missed out due to COVID-19 | <ul style="list-style-type: none"> Organise transport for swimming Organise swim coach and lifeguard for swimming sessions | £3000 £3000 | All children in Year 4 and 5 across the federation attended swimming lessons. Confidence in water skills improved. | |
| <ul style="list-style-type: none"> Provide all students with two hours of Physical Education, school sport and physical activity per week additional of extra curriculum provision. | <ul style="list-style-type: none"> Organise forest school timetable for each year groups to actively engage outdoors and beyond the school grounds | £500 £500 | All children in each year group across the federation accessed Forest school and engaged | |

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| | <ul style="list-style-type: none"> Promote table tennis at playtimes- workshop and lunchtime club. Resources and staffing | £500 £500 | Staffing and workshop delayed due to staffing absence however children at both schools have access to equipment. | |
| <ul style="list-style-type: none"> Provide all students with opportunity to take part in healthy eating cooking sessions | <ul style="list-style-type: none"> Buy ingredients Teachers to plan in healthy eating sessions | £1350 £500 | <i>Cookery club at Laughton – well attended and children taking an active interest in food hygiene and preparation</i> | |
| <ul style="list-style-type: none"> Provide breakfast club that promotes healthy eating and physically active activities | <ul style="list-style-type: none"> <i>Subsidised breakfast club at Laughton. Providers and food</i> | £1890 | <i>Breakfast club supporting children in early morning activities ad transition in to school for MHEW</i> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Increased percentage of children to have opportunities to take part in competitive sport | <ul style="list-style-type: none"> PE coordinator release time for planning competitive sports opportunities and transport and cover for staff to attend with children | £250 £250 | PE Lead led implementation of competitive Sports Days at both schools. <i>Laughton children accessed Cross country tournament and 3 children went through to the next round and 1 child to the county final</i> | |
| Total | <i>Laughton £13940 of which £3450 carried over for 23-24</i> Firle £13750 of which £500 | | | |

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| Signed off by | |
| Head Teacher: | Rachel West |
| Date: | 16.01.2023 |
| Subject Leader: | Nick Carter |
| Date: | 16.01.2023 |
| Governor: | Lucy Gribble |
| Date: | |