



# Evidencing the Impact of Primary PE and Sport Premium

## Gossops Green Primary School

September 2022 - July 2023



*Delivering equity through education, nurture and ambition*



**Be active... Have fun... Represent the school... Challenge yourself...**

Using the 5 key indicators from DFE – these are our development needs and priorities for our school and pupils  
 Our reflection on previous spending and key achievements as well as our areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need: September 2022
<ul style="list-style-type: none"> <li>• PE and Sport activities have been a key driver in, being more active and connecting with our school community</li> <li>• Orienteering Course ready to use</li> <li>• KS1 outdoor area improved and ready to use</li> <li>• School participated in 25 inter/intra school events across the year</li> <li>• Mini marathon was a very successful whole school event, raising over £7000 for charity</li> <li>• All Year 1 pupils participated in Boccia/New Curling House competitions</li> <li>• Selected pupils had the opportunity to experience water polo and lifesaving</li> <li>• Wide range of active clubs on offer before and after school</li> <li>• Gold Mark achieved for school games</li> </ul>	<ul style="list-style-type: none"> <li>• Continue CPD for all staff</li> <li>• Promote and create an active school (GG part of Creating Active Schools initiative)</li> <li>• Promote and implement the 'Daily Mile'</li> <li>• Leadership opportunities for more pupils</li> <li>• Develop use of outdoor area for KS1 pupils in improve their fundamental movement skills</li> <li>• Expand provision of outdoor gross motor apparatus in EYFS</li> <li>• Subject Leads to trial and develop assessment in PE</li> <li>• Embed 'orienteering' in PE curriculum across KS1 and KS2</li> <li>• Increase dance opportunities ('Let's Dance' initiative and new Irish Dancing club for KS1)</li> <li>• Target disadvantaged groups for extracurricular clubs and participation in events (prioritise these pupils for club places and festivals)</li> </ul>

**Meeting National Curriculum requirements for swimming and water safety.**

**Pupils in EYFS, Year 2, Year 4 and Year 6 will have a focus on learning about water safety sessions in class via PSHE or topic.**

**Due to Covid, this current cohort of Year 6 had fewer swimming lessons: two out of the three classes swam in year 3. The final class swam in year 4.**

**All current Year 4 classes have had ten swimming sessions this academic year.**

**This part of the form will be completed at the end of the academic year.**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	49%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? <b>Year 6 will have a focus on water safety sessions in class and attended Junior Citizen.</b>	77%
Provided Top-up Swimming	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: 2020/21</b>		<b>Total fund allocated:</b> <b>£20,780</b>	<b>Date Updated: 26<sup>th</sup> June 2023</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer’s guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation: <b>74%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
What we want our pupils to know and be able to do. What they need to learn and to consolidate through practice:	Actions to achieve are linked to our intentions:	<b>Funding allocated:</b>	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"> <li>Be more active outside of designated PE lessons</li> <li>Provide more opportunities for pupils to be active during break, lunch time and after school</li> <li>Encourage pupils to choose a sustainable way to travel to school</li> </ul>	<ul style="list-style-type: none"> <li>Implement daily use of the ‘Daily Mile’ track – mapped out in school grounds</li> <li>Expand and develop gross motor skills in EYFS by installing apparatus</li> <li>Every term school participates in a WOW to encourage sustainable travel</li> <li>Support from ‘Sustrans’ providing bike workshops and bike skill sessions</li> <li>Invest in new bikes for EYFS to meet milestone of all EYFS pupils moving to year 1 being able to ride a bike</li> </ul>	£15,280	<p>Funds supported developing and improving outdoor physical learning in EYFS.</p> <p>All KS2 pupils have access to ‘mile track’ and had planned half termly focus. Pupils have commented they enjoy the challenge of trying to improve their lap count. Pupils’ attitude and perseverance to jogging/running for an extended period of time has improved. “Our weekly mile has made me fitter and my lap number has improved.”</p> <p>The school has continued to actively promote ‘sustainable travel’ to and from school. Autumn: 78% Spring: 68% (rained all week) Summer: 78%</p> <p>Bike workshop and bike skills for Year 5 pupils, resulting in more Year 5 pupils being confident in cycling to and from school.</p> <p>KS1 outdoor area is now fully finished. Year 1 pupils have</p>	<p>Expand and developing gross motor skills in EYFS is ongoing and impact will be seen next academic year.</p> <p>Invest in playground markings for KS1 playground to encourage more active play. The KS1 playground is being extensively extended and re-surfaced over the summer from capital funding. Once completed, playground markings can be added.</p> <p>Bikeability was cancelled in Year 6 due to staffing reasons at Sustrans.</p> <p>Invest in bikes for EYFS.</p> <p>Register for ‘Living Streets’ to</p>

	<ul style="list-style-type: none"> <li>Support the cost of 'Bikeability' in Year 6</li> </ul>		<p>access to the area throughout school day. Year 2 pupils have access to the area at lunchtimes. KS1 pupils are gaining confidence climbing and balancing. "I really look forward climbing, it makes me strong."</p> <p>Purchased cricket equipment for KS2 at lunchtimes. Pupils have opportunity to play cricket (girls only day on Friday). "I love to play cricket with my friends at lunchtime."</p>	really promote sustainable travel to and from school.
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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:
				0%
Intent	Implementation		Impact	
What we want our pupils to know and be able to do. What they need to learn and to consolidate through practice:	Actions to achieve are linked to our intentions:	<b>Funding allocated:</b>	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"> <li>Create a culture of an active school</li> <li>More active pupils links to Personal Development in the ADP 'Continue to develop pupil mental wellbeing and improvements in attention, self-confidence and physical health</li> </ul>	<ul style="list-style-type: none"> <li>Participate in 'Creating Active Schools' initiative</li> <li>Embed 'active brain breaks' in all classes</li> <li>Research and provide opportunities for being active in other curriculum subjects e.g. fieldwork in geography and science</li> </ul>	£0	<p>All pupils now know what being 'active' means.</p> <p>All EYFS and KS1 can confidently discuss active brain breaks and the importance they have on their health and learning. "I love 'Jump Star Johnny', it wakes me up and gives me energy." "My teacher plays 'freeze game'; it is fun."</p> <p>Third of KS2 classes regularly use 'active brain breaks'. "My teacher puts on 'animal chase' to wake up our brains."</p> <p>All staff have had initial training in providing more opportunities for physical activity in other curriculum areas not just PE.</p> <p>Pupils and staff physical activity is celebrated through newsletter and display in large hall.</p>	Continue to promote 'an active school culture' through changing policies and more training next academic year.




Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
What we want our pupils to know and be able to do. What they need to learn and to consolidate through practice:	Actions to achieve are linked to our intentions:	<b>Funding allocated:</b>	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"> <li>Pupils will experience a consistent approach to teaching PE throughout the school</li> <li>Pupils will continue to have two PE lessons (PPA PE and class teacher)</li> <li>More pupils will enjoy PE, be more active and be confident at showing/describing their skills and performances</li> </ul>	<ul style="list-style-type: none"> <li>Internal and external CPD opportunities for staff e.g. Tennis, Cricket, Gymnastics and Dance</li> <li>CPD opportunities for PE Subject Leads</li> <li>PE Hub plans adapted for Gossops Green</li> <li>PE Subject Leads to trial and develop assessment for PE curriculum</li> </ul>	£1000	<p>All year groups are using the PE Hub as a resource and adapting lesson plans to suit their classes. More pupils are experiencing high quality PE lessons.</p> <p>“PE Hub is very detailed and gives lots of ideas about skill development in PE lessons.”</p> <p>CPD-funds support release time and course costs. All staff received external training about ‘Creating Active Schools’.</p> <p>Autumn: 7 colleagues attended external training Spring: 24 colleagues attended external training Summer: 8 colleagues attended external training</p> <p>CPD opportunities included tennis, cricket, lacrosse, shooting star, badminton, gymnastics and sports crew training.</p> <p>“I am more confident at leading a PE lesson; lots of simple ideas.”</p> <p>“The pupils were really engaged and loved learning to play lacrosse.”</p> <p>“Lots of simple ways to organise PE lessons with minimal equipment.”</p> <p>Pupil voice reflects that that most pupils enjoy PE lessons, and they all receive two PE lessons a week.</p>	<p>Continue to provide CPD opportunities for all staff.</p> <p>Both staff and pupils benefit from external coaches being invited into school.</p> <p>Dance is an area where staff would like support.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				2%	
Intent	Implementation		Impact		
What we want our pupils to know and be able to do. What they need to learn and to consolidate through practice:	Actions to achieve are linked to our intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> <li>• More pupils to experience a range of sports and activities</li> <li>• More disadvantaged groups attending extracurricular activities</li> <li>• Pupils to know about sporting events that are happening around the world</li> <li>• More pupils experiencing 'inclusive' sports/activities</li> <li>• More dance opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• 'FA Shooting Stars' clubs for targeted pupils – KS1 to start</li> <li>• Orienteering will be a focus area for year groups 1-6 in the PE curriculum</li> <li>• Clubs on offer for targeted pupils</li> <li>• Sporting events linked to PE lessons, where possible (Gymnastics World Championships)</li> <li>• KS1 and KS2 Boccia and New Age Curling House Competitions – Spring term</li> <li>• Participating in 'Let's Dance' Event at the Hawth – Spring term</li> </ul>		£500	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Funding has supported coaches delivering in curriculum.</p> <p>Orienteering course is now used by all KS2 classes.</p> <p>Funding has supported the school delivering free extracurricular activities for all:</p> <ul style="list-style-type: none"> <li>- 4x morning clubs</li> <li>- 2x after school clubs</li> </ul> <p>Targeted pupils were offered places first. 155 pupils from Year 1-Year 6 (31% school population) attended free extracurricular clubs (80 girls, 75 boys, 13 SEND including 1 EHCP, 22 experiencing SEED, 45 FSM, 52 Pupil Premium and 45 EAL).</p> <p>14 pupils attended the Hawth Theatre for a dance show (ages from Year 1 to Year 6).</p> <p><b>Boccia and New Curling</b> equipment now used regularly in PE lessons and extracurricular clubs, offers an alternative to tradition PE activities. Pupils are more aware of inclusive activities/sports.</p> <p>"Pushing the circles on wheels was harder than it looked. I had to aim and push carefully." (New Age Curling)</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to embed and use orienteering course cross curricular.</p> <p>Free clubs to continue next academic year and targeted pupils offered places first.</p> <p>Dance opportunities in curriculum time to improve provision and quality of dance lessons.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			<b>19%</b>
Intent	Implementation		Impact
What we want our pupils to know and be able to do. What they need to learn and to consolidate through practice:	Actions to achieve are linked to our intentions:	<b>Funding allocated:</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<ul style="list-style-type: none"> <li>Plan whole school events-one per term (intra school)</li> <li>Increased participation in Crawley School Games (inter school) – all year</li> <li>Increased participation of SEND and disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Termly events:               <ul style="list-style-type: none"> <li>Autumn - Boccia/New Age Curling</li> <li>Spring - Year Group House competitions</li> <li>Summer - Sports Days</li> </ul> </li> <li>Use of minibus to transport pupils to events</li> <li>Additional adult support for identified pupils when attending sport events</li> </ul>	£4000	<p>Funding has supported resources for 6 intra house competitions, in addition to sports day, leading to more pupils accessing activities with a competitive element.</p> <p>Funding has supported transport costs (minibus) to take pupils to inter competitions; less reliance on staff/parent cars.</p> <p>Funding has supported release time for teacher to supervise competitions.</p> <p>The school has entered 37 events this academic year (last year we entered 25 events)</p> <p>Year 2 pupils: 15            Year 3 pupils: 33            Year 4 pupils: 26            Year 5 pupils: 35            Year 6 pupils: 53</p> <p>Our Year 3 Team won the Sussex Multiskills Challenge held at Sussex University - funding supported travel costs and release cover.</p>
			<p>Sustainability and suggested next steps:</p> <p>Increase number of pupils participating at events.</p> <p>Continue to support release time for supervising events and funds to travel to events.</p>



Signed off by (July 2023)	
Principal:	
Date:	26 <sup>th</sup> June 2023
Subject Leader:	Fiona Dixon
Date:	26 <sup>th</sup> June 2023
Governor:	
Date:	