

Evidencing the Impact of the Primary PE and Sport Premium at Redhill Primary School - July 2022.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Continued high attendance at after school clubs.</li> <li>- A range of activities on offer in a broad and balanced PE curriculum.</li> <li>- Staff CPD and support has allowed all staff to feel confident with delivering PE.</li> <li>- The culture around PE is changing and children are far more involved and enjoying lessons at school.</li> <li>- Children are starting to join clubs outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- Achieve Silver Award through Schools Games ensuring that the children have more opportunities for competitive sport.</li> <li>- Develop the confidence of staff to deliver lessons across a range of activities.</li> <li>- To ensure that children continue to have the required physical activity time</li> <li>- To develop sports leaders across KS2.</li> </ul>

Meeting national curriculum requirements for swimming and water safety (Time at swimming has been reduced due to lack of facilities available to current Year 6 class)	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	<b>No</b>

Academic Year: 2021/22	Total fund allocated (including amount carried over): £ 18,809.01	Date Updated: July 2022		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 59%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To ensure children receive a minimum of 30 minutes physical activity every day to engage and excite the children and ensure physical health.</li> <li>To ensure that children gain an enjoyment in physical activity and see the lifelong benefits it can have on both physical and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Children have a 2-hour timetabled curriculum developed by leadership in school.</li> <li>After school clubs are run by staff four times a week, including at least one club is offered per year group.</li> <li>Break and lunchtimes are led by sports leaders and trained staff to support them in leading activities across the year groups.</li> <li>After school competitions attended to promote activity outside of school time.</li> </ul>	<p>£10,889.01- Trained staff to support in lunchtime and breaktime activities.</p> <p>£265 for transport to after school competitions.</p> <p>11,154.01</p>	<ul style="list-style-type: none"> <li>Children are engaged in our PE curriculum with lessons offering a wide range of skills in a range of activities.</li> <li>After school clubs are attended by children from all year groups 1-6.</li> <li>Continued high numbers with all clubs at least at 90% occupancy. Children all given an opportunity with every member of particular classes in school attending at least one club during the year.</li> <li>Break and lunch times are activity based and allow children to engage in an activity</li> </ul>	<ul style="list-style-type: none"> <li>Develop the sports leaders at break and lunchtimes to run more of their own activities.</li> <li>Ensure that high numbers of children still continue to attend and enjoy after school clubs.</li> <li>Attend a wider range of extra-curricular events outside of school and investigate arranging local tournaments from pre covid period.</li> <li>Ensure continuous development of the PE curriculum and regular pupil and staff voice to ensure it is meeting their demands.</li> </ul>

			<p>of their choice, designed by the children and their desires for play times.</p> <ul style="list-style-type: none"> <li>Children attending after school competitions has supported in raising their profile in the area and the profile of physical activity at Redhill.</li> </ul>	
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>N/A</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Ensure children leave Redhill Primary School with an enjoyment and love of physical activity with at least one activity of real interest.</li> <li>Develop a culture in the school of teamwork around PE and ensuring that all children and all staff are involved in the development of whole school PE development.</li> </ul>	<ul style="list-style-type: none"> <li>PE Leader ensuring that all planning is completed for lessons and is created alongside teaching staff.</li> <li>Regular staff discussions regarding PE within each classroom and how it can be tailored for each classes needs and enjoyments.</li> <li>Staff meetings to be used to display best practice and to model new ideas and ways of working to staff.</li> <li>Regular reviewing of the PE curriculum by PE Leader and changes made pre units being delivered and on feedback from staff and children.</li> <li>All children receive a 2 hour</li> </ul>	<p>Staffing costs as above for break and lunch time clubs.</p>	<ul style="list-style-type: none"> <li>Children all participate in PE lessons and there is a better response to PE around the school and a growing love of it across classrooms.</li> <li>After school clubs, breaktimes and lunchtimes, sees a greater engagement in activities on offer.</li> <li>Children are being able to leave school with a wider range of activities completed and understood.</li> <li>Staff confidence in delivering PE is</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all staff including additional lunchtime supervisors receive training as appropriate for their own identified needs.</li> <li>PE Leader to start drop in sessions for lessons to support staff with development.</li> <li>Personal best challenges to be introduced again as part of sports leaders roles in school.</li> </ul>

	<p>curriculum and the opportunity for extra physical activity after school at least once a week per year group.</p> <ul style="list-style-type: none"><li>• Break and lunchtimes structured to allow for a range of activities to be offered to children.</li></ul>		<p>increasing and teachers are finding the planning and delivery of sessions more straight forward and achievable.</p>	
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Teachers to feel confident to deliver and assess lessons across a range of activities.</li> <li>Leadership to support the development of staff across all periods of the day.</li> <li>Teachers to develop a love and enjoyment of teaching PE and being involved with wider school PE.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive regular support from PE lead with planning structured and ideas given before each half-term of activity.</li> <li>PE lead to support teachers in delivery of sessions with discussions around the planning and the delivery of the activity.</li> <li>Dance teacher employed by school to deliver sessions to children and support in staff CPD.</li> <li>Regular staff meeting time to discuss how the lessons are going and also to deliver best practice or share new research.</li> <li>Staff to be involved in school activities after school.</li> </ul>	<p>Staff funding for lunch and break times as previously stated.</p> <p>Dance Teacher: £2,240</p>	<ul style="list-style-type: none"> <li>Staff in feedback to the PE lead have stated that they enjoy the curriculum that has been developed and are more confident in their delivery.</li> <li>Staff are supporting each other within their phase groups with the delivery of PE and discussing differences between the classes.</li> <li>Dance teacher has helped to support teacher understanding within dance and model methods for teaching.</li> <li>Lunchtime staff are more proactive with setting up equipment and running activities at lunchtime.</li> <li>Support of additional funding for lunchtime has</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all staff are confident with any changes to the current curriculum.</li> <li>PE lead to model different styles of teaching such as TGFU to ensure that staff have a range of ways to teach each lesson.</li> <li>PE Lead to complete drop ins to lessons to support further teacher development and confidence where needed.</li> <li>PE lead to work with EYFS to support development of their methods for teaching early movements.</li> </ul>

	<ul style="list-style-type: none"> <li>Lunchtime supervisors to receive training and support to ensure they are confident when supporting break and lunch times.</li> </ul>		seen an increase in confidence of other lunchtime staff at delivering activities.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children to experience a range of activities tailored to their needs and their desires.</li> <li>Children to leave school at Year 6 with a love for physical activity or at least one activity they can complete for life.</li> <li>Children to be offered the chance to experience new sports both inside and outside of school.</li> <li>Staff and children to constantly monitor new activities and their success for the future development of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Children are offered a range of activities across year groups throughout the year.</li> <li>Equipment purchased to ensure that the best equipment is available for the children to use.</li> <li>Range of equipment purchased to develop a wider range of activities for all.</li> <li>Staff to research and add in new activities or ways of delivering to support a broader experience.</li> <li>Swimming offered to</li> </ul>	Equipment: £1,840 Swimming costs (Travel) = £3,200 5040	<ul style="list-style-type: none"> <li>Children have access to and show an understanding of a range of sports and activities.</li> <li>Children can share their understanding of rules and skills learnt whilst taking part in a range of activities.</li> <li>Swimming up taken by Years 4 and 6 and a huge improvement in their capabilities but also experience of this activity. Children since have joined the swimming club from taking part in</li> </ul>	<ul style="list-style-type: none"> <li>Continue to look at research to develop new activities and add in enrichment opportunities to broaden the children's horizons even further.</li> </ul>

	children to support development but also to return after period away.		lessons during school time. <ul style="list-style-type: none"> <li>Children around school are taking part in more sports outside of school time.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Children are to benefit and see the benefits from taking part in competitive sport both inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Children take part in Schools Games activities supplied by the local SGO.</li> <li>Children to be shown pathways to sports and activities outside of school time to ensure they develop a life long connection to physical activity. This is completed through assembly time and display boards promoting those who take part and their achievements outside of school.</li> </ul>	Travel costs stated earlier - £265	<ul style="list-style-type: none"> <li>Children have engaged with other schools at events through the Schools Games organisers.</li> <li>Children have learnt and grown with their achievements at these and already started to look forward to next years events.</li> <li>Children are starting to get involved in a range of activities outside of school and enjoy talking about their successes with other children in</li> </ul>	<ul style="list-style-type: none"> <li>Take part in more Schools Games events and aim to achieve at least Silver Award at the next year monitoring.</li> <li>To set up competitive opportunities with neighbouring and adjoining schools to engage more children and give more opportunities for competitive sport.</li> <li>Continue to build links with local clubs and support children with</li> </ul>

			school.	joining them outside of school.
--	--	--	---------	---------------------------------

Report completed by PE Lead: Mr R Thompson

Headteacher