

### Evidencing the Impact of the Primary PE and Sport Premium at Redhill Primary School - July 2023.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Continued to offer extra-curricular activities every week for every class within school.</li> <li>- Development of the PE curriculum to match the required 2 hours of PE per week.</li> <li>- Dance support for staff and ending year with performances from Years 3 and 4.</li> <li>- Playground support and development of the playground activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop confidence around the whole school of teaching PE across the whole of the curriculum.</li> <li>- Development of Sports Leaders in KS2 to support playground activities.</li> <li>- Development of football club within school at the request of children and staff.</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.	16%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	12%
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: 2022/23	Total fund allocated (including amount carried over): £ 17,570	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:
				17%
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 two times a week, ensuring that all year groups get an opportunity to attend.</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>	Lunchtime support = £2,898	<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 attending after school clubs with Year 1 showing particularly strong take up.</li> <li>Break and lunch times are activity based and they include traditional playground games.</li> <li>Children attending after school competitions has supported in raising</li> </ul>	<ul style="list-style-type: none"> <li>Develop sports leaders further ensuring they have correct equipment for the activities.</li> <li>Development of staff on the playground to ensure that they are confident in what they are delivering.</li> <li>Ensure that the curriculum maintains high standards and is monitored.</li> </ul>

			their profile in the area and the profile of physical activity at Redhill.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>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 ensured that all planning was in place and available to staff. Support on offer when needed for staff.</li> <li>Regular staff discussions regarding PE within each classroom and how it can be tailored for each classes needs and enjoyments including changes to curriculum where needed.</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 curriculum and the opportunity for extra physical activity after school once a week for each class.</li> </ul>	None - completed as part of PE leader role.	<ul style="list-style-type: none"> <li>Children all participate in PE lessons.</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 all areas of PE is increased and staff are confident to deliver lessons and discuss any concerns with PE leader.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure continuation of enjoyment of PE within Redhill.</li> <li>More engagement with events outside of school.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
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>Lunchtime supervisors to receive training and support to ensure they are confident when supporting break and lunch times.</li> </ul>	Dance teacher = £2,700	<ul style="list-style-type: none"> <li>Staff in feedback to the PE lead have stated that they are more confident in delivering and are now after support around gymnastics teaching. Staff show a stronger confidence to teach and deliver dance lessons.</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 continuing to develop in their set up and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that all staff are confident in the delivery of all lessons.</li> <li>Ensure that all staff continue to develop through the use of a dance teacher.</li> <li>Staff to join together in parts to support group learning around particular activities.</li> <li>Gymnastics support to be sought and recover setup of equipment and use of new equipment.</li> </ul>

			of the lunchtime activities.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				61%
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 in their PE lessons and during lunchtime.</li> <li>New equipment is purchased to ensure playground activities are maximised.</li> <li>Range of equipment purchased to update older equipment and to ensure the best equipment is made available to children.</li> <li>Staff to continue researching changes and</li> </ul>	<p>Equipment purchased to support learning = £9473.37</p> <p>Orienteering installation = £1,200</p>	<ul style="list-style-type: none"> <li>A wider range of activities are now on offer to children and children are excited to take part.</li> <li>Children are becoming more familiar with the full range of activities are seeing how they can link skills across them.</li> <li>Growth in basic skills noticed by staff within KS2.</li> <li>Swimming has again proven a success with taking Years 3, 4 and 6 and increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Develop enrichment at various points of the year.</li> <li>Further develop the more unique sports which will continue to engage children at lunchtimes.</li> <li>Development of OAA across school planned in to ensure we maximise the area in and around the school.</li> </ul>

	<p>developments to PE to ensure the curriculum is always the best it can be.</p> <ul style="list-style-type: none"> <li>Swimming offered to children to support development.</li> </ul>		<p>to swim after period away for many of the year groups but also after reduced swimming time from last year.</p> <ul style="list-style-type: none"> <li>Children around school are taking part in more sports outside of school time and are sharing their achievements as role models.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				0%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<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 are to take part on various competitive competitions held at the local high schools and surrounding areas.</li> </ul>	<p>No costs due to location of supporting schools.</p>	<ul style="list-style-type: none"> <li>Children have engaged with other schools at events through the Schools Games organisers.</li> <li>Children have engaged with events held at the local high school.</li> </ul>	<ul style="list-style-type: none"> <li>To be more active in taking part in SG activities with new SGO in place at the high school.</li> <li>To set up competitive opportunities with neighbouring and adjoining schools to engage more children and give more opportunities for</li> </ul>

				<div>competitive sport.</div> <ul style="list-style-type: none"><li>• Continue to build links with local clubs and support children with joining them outside of school.</li></ul>
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Report completed by PE Lead: Mr R Thompson