

2023 - 2024

Total amount carried over from 22/23	£3813.38
Total amount allocated for 2023/2024	£17800
How much (if any) do you intend to carry over from this total fund into 2024/25?	£-0
Total amount allocated for 2024/25	£17850
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17850

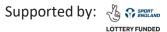
Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94 %
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 2024. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	94 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94 %
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?	Yes

LOTTERY FUNDED





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.

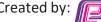
Academic Year: 2023/24	Total fund allocated:	Date Updated	1: 08/07/2024	
Key indicator 1: The engagement of	Percentage of total allocation:			
primary school pupils undertake at	least 30 minutes of physical activity a c	lay in school		%
Intent	Implementation		Impact	
Your school focus should be clear 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:
For children to receive high quality P education from their class teacher, with additional support given in lessons from our sports coach.	E Successful collaboration with the PE coordinator and sports coach to discuss learning objective and plans to help assist in high quality PE lessons. Teachers to deliver lessons from recently updated long and medium term plans, which include a wider variety of sports. We also run a number of intra- school events.		We have embedded a broad and carefully planned curriculum that focuses on clear skill progression through year groups, giving children an opportunity to participate in a wider variety of different sports – both as part of their PE lessons and in inter- school competitions and festivals. The impact is clearly seen as the children progress through the school. Our sports coach continues to be able to set up activities before and during PE lessons, allowing minimal transition disruption and greater pupil engagement.	long-term plans, and necessary adjustments are made. Yearly assessments from teachers to help measure the impact of updated school curriculum. Review of impact through pupil conferencing (including the school council asking all the







To continue to offer the children high	Tennis	£288	We continue to invest in high	Children are made aware of
quality specialist teaching in tennis	Year 1 enjoyed a series of tennis		quality specialist coaches that	local clubs where they can
and dance.	lessons delivered by a specialist		also provide exit routes into	continue to develop their love
	tennis coach. These took place in		community clubs. This continued	of these activities outside of
	one of the PE lessons for a 6-week		provision is a huge success with	school.
	block.		lots of positive comments from	
			both children and parents. This	R'n'B Dance offers a club
	Dance		has undoubtedly helped overall	before school. This is so
	R'n'B dance came in and worked	£1320	fitness for all children – and	popular that it has to run across
	with each of the classes in one of		invaluable CPD for the staff –	two mornings to facilitate the
	their weekly PE sessions for a 6-		involved.	number of children wanting to
	week block to develop a dance,			take part – including a high
	linked to a theme that they were		Following the tennis sessions, it is	proportion of boys amongst the
	doing in class. They also worked		noticeable that a higher	club for the younger children.
	with our Reception Class for six		percentage of the class (an	
	weeks, and provided additional		increase of 62% this year!) have	Teachers are increasing the
	support for putting a dance together		better eye-hand coordination.	number of opportunities to
	for the school's summer		There is also an increase in the	"learn outside of the
	performance.		number of Y1s playing tennis-	classroom" to take the good
			related games at break times.	work done in forest schools and
				continue it.
	Forest Schools		The engagement from ALL of the	
weeks, twelve weeks for Y3 and six	We were delighted to have been	£159.52	children in dance is noticeable	
weeks for Y6.	able to offer Forest schools again		due to the high quality teaching	
	this year. All of Y1s had half a day		which always involves asking the	
	for six weeks in the Autumn term.		children for their ideas and	
	Children got the benefits of outdoor		weaving them in to the dance	
	learning and forest schools. Children		that is created. This means that	
	engaged with physical activities,		even those who would normally	
	keeping active and improving social		be disaffected by dance engage	
	well-being because of lots of		with it. As a result, behaviour in	
	different opportunities that they		these sessions is outstanding.	
	were given. Forest schools was then			
	offered to Years 3 and 6.		As with the dance above, those	
	L		children who would normally not	
	For all of these activities, there was	EFREE	engage with "PE lessons" get	





	also good professional development for the teachers (see indicator 3 for more information).		fully involved in these sessions and behaviour and attendance is high as a result.	
Purchasing of new playtime equipment to encourage active play times. Increasing lunch staff to lead play.		£65.54 £3010	providing good quality products for the children to use at break / lunchtimes, we ensure that more children are keeping active in their time away from lessons and that behaviour is consistently	engage and inspire the children
Walking back from swimming.	In September 2021, we made the decision that after swimming on a Thursday morning, instead of asking parents to pay for the cost of a coach to get their children back from the pool, that we would walk Years 4 & 5 the 1.2 miles back. We have done this every week since			Ambassadors) to lead running sessions at break times.
	then, helping to keep the children active whilst reducing costs to parents and modelling to the children that we can save energy.		to cover 2.6 miles across a week - that took place this year in April to coincide with the London Marathon.	







Key indicator 2: The profile of PESSP	A being raised across the school as a t	tool for whole so	hool 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:	
Celebration assembly each week to ensure the whole school is aware of the importance of PE and Sport.	Achievements celebrated in assembly (results /notable achievements in lessons through weekly ARE and half-termly Headteacher Certificates).	£ free	sporting event either as a solo sport, a team or the whole class going to a festival. Then to be recognised for their part in this in	This has been a weekly event. Photographs from each sporting event from the year are on the sports noticeboard in the library (opposite the door to the Deputy Headteacher's office).	
Regular communication to parents to inform them with PE developments at the school.	Weekly newsletter to parents to inform them of achievements and new initiatives. Regular sharing of news and achievements through Twitter and Instagram. We also share with the parents which of the School Games outcomes we are promoting at the time.	£ free	children with the wider school community.	Continue to share what we do with the wider school community and look for opportunities next year to share these achievements with the local press. Continue to find opportunities to invite parents to support	
Enrol 6 x Year 5 pupils on the Bronze Ambassador Program (Junior Sports Leaders)	6 children from Y5 have undertaken their Bronze Ambassador training to work with the PE Lead to encourage others to engage in sport in school. Half of the children were girls in an effort to help us continue to promote "sports for girls" at the school. This year, the training held at the Westgate Centre clashed with an educational visit the Y5 children	Partnership costs	Bronze Ambassadors have helped design and run sports day for KS1 and KS2 children, particularly by making a video to show the rest of the school how each event will be run.		





has atten last three materials	and so our PE lead – who ded the training for the e years – was sent the and trained the children at	Ĩ	after school sports club suggested by other pupils – and	
school.		ç	supervised by a member of the staff. This year, that after school club was dodgeball.	0







Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	eaching PE and sp	port	Percentage of total allocation:
	T		Γ	%
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:
All teachers undertook CPD in Dance, gaining experience and confidence in teaching dance to their year groups.	6-week dance blocks for Years R – 6 with teachers to in attendance to learn with the dance teacher.		deliver the subject by themselves	Continue to offer these sessions with R'n'B Dance whilst Sports Premium allows.
Year 1 teacher to undertake CPD in delivering tennis lessons, gaining experience and confidence in teaching tennis to their year group.	6-week block of tennis lessons for Year 1 with teacher in attendance to develop own skills.	£ - see above		Continue to offer these sessions whilst funding permits.
KS2 teachers had CPD in cricket coaching delivered by Alex from Chance to Shine Cricket.	One day cricket coaching delivered across KS2 with class teachers in attendance to pick up skills and tricks along the way!	£ FREE		Continue to offer these sessions whilst Chance To Shine's funding permits.
PE Lead to gain greater skill at teaching swimming.	taught by swimming coaches with PE Lead present to develop skills.	£ as part of the costs passed on to parents for their children to swim		Continue to pay for experienced swim coaches as funding allows.
All teachers undertook CPD in "Delivering outstanding PE lessons" run by Gemma Barlow as part of our Sports Partnership Package.	Personalised CPD run in the school so we were using our equipment and facilities to remind teachers of the steps you can take to turn a great PE lesson into an outstanding one.	Partnership costs	deliver PE lessons to a higher	Continue to ask the staff what CPD they require and arrange to facilitate that.





Key indicator 4: Broader experience	Percentage of total allocation:			
Intent	Implementat	ion	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:







	Register – and pay – to be affiliated with the FA.			Pupils at JYS see that there is a route from playing at school / local club level to trials at county level, thereby increasing engagement and
Schools Sports Partnership (WSWSSP) continue to offer a wider range of	competitions, Bronze Ambassadors and meetings with the SGO to help with the successful running of	costs of £1966	We participated in many inter- school competitions and used expertise from WSWSSP to help	effort. Continue to work closely with WSWSSP and sign up to as many sporting opportunities as possible.
participate in Gifted and Talented programme "Future Flyers" to help develop and raise profile of sport at	sport and would make good	costs		Future Flyers to work with Bronze Ambassadors, sports coach and PE Lead to shape PE for 2024 – 2025 and beyond.
for children led by internal and external teaching staff to broaden	,		active as well as increasing well-	Pupils to share their experiences on notice board in school, Your School Games blog, school newsletters etc.
community in – e.g. The Chichester Falcons. We have also had a visit from the Graylingwell Girls' Football Team	Our Year 6s had a training session with the Chichester Falcons and then were due to play in a tournament (cancelled due to inclement weather).		new sports or new clubs within	Continue to explore the possibility of other clubs running at the school.
children do swimming at JYS from 4	the offer we have so that children now swim across Years 4 and 5.		swimming and spend longer	To look for more opportunities to swim against other schools in competitions.

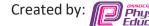
weeks) across their time here.		We were second in the WSWSSP swimming gala, and second in the Cormorant's Gala in Chichester!	
To provide free catch-up swimming session to a targeted group of pupils on top of the curriculum swimming provided.	£120	Greater number of pupils confident in water and reaching 25m	Assess and rearrange for any pupils who require in the next year.
Created by: Physical Active Active Supported by:			







Key indicator 5: Increased participation	on 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:
Continue to engage pupils in team sports through intra-school competitions, particularly targeting those who were disaffected through lockdown.	Created opportunities for intra- school competitions. Monitored the children involved in these intra-school sports – including a whole school Sports Day.	£ free	More children were involved in intra-school competition. Subsequently, more children joined up for after school clubs across the year.	Develop a timetable across the year that will include regular intra-sport opportunities for each half term.
To compete against other school in competitive sports events, including the introduction of additional competitive sports identified by pupils in recent survey in order to engage more pupils.	Competitive sport to be continued at the school through a range of opportunities: School Sports Partnership; Cormorants Swimming Gala; Chichester's Corporate Challenge road race; School Games events etc.	£ 195	This year we have competed in the following: New Age Kurling; Girls' Football; Y3/4 football; Y5/6 football; B Team football; Indoor boys' cricket; dodgeball; cross country; future flyers; netball; tag rugby; Corporate Challenge; Arun Leisure Swimming Gala; Cross Country County Finals; Y5 Camp (including forest schools and orienteering); Cormorants Swimming Gala; tennis; tri golf at Hunston; quadkids; KS1 sports at Chichester University; beach cricket at West Wittering beach; Whole school sports day; KS2 sports day and Y6 residential at Cobnor including keel boating, kayaking, rock climbing, abseiling, aeroball, orienteering and archery.	this year to ensure that we build on these successes in future years. Continue to find opportunities to compete. PE Lead – or Sports Coach – to be released from teaching commitments to take children to events. Work with our parents / local volunteer coaches to develop the skills of our pupils so that they can compete better as a proper "team" when we compete against other schools Use intra-school competitions to further develop the skills of the pupils to compete in teams.







Signed off by	
Head Teacher:	X Hanna
Date:	06/07/24
Subject Leader:	Paul Neaves
Date:	06/07/24
Governor:	
Date:	





