



**Evidencing the impact of the
Primary PE and Sport Premium
2022 - 2023**

Details with regard to funding

Please complete the table below.

Total amount carried over from 21/22	£????
Total amount allocated for 2022/2023	£????
How much (if any) do you intend to carry over from this total fund into 2023/24?	£????
Total amount allocated for 2023/24	£????
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£????

Swimming Data

Please report on your Swimming Data below.

<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 2020.</p> <p>Please see note above</p>	100 %
<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>	100 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100 %
<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>	Yes

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: 2021/22		Total fund allocated:		Date Updated:	
<p>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</p>					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:
For children to receive high quality PE education from their class teacher, with additional support given in lessons from our sports coach.	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 have been altered to include a wider variety of sports. We have also run a number of intra-school events.		£???? (Sports coach)	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. The impact will be more clearly understood 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.	<p>Termly review of medium and 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 (this now includes the school council asking all the children in the school for their feedback about what they enjoy about PE and what they would like us to do differently).</p> <p>We train the children (Bronze Ambassadors and Future Flyers) to run games sessions for the younger pupils at break and lunchtimes.</p>

<p>To continue to offer the children high quality specialist teaching in squash, tennis and dance.</p>	<p>Tennis Year 1 enjoyed a series of tennis lessons delivered by a specialist tennis coach. These took place in one of the PE lessons for a 6-week block.</p> <p>Dance R'n'B dance came in and worked with each of the classes in one of their weekly PE sessions for a 6-week block to develop a dance, linked to a theme that they were doing in class. With our Reception</p> <p>Squash Tim Vail from Chichester Racquet and Health Club came in and ran 3 x 1 hour squash sessions with our Year 6s in the Autumn term. Following this, ten of the pupils were invited to the local squash club to further develop their skills. This was in November. In May, 5 of those 10 took part in an inter-school competition at the squash club.</p>	<p>£????</p> <p>£????</p> <p>£????</p>	<p>We continue to invest in high quality specialist coaches that also provide exit routes into community clubs. This continued provision is a huge success with lots of positive comments from both children and parents. This has undoubtedly helped overall fitness for all children – and invaluable CPD for the staff – involved.</p> <p>Following the tennis sessions, it is noticeable that a higher percentage of the class (an increase of 58% this year!) have better eye-hand coordination. There is also an increase in the number of Y1s playing tennis-related games at break times.</p> <p>The engagement from ALL of the children in dance is noticeable due to the high quality teaching which always involves asking the children for their ideas and weaving them in to the dance that is created. This means that even those who would normally be disaffected by dance engage with it. As a result, behaviour in these sessions is outstanding.</p> <p>As with the dance above, those children who would normally not engage with “PE lessons” get</p>	<p>Children are made aware of local clubs where they can continue to develop their love of these activities outside of school.</p> <p>R'n'B Dance offers a club before school. This is so popular that it has to run across two mornings to facilitate the number of children wanting to take part – including a high proportion of boys amongst the club for the younger children.</p> <p>Teachers are increasing the number of opportunities to “learn outside of the classroom” to take the good work done in forest schools and continue it.</p>
<p>Forest schools for all of Y1 for six weeks.</p>	<p>Forest Schools We were delighted to have been able to offer Forest schools again this year. All of Y1s had half a day for six weeks in the Autumn term. Children got the benefits of outdoor learning and forest schools. Children engaged with physical activities, keeping active and improving social well-being because of lots of different opportunities that they</p>	<p>£????</p>	<p>Work with the School Council and Bronze Ambassadors to</p>	<p>Work with the School Council and Bronze Ambassadors to</p>

	<p>were given.</p> <p><i>For all of these activities, there was also good professional development for the teachers (see indicator 3 for more information).</i></p>		<p>fully involved in these sessions and behaviour and attendance is high as a result.</p>	<p>ensure that we continue to purchase equipment that will engage and inspire the children at break times.</p>
<p>Purchasing of new playtime equipment to encourage active play times.</p>	<p>We replaced old and damaged play equipment to continue to encourage active play. This included refurbishing some old goals that we had to mean that we have two sets of football goals – with nets – for the children to access at break times, as well as during PE lessons.</p>	<p>£????</p>	<p>By continuing to focus on 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 good.</p>	<p>Sports Leaders (e.g. Bronze Ambassadors) to lead running sessions at break times.</p>
<p>Walking back from swimming.</p>	<p>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 then, helping to keep the children active whilst reducing costs to parents and modelling to the children that we can save energy.</p>	<p>£FREE</p>	<p>One of the benefits to the children of walking is their increase in stamina. As a consequence of this, we had an increase in the number of children who took part in the Mini London Marathons - an initiative to encourage children to cover 2.6 miles across a week - that took place this year in October and April to coincide with the two London Marathons this academic year.</p>	

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	

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	Pupils to gain self-esteem through having taken part in a 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 front of the whole school.	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.	£ free	It continues to be a great way to share the achievements of the children with the wider school community.	Continue to do this, and look for opportunities next year to share these achievements with the local press. Continue to find opportunities to invite parents to view sporting activities.
Enroll 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.	Paid within 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. Bronze Ambassadors next year to continue to lead lunchtime sports activities (for example, this year we had a very successful Girls' Football Club) and to lead an after school sports club suggested by other pupils – and supervised by a member of the	Continue to find creative ways to involve Bronze Ambassadors where possible. Bronze Ambassadors to continue their work into Y6, and to support the “next generation” of Bronze Ambassadors from Year 5.

			staff. This year, that after school club was dodgeball.	
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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:
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.	£ - see above	Teachers more confident to deliver the subject by themselves when needed.	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	Teacher more confident to deliver the subject when needed.	Continue to offer these sessions whilst funding permits.
Year 6 teacher to undertake CPD in delivering squash lessons, gaining experience and confidence in teaching tennis to their year group.	3-week block of squash lessons for Year 6 with teacher in attendance to develop own skills.	£ - see above	Teacher more confident to deliver the subject when needed.	Continue to offer these sessions whilst funding permits.
PE Lead to gain greater skill at teaching swimming.	30 weeks of swimming lessons 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	Teacher more confident to deliver the subject when needed.	Continue to pay for experienced swim coaches as funding allows.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To be affiliated with the Football Association to allow our pupils to be considered for county trials.	Register – and pay – to be affiliated with the FA.	£30	Year 6 pupils were allowed to try out for the Sussex Under 12s.	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 effort.
Through the West Sussex West Schools Sports Partnership (WSWSSP) continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Participation in inter-school competitions, Bronze Ambassadors and meetings with the SGO to help with the successful running of PE at JYS.	£???? (“Partnership costs”)	We participated in many inter-school competitions and used expertise from WSWSSP to help design and run our sports day at JYS.	Continue to work closely with WSWSSP and sign up to as many sporting opportunities as possible.
To encourage 6 pupils (from Y5/6) to participate in Gifted and Talented programme “Future Flyers” to help develop and raise profile of sport at the school.	Identify 6 pupils, dedicated to sport and would make good ambassadors for the school to attend 4 afternoon G&T sessions at the local leisure centre.	£ Paid within Partnership costs	Our 6 Future Flyers have thrived on this opportunity and proudly wear their t-shirts to promote sport in and around the school.	Future Flyers to work with Bronze Ambassadors, sports coach and PE Lead to shape PE for 2023 – 2024 and beyond.
Provide a mixture of different clubs for children led by internal and external teaching staff to broaden opportunities for children.	We have a variety of clubs regularly on offer including fencing, karate, gymnastics, dance, football, “crounder”. Our Year 6s had a training session with the Chichester Falcons and then played in a tournament.	£ Free	Allow children to keep physically active as well as increasing well-being. We have increased the number of clubs – and offer active clubs from Year R – 6.	Pupils to share their experiences on notice board in school, Your School Games blog, school newsletters etc.

<p>Invite sports club from the community in – e.g. The Chichester Falcons. We have also had a visit from the Graylingwell Girls' Football Team to promote Girls' Football.</p> <p>To increase the length of time that children do swimming at JYS from 4 terms (40 weeks) to 6 terms (60 weeks) across their time here.</p>	<p>We are pleased to have increased the offer we have so that children now swim across Years 4 and 5.</p>	<p>£ free</p> <p>£ free</p>	<p>Children keen to get involved in new sports or new clubs within school.</p> <p>Children to get stronger at swimming and spend longer learning water safety skills too. We were second in the WSWSSP swimming gala, and won the Cormorant's Gala in Chichester!</p>	<p>Continue to explore the possibility of other clubs running at the school.</p> <p>To look for more opportunities to swim against other schools in competitions.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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.	£ free	This year we have competed in the following: squash, dodgeball (x2), Y5/6 Girls’ Football (x2); Y5/6 Boys Football; Y6 Sportshall Athletics; Y3/4 Football (x2); Future Flyers; Cross Country; Corporate Challenge Road Race; Swinning Gala (Arun Leisure); Bronze Ambassador Conference; Quadkids Athletics; Baseball; Y6 Residential at Cobnor (sailing, kayaking, rafting, climbing, archery, areoball); Y5 Camp (including forest schools and orienteering); sports day; bikeability, Stinger Netball (x2); New Age Kurling; Road to Eastbourne Tennis (x2).	Learn from what works well 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:	
Date:	
Subject Leader:	Paul Neaves
Date:	
Governor:	
Date:	