



Sport Premium Plan 2021-22

Key achievements to date: Academic Year 21-22	Areas for further improvement and baseline evidence of need: 21-22
<ul style="list-style-type: none"> - Profile of PE raised with clear leadership, insisting at least two sessions of quality PE (one led by trained external coach) for all classes. Improved staff knowledge for independent provision. - Access to a more PE/Fitness opportunities. Rusper continues to encourage daily exercise and constructive play. - Access to more consistent teaching of gymnastics. Rusper has limited space (no school hall) and equipment. Staff knowledge of teaching gymnastics has improved. 	<ul style="list-style-type: none"> - Access to dance through the curriculum. Not enough dance was taught during 16-17 in PE lessons either in its own right or through a topic link. Again, it is an identified area of weakness in KS2 staff knowledge
Meeting national curriculum requirements for swimming and water safety	School data 21-22
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	86%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	86%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	86%
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?	No

Academic Year: 2021/22	Total fund allocated: £27,720	Carried forward from 20-21 :£10,877	Date Updated: January 2022	
Key indicator 1: 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:
School focus with clarity on intended <i>impact on pupils</i> :	Actions to achieve:	Funding allocated:	Actual Spent	Evidence and impact:
				Sustainability and suggested next steps:

Support staff and peripatetic staff lead PE <ul style="list-style-type: none"> - Playtime - PE session support - Forest School Support - 1:1 physical activity <i>Improve well-being and readiness to learn</i> <i>Increase fitness through regular physical activity</i> <i>Improve positive social interaction through rule based play.</i> <i>Reduce risk of injury through space limitation</i>	<ol style="list-style-type: none"> 1. All staff follow revised playground protocols for positive engagement in play. 2. Staff working closely with specific pupils include physical play as a way of engaging and teaching safe play. 3. Staff model safe effective use of equipment on playground. 4. Staff encourage physical challenge during playtimes "How many times?", "how long?", "how fast?" 5. Staff support the acquisition of new physical skills in PE, Woodland Activities and in game play. 	£6, 500 1 x pw Forest 1,500 Forest Support £450 KW 1:1 PE development: £2K PE Session support: £2.4k	£6,450	Woodland Activities continued to have a very positive impact on pupil wellbeing, team working and respect for the environment and vocabulary development. Pupil Voice This has a secondary positive effect of pupils being more positively engaged in all learning. Number of behaviour incidents related to competitive and team-based play significantly reduced over the School year, with Summer term having the lowest number of recorded incidents. Behaviour report comparison data. Staff support for games during play has reduced the number of accidents. Medical data. Targeted staff support during play and PE has helped inclusion/access for specific high needs pupils. SEND reviews	Continue to allocate funding in 22-23
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Actual Spent	Evidence and impact:	Sustainability and suggested next steps:
Update PE equipment provision to ensure that pupils have access to good quality functional and safe equipment. Development focus <ul style="list-style-type: none"> - Fitness - Tennis - Football Update Play equipment provision to ensure pupils have access to their own class equipment	<ol style="list-style-type: none"> 1. Playground Equipment repairs 2. Tarmac Wellbeing walk 3. New Equipment <ul style="list-style-type: none"> - Goals - Playground balls - Tennis Rackets - basketballs 	£14,000	<ol style="list-style-type: none"> 1. £3,600 2. £2,220 3. £950 £7000	The equipment repairs to climbing frames + the new goals and play ground balls have all contributed to improved play provision. New tennis nets and rackets and new basketballshave contributed to the effective delivery of net and wall skills during PE, and the running of a school tennis club during the summer term. The Wellbeing walk re-surface was not achieved due to lack of competitive quotes from local businesses.	Gravel chip the wellbeing walk. New Gymnastic equipment Re-surface the MUGA
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:

School focus with clarity on intended <i>impact on pupils</i> :	Actions to achieve:	Funding allocated:	Actual Spent	Evidence and impact:	Sustainability and suggested next steps:
<p>Coaches deliver 50% of PE for each class</p> <p>Horsham Sports Services coach to teach sports where weakness identified:</p> <p>KS2 gymnastics dance</p> <p>Continued Improving staff knowledge of key elements of PE, focussing on implementation of new adapted TWINKL MOVE resources</p>	<ol style="list-style-type: none"> 1. Book coaches to match timetable 2. Identify focus PE elements with coach 3. Ensure teachers attend alongside PE coach – Head monitor 4. Ensure teachers practice alongside coach 5. Audit knowledge gains from teachers <p>Coaches teach gymnastics in addition to outdoor games provision.</p> <p>Teachers teach full programme of dance during curriculum time.</p> <p>Re-engage with dance club offered twice weekly.</p>	£3,000	£3,000	<p>High quality teaching and learning for all sports covered.</p> <p>Football Basketball Tag Rugby Gymnastics Athletics</p> <p>Dance delivered effectively across the year groups with equal distribution of provision according to our revised whole school PE curriculum. Pupils built confidence with musical interpretation, rhythmic movement, choreography and knowledge of genre eg 20th Century Jazz Dance</p> <p>Dance Club members performed at the school fete.</p>	<p>Continue to allocate funding in 22-23</p> <p>Dance performance at Horsham festival 22-23</p>
Dance	6.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
School focus with clarity on intended <i>impact on pupils</i> :	Actions to achieve:	Funding allocated:	Actual Spent :	Evidence and impact	Sustainability and suggested next steps:
<p>Horsham Sports Services ASSH Sport Group to facilitate access to new alternative sports via a round robin program of in-school tuition and virtual competition</p> <p>Program Of Events</p> <ul style="list-style-type: none"> - Ultimate Frisbee - Wheelchair football - Disc golf 	<ol style="list-style-type: none"> 1. ASSH Heads to pool resources and plan access to Horsham Sports coaching and events for whole Key Stage Alternative Sport Days. - Lacrosse - Inclusion Sports inc - Wheelchair football, Disc golf - Ultimate Frisbee - Quadkids Athletics 	£1,900	£1,900	<p>The coaching of Lacrosse and the Inclusion events went really well. Over 5 additional sessions, all KS2 pupils learnt new skills, games and rules. Both sets of coaching culminated in tournaments, which saw approximately 35 pupils represent the school in events not previously experienced.</p> <p>Quadkids was reduced to one session coaching at request of other schools due to limited funding.</p>	Collectively fund and coach additional KS2 sessions for dodgeball and soft archery

- Pop Lacrosse - Quadkids Athletics					
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Evidence and impact:	Sustainability and suggested next steps:
Program of Horsham Events - Girls Football Program Of ASSH Events - Ultimate Frisbee - Wheelchair football - Disc golf - Pop Lacrosse - Quadkids Athletics	1. Access competitions through Horsham Sport Development website. 2. Enter and secure places 3. Publicise event through usual school outlets 4. Use club time and lunchtimes to train teams	£1200	£100	The Girl's football was a great success. 12 girls with no prior experience of competitive football, trained and competed together throughout the Spring Term. Their collective acquisition of skills, knowledge of game play and strategy + their confidence was significant for all involved. As a result, two of the girls have gone on to join a club outside of school and continue to train and compete.	Continue with funding. Compete in the following in 22-23 - Tag Rugby - Boys Football - Dodge Ball - Netball - Rounders