



Parklands  
Community Primary  
School

Sports Premium 2022-2024

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2022/23	£26,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

## 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><b>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</b></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><b>N.B.</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 2023.</p> <p>Please see note above</p>	55%
<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>	33%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	55%
<p>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?</p>	Yes/ <b>No</b>

## 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: 2022/23	Total fund allocated: £36645.31 (Additional funds carried over from last academic year)	Date Updated: 12 <sup>th</sup> July 2023		
Key indicator 1: The engagement of all 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				Percentage of total allocation: 25%
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:
Children to have the opportunity to complete the “daily mile” at some point every day.  Children to access a range of different sports that is not necessarily taught on their curriculum and explore how to play.  All children to have access to safe, after-school clubs to facilitate a healthy lifestyle	<ul style="list-style-type: none"> <li>All classes carry out the Daily Mile each day which provides the children with additional time to reach their target of 30 active minutes outside of PE time each day.</li> <li>9 Fitness Fridays were held throughout the year when the children take part in PE related activities for most of the day.</li> <li>Pupil Premium children have been targeted for additional after school sports clubs to ensure that they are being encouraged to become engaged with regular sporting activities: Some clubs offered to these children include:</li> </ul>	Approx £2000 for repairs  £N/A	Children engaging with and enjoying the “daily mile”. Children able to get moving and offers a good movement break between lessons and this has also contributed to children being more active throughout the school day.  Fitness Fridays have encouraged children to come into school in their PE kits and become more active throughout the school day. Teachers have ensured “active breaks” such as Joe Wicks, Cosmic Yoga and Daily Mile have been planned in to their teaching day to promote an active lifestyle.	<ul style="list-style-type: none"> <li>Identify any groups of inactive children and provide opportunities for these children to be more active Investment in playtime and lunchtime equipment to create more sustainable physical activity at playtimes.</li> <li>Improve the strategy for reporting and publicising sporting events and achievements.</li> <li>Targeted support for those children who are not keen to engage in</li> </ul>

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<p>All children to access some level of competitive sport outside of school.</p> <p>All children who participate in a sporting event will have their success celebrated in weekly celebration assembly.</p> <p>All children to have enough good, new equipment to facilitate their lunchtime play with.</p>	<p>Yoga;</p> <ul style="list-style-type: none"> <li>• Children on the schools SEN register have been selected for sporting competitions. These competitions have been both SEN focused as well as some children also competing in “mainstream” competitions.</li> <li>• Children’s sporting successes achieved outside of school were celebrated throughout the year on newsletters to parents and on an achievement display board.</li> <li>• The outside equipment has been revamped to ensure that all children have access to high quality resources that they can use independently at break times and lunch times to encourage physical activity.</li> </ul>	<p>Approx £2000</p>	<p>An increase in Pupil Premium children accessing after school clubs has been evident. These children, who are a key group of children who may be unable to access sports outside of school, have accessed sports afterschool through the use of school sports premium funding.</p> <p>New equipment has been purchased and provided with each class getting a lunchtime bag. This bag includes a range of different equipment that has been used to encourage physical activity levels through a range of different sports at lunchtime.</p>	<p>sporting activities.</p> <ul style="list-style-type: none"> <li>• Involvement in sporting competitions who are on the school’s SEN register.</li> <li>• Target Fitness Fridays as a chance to provide additional sporting opportunities to children in year groups who many not be explicitly taught a particular sport.</li> <li>• Utilise PALs and Sports Leaders to facilitate and oversee outside equipment being used correctly</li> </ul>
<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>20%</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated :</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>All children to be aware of how to lead a healthy lifestyle and make good, healthy choices.</p> <p>All children to have a central base where they know what fixtures we have coming up and can look at our most recent competitions.</p> <p>Website to be updated monthly with sports fixture news.</p>	<ul style="list-style-type: none"> <li>• A whole school assembly was held on 23/9/22 advising of ways to lead a healthy lifestyle.</li> <li>• A sports display board has been used to display competition results and included a calendar with the list of events that we have signed up for.</li> <li>• Results from sports competitions have been shared in whole school assemblies and have been shared on the website/twitter to improve profile both in school and for parents.</li> <li>• A further assembly was held to promote the 60 minute Government initiative and encourage children to be active.</li> </ul>		<p>Children are aware of what consists of a healthy diet and understand the importance of exercise. Most children are eating fruit as a breaktime snack and can name ways to stay active at school and home.</p> <p>Children, especially those in KS2, are keen to seek out myself and the PE team to ask when the next competition for a range of sports will be. The PE board has been used to share these key dates as well as pupil conferencing to see how much children value PE and opportunities for competitive sports within school.</p>	<ul style="list-style-type: none"> <li>• Improve the profile of SEND sport activities within school</li> <li>• Increase the number of after school sport clubs</li> <li>• Invite sports people into school to talk and inspire children</li> <li>• Improve the strategy for reporting on and publicising sporting events and school participation across the school community via displays, Twitter and the school's website.</li> <li>• Share contact details of local sports clubs and activities with the whole school community.</li> <li>• To enter various sports tournaments and festivals.</li> <li>• To liaise with local schools to organize competitions for sports which are not catered for in the Chichester Locality Sports Package.</li> <li>• Review arrangements for the school's Sports Day to ensure maximum participation and enjoyment.</li> </ul>
<p>All children to have the opportunity to access sports in a competitive way outside of school to compete against others.</p>	<ul style="list-style-type: none"> <li>• A wide range of local competitions have been entered, including football, netball, athletics, tri-golf, hockey, cross country and cricket. A team of children and teachers represented the school in a local athletics competition.</li> <li>• The arrangements for the</li> </ul>	<p>Approx £1000</p>	<p>A range of children (who have/haven't) competed across a range of different sports externally. Following on from these competitions, sports club numbers have increased and teachers are running more sports clubs to cater for providing a range of sports</p>	

<p>Future flyer children to support with the set up and running of Sports Day.</p> <p>All children will have access to a wide range of sporting activities after school to promote physical activity – External providers will be used with Sports Premium money to support targeted groups of children to ensure they can participate.</p>	<p>school's Sports Day were reviewed, with the use of a questionnaire made by the school's future flyer children to ensure the day is enjoyed by all whilst promoting high quality sport.</p> <ul style="list-style-type: none"> <li>Sports clubs after school have improved from last year with 4 clubs being taught (LKS2 football, UKS2 football, netball, cross country, indoor physical fitness, YOGA, Brighton and Hove, Karate).</li> </ul>	<p>Approx £750</p>	<p>A range of afterschool clubs have opened the door to children who would not normally access these sports. By offering a range of clubs and not only your typical invasion games, we have had increasing numbers and children participating in physical activity after school, promoting an improvement in the time these children are active.</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 15%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Staff will be questioned to identify gaps and areas needed for CPD to develop high quality teaching.</p>	<ul style="list-style-type: none"> <li>A skills and confidence audit was carried out to identify areas for staff CPD.</li> <li>CPD opportunities were provided for gymnastics and games to less experienced staff and those requesting 'refresher' training.</li> </ul>		<p>New staff are more confident teaching gymnastic and dance and they are aware of the support they will receive from the PE team in regards to planning and team teaching if needed.</p>	<ul style="list-style-type: none"> <li>Highlight what makes a good PE lesson through a staff meeting</li> <li>To provide CPD for all ECT members of staff, inexperienced staff and staff who request CPD.</li> <li>Review all sports</li> </ul>

<p>Staff to deliver high-quality PE at all times and be able to demonstrate adaptive teaching to successfully meet the needs of all learners.</p> <p>Staff have a good understanding and awareness of the new progression of skills and knowledge document to support high-quality teaching and planning.</p> <p>New staff are given time out of class to attend CPD courses to develop as high quality PE practitioners.</p>	<ul style="list-style-type: none"> <li>Lesson drop-ins and informal post-lesson discussions were held with all teaching staff to identify any areas of training or support.</li> <li>New equipment was purchased in order to ensure all lessons are fully resourced with high quality equipment.</li> <li>A staff meeting was held to highlight share the new PE scheme with all teachers to ensure they are confident in knowing what will be delivered. All teachers are aware of what consists of high-quality PE lesson and there is consistency throughout the school</li> <li>ECT's have been put on CPD courses to help better prepare them for the delivery of high-quality PE lessons in areas such as Gymnastics, Athletics and Net and wall games.</li> </ul>	<p>Approx £510 (£170ish per day)</p>	<p>Staff have been introduced to the new progression of skills document along with different areas of PE being taught each term. This will demonstrate clear progression throughout the school and allow children to access a range of sports and revisit and build upon the skills they have already learnt throughout their time at Parklands.</p>	<p>equipment to ensure that all areas of the PE curriculum can be taught using high quality and sufficient resources.</p> <ul style="list-style-type: none"> <li>Continue monitoring of high-quality teaching and ensure curriculum is being delivered correctly and progression is evident.</li> <li>Pupil conferencing to ensure children are enjoying their PE lessons.</li> </ul>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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:
<p>All children are given broader sporting experiences through after school clubs.</p> <p>All children at Parklands School are given opportunities to attend competitive/non-competitive fixtures</p>	<ul style="list-style-type: none"> <li>A range of different after school sports clubs were held throughout the year, including karate, yoga, netball, athletics, dance and football.</li> <li>Taster sessions were provided in a range of sports throughout the year, including softball, tri golf and indoor table cricket.</li> <li>A wider range of sports competitions were entered, such as cricket, and football.</li> <li>6 children attended gifted and talented workshops, learning new skills and in a wide range of sports.</li> <li>5 year groups took part in a range of 'Forest School' activities during the year.</li> <li>Children from the SSC were taken out of school to participate in 2 tournaments, specifically for children with disabilities and accessing disabled sports.</li> </ul>	<p>Approx £950 (£75 x 10 for Yoga club)</p>	<ul style="list-style-type: none"> <li>More children attended after school clubs than the previous year, with most teachers in each key stage leading a sports club as well as additional sports providers that come in.</li> <li>Children that attended a sporting event outside of school were acknowledged during assembly with additional certificates provided.</li> <li>Pictures taken on class/teaching iPads that have gone towards making KS1 and KS2 sporting displays.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce further new sports to the children through taster lessons, after school clubs and by publicising local sports clubs and events.</li> <li>Use the Bronze ambassadors to further enhance pupil voice related to PE.</li> <li>Train Year 6 children to be playground leaders to help develop pupil engagement in regular physical activity.</li> <li>Train Year 2 children to become PALS who can facilitate and lead lunchtime games to other KS1 children.</li> <li>Use future flyer children to support and lead lunchtime games for KS2 children.</li> <li>Organise more intra-school competitions that focus on competitive and non-</li> </ul>

<p>KS2 children have the opportunity to access additional sports outside of usual PE lessons to inspire them to take up classes outside of school.</p> <p>Year 6 Residential for additional sporting experiences</p>	<ul style="list-style-type: none"> <li>• All children in Year 3, 4 and 5 have had an “experience day” with Chichester college where they learn and try activities such as rock climbing, river crossing and team building games.</li> <li>• Children in Year 6 were given some funding for their Year 6 residential to try new sports such as Kayaking and Canoeing.</li> </ul>	<p>Approx £15 per child - £900.</p>	<ul style="list-style-type: none"> <li>• Children were able to try out a selection of new and adventurous activities to inspire them to take up sports they would never normally have had the opportunity to try.</li> <li>• Children were able to try out a selection of new and adventurous activities to inspire them to take up sports they would never normally have had the opportunity to try.</li> </ul>	<p>competitive sport for all children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
After school clubs with clear progression through to representing the school will be available.	<ul style="list-style-type: none"> <li>The school has taken part in a wide range of competitions and festivals, including athletics, squash, softball, football, netball, athletics gymnastics and dance.</li> <li>'B' teams have represented the school in football, athletics and cross country to increase the number and range of children who take part in competitive sport.</li> <li>The number of competitions and competitors entered has increased from the previous year.</li> <li>The percentage of children taking part in competitive sport for the first time has increased from last year.</li> <li>New equipment was purchased to enable increased participation, such as a new football kit for KS2 and dance costumes and props.</li> <li>The school held two after school football matches with a local school.</li> <li>Attended a SEND cricket event at Sussex County Cricket Club</li> </ul>	<p>Approx £1500</p> <p>Approx £500 for travel</p>	<p>Children who have attended afterschool's clubs have priority in representing the school for events and are selected first.</p> <p>Children have been able to use the new equipment purchased at break and lunchtime to increase activity levels and develop friendships, teamwork and sporting skills.</p> <p>SEND children were able to learn and apply cricket skills in game contexts.</p>	<ul style="list-style-type: none"> <li>To further increase the number of competitions entered.</li> <li>To further increase the number of children and new competitors.</li> <li>To develop a programme of intra-school competitions.</li> <li>Purchase and use a selection of equipment for each year group that includes equipment other than footballs ect for all children to access and share with.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

## PE (including Sports Premium) 2022-2023.

Like all primary schools, we receive an annual sports premium budget.

We spend this money on five key areas...

1. The engagement of all pupils in regular physical activity
2. Developing the PE curriculum and supporting teachers in their teaching of PE
3. Attending a range of competitive sporting events with local schools
4. Raising the profile of PE and sport across the school.
5. Offer a broad range of sports and activities to all pupils.

### KEY PRIORITY FOR DEVELOPMENT:

- To continue the implementation of a well-designed and progressive curriculum that promotes physical activity inside and outside of school.
- To increase the opportunity for children to participate in physical activity throughout the day.
- Increase participation with competitions against other schools in the Chichester area in netball, football, rugby, dodgeball multi-skills.
- To promote a healthy and active lifestyle for all students and staff.

### WHAT NEEDS TO BE ACHIEVED?

- A Long-Term curriculum overview that highlights the skills and knowledge being taught for each year group, including the sport that they have to teach.
- A MTP for each year group needs to be established that details WALTs that teachers must use to plan lessons from. These WALTs should be progressive and ensure that the children are being taught at a level that increases as they progress through the school
- An increased number of children taking part in school sports. Children to have a range of clubs to choose from that they can join throughout the year.
- Teams across the school (years 3,4,5 and 6) to engage in local competitions and tournaments. EYFS and Key Stage 1 to compete in festivals that focus on the development of fundamental movement skills.