

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) 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 criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit 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.

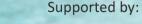
Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by 31st July 2020 at the latest.

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 2020. To see an example of how to complete the table please click HERE.















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
 We continue to participate and be successful in local sporting tournaments, including events for children with disabilities. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles The introduction of the daily 'Golden Mile' challenge to encourage all children to participate in regular exercise and education about healthy lifestyles in and outside of school. Continue to use of Sports Coach to lead CPD, clubs, tournament practice and PE lessons. Establishing Sports Leaders (Sports Crew) in every class throughout the school and using Legacy leaders in Year 5&6. Purchased more PE equipment to meet the needs of the KS2 curriculum. Opportunities for small nurture groups to support SMEH in sports interventions. Sports Crew and Legacy Leaders' run playtime events for children to take part in engaging activities. 	 Continue to offer further alternative sporting opportunities – looking at gaps in knowledge and ways to fill them. Identify focus areas for further teacher CPD. How we can support provision, especially for KS2, without the use of our field. Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. Be involved in the Worthing Swimming Gala. Consider our swimming provision and how we support those children who need top up swimming lessons to ensure they meet national curriculum standards. Report on sporting events to parents more effectively using our website and social media networks. Continue to promote participation in competitions outside of football. Continue to increase the participation of children in SEND and inclusion festivals. Sports field at Bramber accessible to allow sporting activities to be undertaken within the school grounds.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%











What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming	Yes/ No
but this must be for activity over and above the national curriculum requirements. Have you used it in this	·
way?	

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: 2019/20

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
playground and field (when possible)	All classes to build in time during the day for children to run / walk Daily Mile.	Understanding how to pace / challenge personal targets rather than be competitive towards others and record their results. Stamina during long distance races in KS2 Sports day – link to	Work out the amount of laps of playground. More uptake in long distance running events in and out of
Created by: Physical • 100th	Supported by: A Separt Artive	cross country.	school. To ensure that all children take

			part in the 'Daily Mile', using the school field when we can.
2x weekly PE sessions timetabled for all classes – one indoor and one outdoor.	our agreed PE planning.	children are receiving at least 90 minutes of quality sports	Continued 2x weekly PE sessions timetables for all classes – one indoor and one outdoor.
Ensure that there are opportunities for sporting activities at playtimes. Use the legacy leaders and sports crew to run engaging activities at playtimes for all year groups.	Rounders equipment, tennis balls and goal supports.	opportunities to engage in a variety of games and there is something for everyone to mean they are physically active at	Continue to ensure there are opportunities for sporting activities at playtimes for every child and help TA's feel more confident in engaging children in activities at playtimes.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Yr 5 and 6 Legacy, Sports leader training	Children to attend WSSA training. Sports Coach and PE Lead to have time to teach skills to Sports Crew in school time. Sports Coach to meet weekly with Sports Crew. Sports Crew and Legacy Leaders to lead organised games during playtimes on a regular, timetabled basis.	Legacy Leaders and Sports Crew incorporate ideas they have been taught into class PE lessons and playtime games. Lead warm ups and teach small groups of children new skills.	leader training continued. Field to be fixed and re-opened
Weekly Sports assembly to celebrate the achievements of the children and adults inside and outside school in sports. Also, discussions about sporting events in the news and the importance of a healthy lifestyle.	Each week the Legacy leaders and PE subject lead run the assembly focusing on a different area of sport, having captains doing sports reports from events and looking at skills needed for upcoming competitions.	more sporting competitions and share their successes with the school. Children engage and learn more about different sports through links to news.	Continue to run Sports assemblies and link schools values to sports trophies to encourage a cross curricula link and enhance the understanding of healthy lifestyle being physical and mental.











Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
variety of sports through team teach	understanding and ideas with other staff to ensure that all staff are developing. Staff are receiving tailored 1-1 training to help them to develop their sports teaching as well as develop their confidence in delivering the PE curriculum. This will have long-term benefits for everyone.	that they can use to improve ball skills and game play with their children. A progression of skills is evident as	confidence in teaching all areas of PE – especially encouraging differentiation
All staff are offered CPD to enhance prior knowledge and develop an increased understanding of the primary PE curriculum.	CPD for NQTs, teachers, teaching assistants, subject lead and Sports Coach offered. Staff meeting CPD 3 times over the year focusing on inclusion, differentiation and support.	CPD offered to NQTs.	Continue to offer CPD to enhance prior knowledge and develop an increased understanding of the primary PE curriculum.











Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
that are relevant to the developmental level of Upper Key Stage 2.	climbing apparatus, rounders equipment, bought shields and awards for school values and competitions, tennis balls, goal supports, socks and football kits.	competitions, developing increased	Continue ensuring the KS2 equipment is appropriate for the level of the children.
have the opportunity to learn to swim	children undertake 11 weeks of swimming lessons.	improvement in swimming skills and strokes.	Continue to ensure all children have the opportunity to learn how to swim in Year 4 and provide booster groups for children who do not meet Year 6 national curriculum standard before they leave Year 6. Be involved in the Worthing swimming Gala. Train a member of staff as a swimming teacher. Consider the use of an alternative pool.











Key indicator 5: Increased participation in competitive sport

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
Children from Bramber have participated in competition against local schools in Worthing.	Sports Coach to attend all out of school sports events as our ambassador. Transport Year 2 children to the Legacy Games	the children to develop their existing skills that have been taught in PE lessons. Children from Bramber have participated in competition against local schools in Worthing. Positive sporting behaviours	Consider ways of transporting more children to events that are held in the day (NAK, Boccia) so that more children can compete. Encourage a wider group of children to participate in events where they represent the school. Staff wear their school PE kit to competitions and sporting events to set high expectations when representing Bramber.	

Signed off by		Subject Leader:	Jenny Rowlandson
Head Teacher:	TScott	Governor:	KJowes



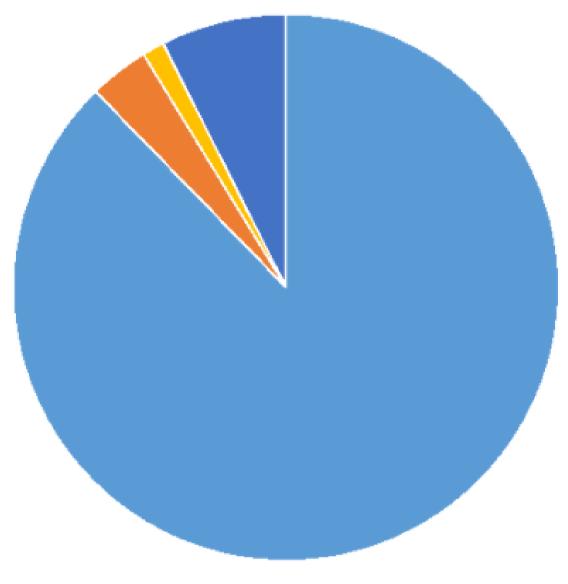








Sports Premium Allocation 2019-2020





PE resources =

Y2 Legacy Leaders Transport

WSSA membership - SLA











