

THREE BRIDGES - Primary PE and Sport Premium Indicator

Academic Year: September 2024 - August 2025				Total fund allocated: £21,440 to Aug-25
Key indicator 1: Engagement of all pupils in regular physical activity				Percentage of total allocation: (£17,604) 82.1%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports HLTA & LSA_employed to support PE teaching and run lunch times and out of hours clubs	Ensure engagement of wide range of PE activities across the whole school community	£10,583	HLTA & LSA employed. Children engage during PE lessons. Increased playground activity and participation in clubs.	Playground leaders and other staff to learn how to do these activities so they can lead extra activities.
Purchased playtime equipment across both sites after finding out what the children wanted.	Purchase of new equipment for playground and curriculum PE equipment.	£4,867	Equipment purchased. Increased playground activity providing greater choice of physical activity for children at break and lunch times. More children able to access equipment.	School to continue to audit playtime resources and replenish as needed. School council to be involved in organising rotas for use of equipment.
Purchased PE curriculum equipment across both sites	Purchase of new equipment for playground and curriculum PE equipment	See above	Equipment purchased. Greater variety of sports and games accessible for children	Monitor use of equipment, ensuring that it supports the PE curriculum fully.
Basketball coach from local club employed to run lunch time club;	Employ coach (3.5 hours per week - 2 terms)	£1,015	Better subject knowledge and organisation in PE. Increased playground activity Evidence shown in observations Links to local club Sports mark gold award)	Links to local club. Possibility of academy being set up to add additional link between school & club
Crawley Town FC Lunch club at the Lower Site and After School Club at both sites	Increased participation in organised football and physical activity	£1,140	Better subject knowledge and organisation in PE. Increased playground activity. Evidence shown in observations.	Links to local club.

WIDER IMPACT AS A RESULT OF ABOVE
Pupils are more active; aiming towards a minimum of 60 minutes additional activity a day Improved fitness and therefore concentration. Better mental health

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: (£0) 0%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports fair to promote local clubs run by children who attend clubs out of school. Children to organise a game and poster for other children with the aim of promoting their club and engaging more children.	Choose representatives as leaders. Choose one leader per activity to create poster and activity. Time taken to organise event Could tie in with sponsored run	None	Sports fair in Autumn term	Monitor outcomes from Sports Fair and use this information to plan next event.

WIDER IMPACT AS A RESULT OF ABOVE
Pupils are very proud to be involved in assemblies/photos on weekly newsletter, notice boards etc., which has an impact on the confidence and self-esteem of the children. Children talk positively about their sports experience at school. Children share their experience when they receive their certificate in assembly. Increased self-esteem/confidence are having an impact on learning across the curriculum.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport				Percentage of total allocation: (£695) 3.2%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Real PE scheme purchased for the academic year.	Improve teacher confidence in PE delivery. Improve the schools current dance provision in the curriculum.	£695	Introduction of 'Real PE' has been very successful, with increased teacher confidence when delivering lessons. Lessons are clear and have structure for both children and staff. All year groups taught dance for a term this year, meeting the national curriculum expectations.	Real PE to be renewed for next academic year and to continue to monitor its use and effectiveness.

Sports HLTA to train ECTs in use of Real PE and increase confidence in teaching PE	Improved teacher confidence in delivering PE independently and good outcomes for children	As in indicator 1	Teacher watched HLTA deliver for two weeks, teachers taught for two and independently for two during Autumn term. Teacher received feedback and then taught independently for Spring & Summer terms	Continue to coach teachers and other members of staff who require support with PE teaching. Link it to Real PE observations.
HLTA and Sports LSA to provide LSA training on lunchtime activities	LSA able to lead lunchtime activities when on duty	As per Key Indicator 1	Structured playtimes and increased playground activity Reduction in behavioural incidents due to better engagement in play.	New MDMS to receive training as required.
WIDER IMPACT AS A RESULT OF ABOVE				
Skills, knowledge and understanding of pupils are increased significantly - see note about end of key stage attainment targets Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve				

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £0
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports crew to organise a pupil voice / questionnaire of what activities they like to see and what they like / dislike that is already in their PE curriculum	Create distribute and collate questionnaire Discuss sensible ideas Equipment required bought to run these activities	As per Key Indicator 1	Results collated Agreed activities Equipment purchased Scheme of work written Teachers are more confident in teaching PE	KW/AS to lead lessons in new activity as part of teacher / staff training
WIDER IMPACT AS A RESULT OF ABOVE				
Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons. Very few instances of pupils not bringing kit to school and as a result progress and achievement in curriculum PE is good. 95% of pupils say they enjoy PE and Sport and want to get involved in more activities				

Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation: (£1028) 4.8%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Increase entry into local competitions for all pupils, including those less active	Continue to use clubs tracking tool to invite less active to a club, which climaxes with entry into a B team competition and info on local clubs.	£1028	Children have been more active and involved with more competitive sport Three Bridges is the best attending school at locality events	Continue to ensure as many children as possible have the opportunity to take part in school competitions
Sport HLTA to ensure ability grouped Level 1 intra-school competition for all year groups are occurring at least once per term.	Arrange date and time, activity and rules so classes can practice before the competition. Teachers to organise children into ability groups/teams prior to event.	As in indicator 1	100% of children involved in level 1 intra-school competition.	KS2 children to lead competitions for years 1-4.
Sport HLTA to arrange ability groups Level 2 interschool competitions for the whole year group (4 competitions; one per year in KS2) against two other local schools at the local secondary school.	Arrange date and time, activity and rules so classes can practice before the competition. Link to Level 1 competition Teachers to organise children into ability groups/teams prior to event.	As in indicator 1	100% of KS2 involved in level 2 competitions Year 3-4 Cricket team are county champions	Specialist PE teacher to organise additional adults through school office prior to event.
HLTA and Sports LSA to lead at interschool competitions	Positive encouragement and support of those children competing and promotion of good sportsmanship. Cost of supervision time out of normal school hours	As in indicator 1	Increased confidence and self-esteem Children supervised at all times.	Continued entry into sporting competitions for all children.
Enter more girls on competitions through the School Games Organiser (SGO)	To increase the participation of girls in sport	As above	The school has entered 100% of the girls only competitions put on by our school games organiser. Participation in local Dance events, mostly girls.	Link to a girls-only initiative like Crawley game changers or girls only sessions through Everyone Active.
Enter more SEN festivals through the SGO	Give selected children sufficient time to prepare mentally for the festival. More so than competitions as this may be some	As in indicator 1	The school entered 100% of the SEN only competitions put on by the SGO	Look at getting an Inclusive sport like New age Boccia in for an after-school club or curriculum time activity.

	children's first taste of external sport.			
Be the leading school for percentage of all events entered in Crawley ran by our SGO.	The school to enter all available events and allocate a member of the PE team to be present. Select the right children for the right events.	As above	For academic year 2022-23, 75% attended. TBPS were the leading school in Crawley in 23-24 with 88% attended and this has continued during 24-25.	PE lead to continue to ensure the school enters all available events and the relevant planning for each event.
Plan a girls only tournament in school for National Girls Football Day	To engage as many girls as possible to play football at lunchtime on National Girls Football Day.	As in indicator 1	Over 150 girls took part and played football from Years 3 -6.	Link to local girls only club. Ensure there is always a 'girls only' pitch at lunchtime for academic year 25-26.

WIDER IMPACT AS A RESULT OF ABOVE

Pupils are proud to take part In competitions and to share their experiences with their peers.
Pupils have increased self-esteem/confidence which is having an impact on learning across the curriculum

Other Indicator identified by school: Additional Swimming				Percentage of total allocation: (£2,112) 9.9%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - To ensure all existing swimmers <u>increase attainment by 10 metres</u> thus increasing their confidence in water. - All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE. - All pupils can <u>perform safe rescue</u> over a varied distance so they are confident and safe in water. 	<p>To increase the number of Year 6 pupils able to swim competently, etc prior to their transition to secondary education. Seek additional pool space</p>	£2,112	The current Y6 cohort swam in Y4. At the end of Y4 42% of children could swim to the required standard. The top-up swimming in Y6 has contributed towards 68% of children now being able to swim.	The Governors have agreed to ensure that they will ring fence funding to ensure the maximum number of pupils leave the school being able to swim 25 metres.

Below are the percentages of Pupils in year 6 (cohort 2023-24) who can do each of the following (at time of publishing – July 2024):

• swim competently, confidently and proficiently over a distance of at least 25 metres	68
• use a range of strokes effectively	68
• perform safe self-rescue in different water-based situations	68