

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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](https://www.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](#).

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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£17,840
How much (if any) do you intend to carry over from this total fund into 2021/22?	N/A
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	TBC

## 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 2020.</p> <p>Please see note above</p>	
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	<p><b>Yes/No</b> – Summer term intervention group to close the gap for children who do not meet the curriculum requirements.</p>

## 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: £17,840	Date Updated: September 2022	
<b>Key indicator 1:</b> 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				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:
Increase opportunities for pupils to take part in extra-curricular physical activity.	<ul style="list-style-type: none"> <li>Balance-ability in Year 1 Autumn term.</li> <li>Balance-Ability – Reception Summer term</li> <li>Extra-curricular clubs – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions.</li> <li>PE Lead to track the participation of all sports clubs across the all key groups.</li> <li>Parent questionnaire to provide information on when best to provide clubs.</li> <li>Provide opportunity for children who have not accessed a club.</li> <li>A range of Lunchtimes activities and sports across all year groups to</li> </ul>	£1950  £2574.00	<b><u>Intended:</u></b> <ul style="list-style-type: none"> <li>Year 1 children will develop fundamental skills as well as a life-long skill. Children will transition well into Year 1 with confidence.</li> <li>All children will have opportunity to take part in extra-curricular activities, increase activity levels and opportunities.</li> <li>Lunchtimes will provide children with opportunities to be active and improve wellbeing.</li> <li>Cross-curricular activities and interventions will allow children to increase activity across a school day, whilst developing a range of skills.</li> <li>Gaining best club times for parents will help to ensure maximum attendance.</li> <li>With regards to research and findings linked to low core strength and fundamental development – particularly low starting points in EYFS – Balance-ability has been put in place for Reception class with the view that this will continue from next academic year.</li> </ul> <b><u>Impact:</u></b>	

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	<p>support 60 minute per day activity (30 in school).</p> <ul style="list-style-type: none"> <li>• Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket</li> <li>• Use of cross-curricular interventions - Maths On the MOVE, Primary stars Story Telling.</li> </ul>	MOTM - MOTM £3424		
School Games Mark	<ul style="list-style-type: none"> <li>• Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar</li> <li>• Use of minibuses for travel.</li> <li>• Staff cover for school day competitions.</li> <li>• The introduction of PE area to school website page.</li> <li>• Subject Lead to complete website construction and use to publicise events and inform parents.</li> <li>• House captains to take an active role in regular meetings with PE Lead and leading competitions within school.</li> <li>• PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school.</li> <li>• World Cup based MAT competition.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</i></li> <li>• <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i></li> <li>• <i>School House Captains taking an active leadership role.</i></li> <li>• <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i></li> </ul> <p><b><u>Impact:</u></b></p>	

Cross-curricular orienteering.	<ul style="list-style-type: none"> <li>• PE lead to include orienteering as part of lunchtime activities.</li> <li>• Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts.</li> <li>• Introducing using orienteering for end of term topic assessments in Spring term for year 6 class.</li> <li>• PE Lead and DB to complete staff meeting on how to use as assessments in history/science or geography.</li> <li>• Spring term staff training for teachers and support staff – how to use Orienteering as possible intervention, overlearn or pre teach resource. (Staff training) For example – speech and language activities.</li> </ul>	X1 Staff meeting	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• All KS2 children to develop Orienteering NC expectations of OAA.</li> <li>• Children to have increased opportunities for range of activities and be active.</li> <li>• Children able to access other curriculum areas through sport.</li> <li>• Staff able to use a wider range of assessment and intervention tools.</li> </ul> <p><b><u>Impact:</u></b></p>	
Bike and scooter racks	<ul style="list-style-type: none"> <li>• Research and locate suitable bike racks</li> <li>• PE Lead to liaise with MAT estates manager to secure purchase of bike racks.</li> </ul>	TBC	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• All children will have adequate storage for bikes and scooters. This will result in children and parents being more likely to use active ways to travel to school.</li> <li>• Children and families will develop healthy lifestyles and ways to travel to school.</li> <li>• Support for children to meet the recommended 60 minutes a day to be active.</li> <li>• Improve PE and school Games profile within school and amongst parent and carers.</li> </ul> <p><b><u>Impact:</u></b></p>	



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 continue to develop and embed an effective PE Curriculum.	<ul style="list-style-type: none"> <li>PE lead to research fundamental skills curriculum and expectations across all year groups.</li> <li>PE lead to research curriculum intent and implementation of fundamental skills.</li> <li>PE Lead to attend PE Network meetings in order to seek advice and best practise across other MAT schools.</li> <li>Meet with EYFS staff to discuss continuous provision in line with EYFS LTP and MTP.</li> <li>PE Lead to develop LTP in line with National Curriculum and research findings.</li> <li>PE Lead to purchase an equipment/ resources required.</li> <li>PE Lead to provide staff with new LTP through staff meeting.</li> <li>Secure swimming training for staff.</li> </ul>	<p>TBC</p> <p>TBC</p>	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>All children to have access to a progressive broad and balanced PE curriculum.</li> <li>The profile of PE is improved as a subject where skills are learnt and enables us to access sports and extra curriculum activities.</li> <li>Over a 3 year time frame – the percentage of children leaving Year 6 with the required swimming objectives will increase, with all children meeting the objectives.</li> <li>Children to develop oracy and show understanding of their learning.</li> <li>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to making better than expected progress.</li> <li>Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>	

	<ul style="list-style-type: none"> <li>• Provide swimming lessons for years 4-6 and then top-up intervention for year 5 children who are not yet at expected level (swim again I Summer term)</li> <li>• Include Swim safety in PSHE Curriculum.</li> </ul>	TBC		
Embed assessment and use of STEP to support differentiation and AfL.	<ul style="list-style-type: none"> <li>• Research good practise for PE assessment – afPE, PE Hub, inclusion of all PE Lesson elements (eg social) or just physical skills.</li> <li>• Meet with SLT to review current assessment strategies and tools.</li> <li>• Swimming Self-Assessment to be introduced to staff and pupils.</li> <li>• Adapt PE policy and assessment requirements.</li> <li>• Inform staff of assessment requirements.</li> <li>• Monitor completed assessments – what do they tell us?</li> <li>• Include STEP in PE policy non-negotiables and inform staff.</li> <li>• Create STEP display in hall as visual reference for staff and children.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• Over a 3 year time frame – the percentage of children leaving Year 6 with the required swimming objectives will increase, with all children meeting the objectives.</li> <li>• Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to making better than expected progress.</li> <li>• Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</li> <li>• Children an staff are able to use AfL and self-assessment to support them to make progress.</li> </ul> <p><b><u>Impact:</u></b></p>	



	<ul style="list-style-type: none"> <li>Require KS2 staff to teach children how to use STEP independently within lessons.</li> <li>Identify Y5 Intervention group and provide top-up swimming lessons.</li> </ul>	TBC		
To develop gross motor skills, fine motor skills and fundamental skills across school.	<ul style="list-style-type: none"> <li>Research gross motor, fine motor, fundamental skills Government guidelines and expectations.</li> <li>Fundamental, gross motor and fine motor skills (progression) document developed.</li> <li>Share document with staff to support lesson planning and delivery.</li> <li>Fundamental skills taught and developed within all lesson warmups.</li> <li>Ensure Gymnastics taught across all year groups to support gap in upper body strength and gross motor skills development.</li> <li>Eyfs provision to support new development matters.</li> <li>Interventions within lesson warmups to support development of gross and fine motor skills.</li> <li>Identify target children to receive specific targeted</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>Curriculum and interventions will support the development of all muscles and fundamental skills.</li> <li>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to make better than expected progress.</li> <li>Pupils will be better equipped to access learning and a range of sports. Thus leading to more exposure to personal development opportunities such as competitive sport and active lifestyle choices.</li> <li>Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</li> <li>Staff will have the knowledge and skills to identify gross motor, fine motor, fundamental skills.</li> </ul> <p><b><u>Impact:</u></b></p>	

	<p>interventions.</p> <ul style="list-style-type: none"> <li>• Staff to carry out interventions.</li> </ul>			
Enthuse children to attend school and impact on school attendance - raise to meet national averages 96%	<ul style="list-style-type: none"> <li>• PE Lead to introduce after school clubs across all days to encourage children to attend school regularly.</li> <li>• Conduct parent voice on clubs to ensure clubs offered reflect pupil and parents voice.</li> <li>• Map out morning and lunchtime provision and ensure activities and opportunities are inclusive.</li> <li>• End of half term sports rewards for House Point winners.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• School attendance to meet national averages.</li> <li>• Children to be enthused to come to school through the curriculum and widening opportunities they access.</li> <li>• Parents to feel their voice has support school decisions – strengthening parent and school relationships.</li> <li>• Clubs to support parents' childcare/out of school commitments and therefore support attendance.</li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

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:

<p>Continue to develop staff understanding of assessment and use of STEP to support differentiation and AfL.</p>	<ul style="list-style-type: none"> <li>• Research good practise for PE assessment – afPE, PE Hub, inclusion of all PE Lesson elements (eg social) or just physical skills.</li> <li>• Meet with SLT to review current assessment strategies and tools.</li> <li>• Swimming Self-Assessment to be introduced to staff and pupils.</li> <li>• Adapt PE policy and assessment requirements.</li> <li>• Inform staff of assessment requirements.</li> <li>• Monitor completed assessments – what do they tell us?</li> <li>• Include STEP in PE policy non-negotiables and inform staff.</li> <li>• Create STEP display in hall as visual reference for staff and children.</li> <li>• Require KS2 staff to teach children how to use STEP independently within lessons.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Children will gain a wider breadth of experiences and skills.</i></li> <li>• <i>Staff will develop and use training and skills across the curriculum – such as differentiation.</i></li> <li>• <i>Children will be able to use self-assessment to support their learning, understanding of next steps and progress.</i></li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li>• </li> </ul>	
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	<ul style="list-style-type: none"> <li>Identify Y5 Intervention group and provide top-up swimming lessons.</li> </ul>			
Teachers gain swimming qualifications.	<ul style="list-style-type: none"> <li>Seek CPD swimming opportunity for staff.</li> <li>Book staff onto CPD and staff carry out.</li> <li>Liaise with Swimming Provider to include trained staff to support groups of children.</li> </ul>	TBC	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>Staff gain skills and knowledge in order to support swimming provider instructors.</li> <li>Pupils will be able to make better progress due to higher staff ratio/smaller and targeted group levels.</li> <li>More children will be able to swim, meeting the required standards by Year 6 and gaining a life skill.</li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>	
Orienteering cross-curricular	<ul style="list-style-type: none"> <li>PE Lead to complete C-C Orienteering training.</li> <li>Staff meeting for all staff to complete C-C Orienteering training.</li> <li>Staff to use within wider curriculum to support learning and assessment.</li> </ul>	X1 staff meeting	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>Positive impact on the quality of teaching and learning.</li> <li>Staff have improved confidence in teaching and knowledge of PE.</li> <li>Pupils are physically active within other lessons and supporting the 60 minute active lifestyles.</li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	suggested next steps:
Making links to wider community and clubs.	<ul style="list-style-type: none"> <li>PE Lead to research different opportunities/companies that can work with the school to enhance children's experiences.</li> <li>Balance-ability to continue and be embedded in Year 1/EYFS transition.</li> </ul>	£1950.00	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>Children will be given access to wider opportunities and experiences. This will have a positive impact on both physical and mental wellbeing as well as enabling them to develop life-long skills and experiences to help them develop as individuals.</li> <li>Children will develop fundamental skills which will support cognitive learning.</li> </ul> <p><b><u>Impact:</u></b></p>	
School Games Mark	<ul style="list-style-type: none"> <li>Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar</li> <li>Use of minibuses for travel.</li> <li>Staff cover for school day competitions.</li> <li>The introduction of PE area to school website page.</li> <li>Subject Lead to complete website construction and use to publicise events and inform parents.</li> <li>House captains to take an active role in regular meetings</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</li> <li>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</li> <li>School House Captains taking an active leadership role.</li> <li>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</li> </ul> <p><b><u>Impact:</u></b></p>	

	<p>with PE Lead and leading competitions within school.</p> <ul style="list-style-type: none"> <li>• PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school.</li> <li>• World Cup based MAT competition.</li> </ul>			
Cross-curricular orienteering	<ul style="list-style-type: none"> <li>• PE lead to include orienteering as part of lunchtime activities.</li> <li>• Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts.</li> <li>• Introducing using orienteering for end of term topic assessments in Autumn 1 for year 6 class.</li> <li>• PE Lead and DB to complete staff meeting on how to use as assessments in history/science or geography.</li> <li>• Spring staff training for teachers and support staff – how to use Orienteering as possible intervention, overlearn or pre teach resource. (Staff training) Fr example – speech and language activities.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• All KS2 children to develop Orienteering NC expectations of OAA.</li> <li>• Children to have increased opportunities for range of activities and be active.</li> <li>• Children able to access other curriculum areas through sport.</li> <li>• Staff able to use a wider range of assessment and intervention tools.</li> </ul> <p><b><u>Impact:</u></b></p>	

Afterschool sports	<ul style="list-style-type: none"> <li>• PE Lead to plan clubs across the year to ensure a breadth of opportunity.</li> <li>• PE Lead to link clubs with PE curriculum in some instances – providing children the opportunity to apply the skills they have learnt.</li> <li>• PE Lead to work with other companies that can work with the school to enhance children's experiences and opportunities.</li> <li>• PE lead to audit equipment and purchase resources required.</li> <li>• PE Lead to track participation and provide targeted clubs for specific groups/children.</li> <li>• Carry out parent questionnaire for preferred days and times for clubs.</li> </ul>	TBC	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• Gaps in children's activity levels, including health, will be diminished.</li> <li>• Year 1 children to take part in extra-curricular, life skill activity – helping to improve balance and, over-weight and obesity rates.</li> <li>• A wider range of clubs offered compared to previous years.</li> <li>• All groups of pupils are represented within extra-curricular activities. 50% of identified groups (Girls/SEN/PP) accessing an extra-curricular club.</li> <li>• Those children identified as less active targeted to attend active clubs/lunchtime activities to support 60 minutes per day activity – supporting healthy lifestyle choices and lowering obesity rates.</li> </ul> <p><b><u>Impact:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
Cross-curricular lessons using PE and being activity to support other areas of learning.	<ul style="list-style-type: none"> <li>• Maths on the Move intervention used to support Year 4 and 5 – focus on closing gaps and timetables.</li> <li>• PE Lead to introduce FA Shooting stars programme – Football through storytelling.</li> <li>• Cross-curricular orienteering introduced as a tool for whole class lessons or interventions</li> </ul>	<p>MOTM - MOTM £3424</p> <p>TBC</p>	<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• Children from identified groups to access active learning.</li> <li>• Children to show significant engagement and progress within the specified focussed area of learning.</li> </ul> <p><b><u>Impact:</u></b></p>	

	such as pre teach and over learn and assessments.			
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Key indicator 5: Increased participation in competitive 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:
School Games Mark	<ul style="list-style-type: none"> <li>• Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar</li> <li>• Use of minibuses for travel.</li> <li>• Staff cover for school day competitions.</li> <li>• The introduction of PE area to school website page.</li> <li>• Subject Lead to complete website construction and use to publicise events and inform parents.</li> <li>• House captains to take an active role in regular meetings with PE Lead and leading competitions within school.</li> <li>• PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school. World Cup based MAT competition.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</li> <li>• Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</li> <li>• School House Captains taking an active leadership role.</li> <li>• The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</li> </ul> <p><b><u>Impact:</u></b></p>	

Academy Trust competitions	<ul style="list-style-type: none"> <li>• PE Lead and DB to liaise with other trust schools to organise and hold competition events across the year.</li> <li>• PE Lead to hold Trust Network meeting and work with other trust schools to map range of events and host schools.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• Children will be able to take part in wider community sporting events.</li> <li>• Children will take part in a greater number of competitions – allowing them to take part in a range of experiences and develop life skills such as working as a team.</li> </ul> <p><b><u>Impact:</u></b></p>	
School competition	<ul style="list-style-type: none"> <li>• PE Lead to plan Athletics Sports days.</li> <li>• PE Lead to pan in competitive Intra sports competitions within each class linked to an 'area of sport' they have learnt in PE lessons. (Scores count towards house captains cups)</li> <li>• PE lead to plan introduce personal best charts for chosen lunchtime sports and activities.</li> <li>• PE Lead to introduce 'personal best' challenge to become part of PE Lesson oracy.</li> <li>• PE lead to plan competitive event linked to World CUP.</li> </ul>		<p><b><u>Intended:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Children to take part in competitions across the year as well as working towards personal best goals.</i></li> <li>• <i>Children will evidence their personal best/scores.</i></li> <li>• <i>Children will take part in a greater number of competitions – allowing them to take part in a range of experiences and develop life skills such as working as a team.</i></li> </ul> <p><b><u>Impact:</u></b></p>	

Signed off by

Head Teacher:

Created by:



Supported by:



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	