

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](#).

Created by:



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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.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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. Please see note above	40%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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?	Yes/No – Summer term intervention group to close the gap for children who do not meet the curriculum requirements. Members of staff

have also been booked onto swim teacher training.

Unable to acquire extra slots with provider. Qualified staff member attended Year 6 swimming in Summer Term

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	
Key indicator 1: 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"> Balance-ability in Year 1 Autumn term. Balance-Ability – Reception Summer term Extra-curricular clubs – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. PE Lead to track the participation of all sports clubs across the all key groups. Parent questionnaire to provide information on when best to provide clubs. Provide opportunity for children who have not accessed a club. A range of Lunchtimes activities and sports across all year groups to 	£1950 £2574.00	Intended: <ul style="list-style-type: none"> Year 1 children will develop fundamental skills as well as a life-long skill. Children will transition well into Year 1 with confidence. All children will have opportunity to take part in extra-curricular activities, increase activity levels and opportunities. Lunchtimes will provide children with opportunities to be active and improve wellbeing. Cross-curricular activities and interventions will allow children to increase activity across a school day, whilst developing a range of skills. 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. Impact: <ul style="list-style-type: none"> Year 1: 28/30 children passed to at least level 2. 1/30 took part in inclusive provision using 	<ul style="list-style-type: none"> Develop the efficiency of how clubs are tracked and the impact on those children identified as not accessing. Embed PD practise in EYFS from this year. Review and develop EYFS outdoor provision to support PD and starting points for all children. Embed links made this year and continue to source more contacts. Seek other cross-curricular and outdoor learning opportunities for active learning.

	<p>support 60 minute per day activity (30 in school).</p> <ul style="list-style-type: none"> • Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket • Use of cross-curricular interventions - Maths On the MOVE, Primary stars Story Telling. • Play Leader training for Year 5 children. • Play Leader licence secured. 	<p>MOTM - MOTM £3424</p> <p>£114.00</p>	<p>individual bike. All children across Years 1-6 have had opportunity to take part in clubs, allowing children to meet the 60 minutes activity.</p> <ul style="list-style-type: none"> • Range of activities are planned for all lunchtimes to ensure children can be active and meet the 60 minutes per day. Play Leaders trained and timetabled to support activities and ensure being used. • The implementation of fundamental skills focus within Reception through, Red Thread (Kinetic letters), Fundamental Skills PE lessons and Balance ability in summer term have all had a positive impact on Reception cohort with 63% achieving expected levels of development in (GM) PD at the end of EYFS. • Links made with outside providers such as Staffordshire cricket have increased opportunities and support further projects within subsequent years. Cross-curricular lessons and interventions have supported the 60 minutes active aim. 	
School Games Mark	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of PE area to school website page. • Subject Lead to complete website construction and use to publicise events and inform parents. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. 	Approx £100.00	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <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> • <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> • <i>School House Captains taking an active leadership role.</i> • <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i> 	<ul style="list-style-type: none"> • School Games Lead to use WASPS competitor calendar effectively to provide opportunities. • To consider KS3 links and transitions. • Complete School Website page.

	<ul style="list-style-type: none"> PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school. 		<p>Impact:</p> <ul style="list-style-type: none"> House Captains have run Competitions within across KS2 classes – ensuring they have learnt rules and taken the role of umpire. Play leaders have supported children across school to take part in activities and sports and be active. All KS2 children have taken part in at least 2 competitive sporting events this year, allowing children to develop School Games Values. 	
Cross-curricular orienteering.	<ul style="list-style-type: none"> Cross-curricular orienteering subscription PE lead to include orienteering as part of lunchtime activities. Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts. Introduce using orienteering for end of term topic assessments in Spring term for year 6 class. PE Lead and DB to complete staff meeting on how to use as assessments in history/science or geography. Spring term 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. 	<p>£480.00</p> <p>X1 Staff meeting</p>	<p>Intended:</p> <ul style="list-style-type: none"> All KS2 children to develop Orienteering NC expectations of OAA. Children to have increased opportunities for range of activities and be active. Children able to access other curriculum areas through sport. Staff able to use a wider range of assessment and intervention tools. <p>Impact:</p> <ul style="list-style-type: none"> KS2 children have developed Orienteering NC expectations of OAA alongside residential trip. All KS2 children have been able to access orienteering as a lunchtime activity, thus increasing opportunities for range of activities and be active. Teaching staff are aware of how to use orienteering in cross-curricular lessons. 	<ul style="list-style-type: none"> Support staff to receive training. WC Lead to request staff use as outdoor learning tool.

Bike and scooter racks	<ul style="list-style-type: none"> Research and locate suitable bike racks PE Lead to liaise with MAT estates manager to secure purchase of bike racks. 	£1,560.00	<p><u>Intended:</u></p> <ul style="list-style-type: none"> 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. Children and families will develop healthy lifestyles and ways to travel to school. Support for children to meet the recommended 60 minutes a day to be active. Improve PE and school Games profile within school and amongst parent and carers. <p><u>Impact:</u></p> <ul style="list-style-type: none"> Bike racks have been sourced and ordered but waiting for delivery. 	<ul style="list-style-type: none"> Bike/scooter racks to be installed. Children and parents to be informed through newsletters.
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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"> PE lead to research fundamental skills curriculum and expectations across all year groups. PE lead to research curriculum intent and implementation of fundamental skills. PE Lead to attend PE Network meetings in order to seek advice 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> All children to have access to a progressive broad and balanced PE curriculum. The profile of PE is improved as a subject where skills are learnt and enables us to access sports and extra curriculum activities. Over a 3 year time frame – the percentage of children leaving Year 6 with the required swimming objectives will 	<ul style="list-style-type: none"> Discrepancies with Swim provider over provision and assessment – continue to work closely with provider to ensure accelerated progress and ensure school

	<p>and best practise across other MAT schools.</p> <ul style="list-style-type: none"> • Meet with EYFS staff to discuss continuous provision in line with EYFS LTP and MTP. • PE Lead to develop LTP in line with National Curriculum and research findings. • PE Lead to purchase an equipment/resources required. • PE Lead to provide staff with new LTP through staff meeting. • Secure swimming training for staff. • PE Passport license • 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) • Include Swim safety in PSHE Curriculum. 	<p>£95.00</p> <p>£360.00</p> <p>TBC</p>	<p><i>increase, with all children meeting the objectives.</i></p> <ul style="list-style-type: none"> • <i>Children to develop oracy and show understanding of their learning.</i> • <i>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to making better than expected progress.</i> • <i>Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</i> <p>Impact:</p> <ul style="list-style-type: none"> • Curriculum has been adapted to meet the identified needs of children across school – Fundamental skills warm ups as well as Red Thread activities (KL). Positive impact has been observed across school but needs to continue to be imbedded to see progress over time. • Staff member completed Swim Teacher Level 2 award and attended swimming lessons for Year 6. Children received certificate for level 1 – this is the first time as a school, we have been able to begin awarding certificates and assessing accurately. 	<p>trained staff are utilised.</p> <ul style="list-style-type: none"> • Whole school PE curriculum fundamental skills – monitored and adapted. • Continue to source extra swim provision. • EYFS – Continuous provision outdoors to promote Physical Development. • Develop whole school understanding of Physical Literacy.
Embed assessment and use of STEP to support differentiation and AfL.	<ul style="list-style-type: none"> • Research good practice for PE assessment – afPE, PE Hub, inclusion of all PE Lesson elements (eg social) or just physical skills. • Meet with SLT to review current assessment strategies and tools. • Swimming Self-Assessment to be introduced to staff and pupils. • Adapt PE policy and assessment requirements. 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to making better than expected progress.</i> • <i>Development of fundamental skills will</i> 	<ul style="list-style-type: none"> • Discrepancies with Swim provider over provision and assessment – continue to work closely with provider to ensure accelerated progress and ensure school trained staff are

	<ul style="list-style-type: none"> • Inform staff of assessment requirements. • Monitor completed assessments – what do they tell us? • Include STEP in PE policy non-negotiables and inform staff. • TAs to complete STEP and inclusion training. • Create STEP display in hall as visual reference for staff and children. • Require KS2 staff to teach children how to use STEP independently within lessons. • Identify Y5 Intervention group and provide top-up swimming lessons. 		<p><i>have a positive impact on cognitive learning across all lessons – particularly handwriting.</i></p> <ul style="list-style-type: none"> • <i>Children and staff are able to use AfL and self-assessment to support them to make progress.</i> <p>Impact:</p> <ul style="list-style-type: none"> • Swimming Assessments have been completed with Year 6 cohort. School Swim teacher assessment against first award and awarded certificates. Children have been able to see objectives achieved and note next steps. • PE Lead has monitored types of assessment and discussed with SLT. New format has been developed in order to inform short term and long term objectives. • All teachers and support staff now have an understanding of STEP and is used within lessons to support teaching and learning. 	<p>utilised.</p> <ul style="list-style-type: none"> • New Assessment log created and used by staff to inform overlearns/physical literacy and next Year's teacher. • Staff to use STEP confidently, children to use STEP independently.
To develop gross motor skills, fine motor skills and fundamental skills across school.	<ul style="list-style-type: none"> • Research gross motor, fine motor, fundamental skills Government guidelines and expectations. • Fundamental, gross motor and fine motor skills (progression) document developed. • Share document with staff to support lesson planning and delivery. • Fundamental skills taught and developed within all lesson warmups. • Ensure Gymnastics taught across all year groups to support gap in upper 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>Curriculum and interventions will support the development of all muscles and fundamental skills.</i> • <i>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to make better than expected progress.</i> • <i>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.</i> 	<ul style="list-style-type: none"> • TAs to have Cool kids/characters training next year, allowing larger group of individuals to receive targeted support. • Liaise with Connect Ed to use and adopt new cool kids programme.

	<p>body strength and gross motor skills development.</p> <ul style="list-style-type: none"> • EYFS provision to support new development matters. • Interventions within lesson warmups to support development of gross and fine motor skills. <ul style="list-style-type: none"> • Identify target children to receive specific targeted interventions. • Staff to carry out interventions. • TC/SENDco to introduce Cool Kids and Cool characters interventions for targeted children across KS2. • TC to deliver Cool Kids and Cool characters programmes. 		<ul style="list-style-type: none"> • <i>Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</i> • <i>Staff will have the knowledge and skills to identify gross motor, fine motor, fundamental skills.</i> <p>Impact:</p> <ul style="list-style-type: none"> • Curriculum adapted to meet the needs of school – subjects that support Fundamentals skills development such as gymnastics have been prioritised as well as adapting lesson warm ups. Over time, this will give progress in attainment and attitudes towards PE and Sports. • Cool Kids and Cool character interventions take place with identified pupils to support progress. A wider need has been identified and provision for this will be put in place next year. 	
<p>Enthuse children to attend school and impact on school attendance - raise to meet national averages 96%</p>	<ul style="list-style-type: none"> • PE Lead to introduce after school clubs across all days to encourage children to attend school regularly. • Conduct parent voice on clubs to ensure clubs offered reflect pupil and parents voice. • Map out morning and lunchtime provision and ensure activities and opportunities are inclusive. • End of half term sports rewards for House Point winners. 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>School attendance to meet national averages.</i> • <i>Children to be enthused to come to school through the curriculum and widening opportunities they access.</i> • <i>Parents to feel their voice has support school decisions – strengthening parent and school relationships.</i> • <i>Clubs to support parents' childcare/out of school commitments and therefore support attendance.</i> <p>Impact:</p> <ul style="list-style-type: none"> • School attendance has improved but not consistently. Club participation has improved when more clubs offered across the week. 	<ul style="list-style-type: none"> • Continue to develop clubs provision across all days. • Clubs finish times extended. • Introduce PE parent workshops.

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:
Continue to develop staff understanding of assessment and use of STEP to support differentiation and AfL.	<ul style="list-style-type: none"> Research good practice for PE assessment – afPE, PE Hub, inclusion of all PE Lesson elements (eg social) or just physical skills. Meet with SLT to review current assessment strategies and tools. Swimming Self-Assessment to be introduced to staff and pupils. Adapt PE policy and assessment requirements. Inform staff of assessment requirements. Monitor completed assessments – what do they tell us? Include STEP in PE policy non-negotiables and inform staff. Create STEP display in hall as visual reference for staff and children. Require KS2 staff to teach children how to use STEP independently within lessons. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> Children will gain a wider breadth of experiences and skills. Staff will develop and use training and skills across the curriculum – such as differentiation. Children will be able to use self-assessment to support their learning, understanding of next steps and progress. <p><u>Impact:</u></p> <ul style="list-style-type: none"> PE Lead has monitored types of assessment and discussed with SLT. New format has been developed in order to inform short term and long term objectives. All teachers and support staff now have an understanding of STEP and is used within lessons to support teaching and learning. 	<ul style="list-style-type: none"> New Assessment log created and used by staff to inform overlearns/physical literacy and next Year's teacher. Staff to use STEP confidently, children to use STEP independently

	<ul style="list-style-type: none"> Identify Y5 Intervention group and provide top-up swimming lessons. TAs to complete STEP and inclusion training. 			
Teachers gain swimming qualifications.	<ul style="list-style-type: none"> Seek CPD swimming opportunity for staff. Book staff onto CPD and staff carry out. Liaise with Swimming Provider to include trained staff to support groups of children. 	£100.00	<p><u>Intended:</u></p> <ul style="list-style-type: none"> Staff gain skills and knowledge in order to support swimming provider instructors. Pupils will be able to make better progress due to higher staff ratio/smaller and targeted group levels. More children will be able to swim, meeting the required standards by Year 6 and gaining a life skill. <p><u>Impact:</u></p> <ul style="list-style-type: none"> Swimming Assessments have been completed with Year 6 cohort. School Swim teacher assessment against first award and awarded certificates. Children have been able to see objectives achieved and note next steps. Out of pool lessons have taken place to teach children swim safety, children have a better understanding of how to keep themselves safe in and around water. Whole school took part in 'Safe Me Week' to highlight swim safety. 	<ul style="list-style-type: none"> Discrepancies with Swim provider over provision and assessment – continue to work closely with provider to ensure accelerated progress and use of school trained staff is utilised.

Orienteering cross-curricular	<ul style="list-style-type: none"> • PE Lead to complete C-C Orienteering training. • Staff meeting for all staff to complete C-C Orienteering training. • Staff to use within wider curriculum to support learning and assessment. • TAs to complete Orienteering training – C-C and intervention links. 	<p>X1 staff meeting</p> <p>X1 TA staff meeting Friday PM</p>	<p>Intended:</p> <ul style="list-style-type: none"> • Positive impact on the quality of teaching and learning. • Staff have improved confidence in teaching and knowledge of PE. • Pupils are physically active within other lessons and supporting the 60 minute active lifestyles. <p>Impact:</p> <ul style="list-style-type: none"> • KS2 children have developed Orienteering NC expectations of OAA alongside residential trip. • All KS2 children have been able to access orienteering as a lunchtime activity, thus increasing opportunities for range of activities and be active. Teaching staff are aware of how to use orienteering in cross-curricular lessons. 	<ul style="list-style-type: none"> • Support staff to receive training. • WC Lead to request staff use as outdoor learning tool.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</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>

Making links to wider community and clubs.	<ul style="list-style-type: none"> PE Lead to research different opportunities/companies that can work with the school to enhance children's experiences. Balance-ability to continue and be embedded in Year 1/EYFS transition. Staffordshire Cricket links established – including engagement day, cub and curriculum time. Home links made with leaflets regarding out of school opportunities. Outdoor EKO club – links with Weston Park. 	£1950.00 (No funding required)	<p>Intended:</p> <ul style="list-style-type: none"> <i>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.</i> <i>Children will develop fundamental skills which will support cognitive learning.</i> <p>Impact:</p> <ul style="list-style-type: none"> Children have had access to new opportunities such as cricket club and EKO – (outdoor physically active learning about nature) clubs. Children have greater opportunity to meet the suggested 60m active lifestyles. 	<ul style="list-style-type: none"> Embed links made this year and continue to source more contacts.
School Games Mark	<ul style="list-style-type: none"> Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar Use of minibuses for travel. Staff cover for school day competitions. The introduction of PE area to school website page. Subject Lead to complete website construction and use to publicise events and inform parents. House captains to take an active role in regular meetings with PE Lead and leading competitions within school. PE lead to plan intra inter competitions within school to 		<p>Intended:</p> <ul style="list-style-type: none"> <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> <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> <i>School House Captains taking an active leadership role.</i> <i>The website helps to higher the profile of and celebrate PE and Sports in</i> 	<ul style="list-style-type: none"> School Games Lead to use WASPS competitor calendar effectively to provide opportunities. To consider KS3 plinks and transitions. Complete School Website page.

	support the attendance of intra competition out of school.		<p><i>school. Support parent and school relationships.</i></p> <p>Impact:</p> <ul style="list-style-type: none"> • House Captains have run Competitions within across KS2 classes – ensuring they have learnt rules and taken the role umpire. • Play leaders have supported children across school to take part in activities and sports and be active. • All KS2 children have taken part in at least 2 competitive sporting events this year, allowing children to develop School Games Values. 	
Cross-curricular orienteering	<ul style="list-style-type: none"> • PE lead to include orienteering as part of lunchtime activities. • Cross-curricular active lessons created through orienteering in order to increase activity levels – for example – Romans facts. • Introducing using orienteering for end of term topic assessments in Autumn 1 for year 6 class. • PE Lead and DB to complete staff meeting on how to use as assessments in history/science or geography. • 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. 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>All KS2 children to develop Orienteering NC expectations of OAA.</i> • <i>Children to have increased opportunities for range of activities and be active.</i> • <i>Children able to access other curriculum areas through sport.</i> • <i>Staff able to use a wider range of assessment and intervention tools.</i> <p>Impact:</p> <ul style="list-style-type: none"> • KS2 children have developed Orienteering NC expectations of OAA alongside residential trip. • All KS2 children have been able to access orienteering as a lunchtime activity, thus increasing opportunities for range of activities and be active. • Teaching staff are aware of how to use orienteering in cross-curricular lessons 	<ul style="list-style-type: none"> • Support staff to receive training. • WC Lead to request staff use as outdoor learning tool.

Afterschool sports	<ul style="list-style-type: none"> • PE Lead to plan clubs across the year to ensure a breadth of opportunity. • PE Lead to link clubs with PE curriculum in some instances – providing children the opportunity to apply the skills they have learnt. • PE Lead to work with other companies that can work with the school to enhance children's experiences and opportunities. • PE lead to audit equipment and purchase resources required. • PE Lead to track participation and provide targeted clubs for specific groups/children. • Carry out parent questionnaire for preferred days and times for clubs. 	TBC	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Gaps in children's activity levels, including health, will be diminished.</i> • <i>Year 1 children to take part in extra-curricular, life skill activity – helping to improve balance and, over-weight and obesity rates.</i> • <i>A wider range of clubs offered compared to previous years.</i> • <i>All groups of pupils are represented within extra-curricular activities. 50% of identified groups (Girls/SEN/PP) accessing an extra-curricular club.</i> • <i>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.</i> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • All KS1 and KS2 children have had access to afterschool sports clubs across the year – giving opportunity to lead healthy lifestyles and gain wider experiences. Where children/cohorts were targeted, uptake matched that of previous years. 	<ul style="list-style-type: none"> • Lengthen club finish times. • Gain parent and pupil voice. • Improve competent opportunity to encourage club participation and attendance. • Continue to strengthen outside agencies to widen opportunities.
Cross-curricular lessons using PE and being activity to support other areas of learning.	<ul style="list-style-type: none"> • Maths on the Move intervention used to support Year 4 and 5 – focus on closing gaps and timetables. • PE Lead to introduce FA Shooting stars programme – Football through storytelling. • Cross-curricular orienteering introduced as a tool for whole 	<p>Approx: £3000.00</p> <p>TBC</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Children from identified groups to access active learning.</i> • <i>Children to show significant engagement and progress within the specified focussed area of learning.</i> 	<ul style="list-style-type: none"> • Widen opportunities for outdoor learning order to achieve 60 minutes active lifestyles. • WC Lead to request staff use Orienteering as outdoor learning tool.

	class lessons or interventions such as pre teach and over learn and assessments.		Impact: <ul style="list-style-type: none"> All children that have had taken part in Maths on the Move have made expected or accelerated progress in maths whilst showing enjoyment and an achieving the 60 minutes active. 	
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"> Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar Use of minibuses for travel. Staff cover for school day competitions. The introduction of PE area to school website page. Subject Lead to complete website construction and use to publicise events and inform parents. House captains to take an active role in regular meetings with PE Lead and leading competitions within school. PE lead to plan intra inter competitions within school to 		Intended: <ul style="list-style-type: none"> <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> <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> <i>School House Captains taking an active leadership role.</i> <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i> 	<ul style="list-style-type: none"> School Games Lead to use WASPS competitor calendar effectively to provide opportunities. To consider KS3 links and transitions. Complete School Website page.

	support the attendance of intra competition out of school.		<p>Impact:</p> <ul style="list-style-type: none"> House Captains have run Competitions within across KS2 classes – ensuring they have learnt rules and taken the role umpire. Play leaders have supported children across school to take part in activities and sports and be active. All KS2 children have taken part in at least 2 competitive sporting events this year, allowing children to develop School Games Values. 	
Academy Trust competitions	<ul style="list-style-type: none"> PE Lead and DB to liaise with other trust schools to organise and hold competition events across the year. PE Lead to hold Trust Network meeting and work with other trust schools to map range of events and host schools. 		<p>Intended:</p> <ul style="list-style-type: none"> <i>Children will be able to take part in wider community sporting events.</i> <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> <p>Impact:</p> <ul style="list-style-type: none"> As a trust we held an Athletics competition. Events were held by Year 4 cohorts in own schools and then results celebrated and shared vis Teams. The children showed enjoyment and enthusiasm – connecting with children and schools within the Trust. PE Lead sort Pupil voice from a selection of children across the 	<ul style="list-style-type: none"> Work with Trust PE Leads to develop Academy Trust competitions offered.

			Trust in order to plan out next year's calendar. The children took part in competitive elements and were eager to take part in others.	
School competition	<ul style="list-style-type: none"> • PE Lead to plan Athletics Sports days. • 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) • PE lead to plan introduce personal best charts for chosen lunchtime sports and activities. • PE Lead to introduce 'personal best' challenge to become part of PE Lesson oracy. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Children to take part in competitions across the year as well as working towards personal best goals.</i> • <i>Children will evidence their personal best/scores.</i> • <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> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • KS2 children have taken part in at least 2 competitive sporting events this year, allowing children to develop School Games Values. • All children across school took part in NSSW with the 60 minutes active focus – this was linked to achieving personal best. • KS2 children can discuss the terms personal best and its meaning. 	<ul style="list-style-type: none"> • Make Links to personal best, Physical literacy and STEP. • Personal best charts for activities at lunchtimes and playtimes. • Higher Intra competitions profile in school through display, House Captains and website.

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