

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 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.

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| Total amount carried over from 2019/20 | £0 |
| Total amount allocated for 2020/21 | £20,130 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £19,870 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,870 |

Swimming Data

Please report on your Swimming Data below.

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| <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>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</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>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.</p> <p>Please see note above</p> | 91% |
| <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> | 46% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 68% |
| <p>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?</p> | Yes |

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: 2020/21 | | Total fund allocated: | | Date Updated: | |
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| 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: 23% |
| 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? | |
| Develop the knowledge and understanding of all staff regarding the importance of 60 active minutes. | <p>Subject leader and SLT to advocate the importance of keeping children active.</p> <p>Subject leader to deliver staff meetings termly to promote, 'Active 30:30'.</p> <p>Subject leader to work with RESSP to share best practise and implement new ideas throughout the year.</p> | <p>£0</p> <p>£0</p> <p>Part of RESSP buy in. Part of £4,500)</p> | <p>Staff have the knowledge and understanding of why children should be active and that it links to their educational achievements, health, physical development, and mental wellbeing.</p> <p>Active classrooms have led to children being active throughout the school day.</p> | <p>Each year ensure that new staff are trained.</p> <p>Subject leader to ensure new ideas are shared regularly to keep staff motivated to deliver, 'Active 30:30'.</p> <p>Subject leader to monitor activity levels around school.</p> | |
| Ensure staff have access to a range and variety of resources to help deliver 60 active minutes through the school's, 'Active 30:30' approach. | <p>Subject leader to create an online resource that can be accessed by all staff.</p> <p>New ideas to be added throughout the year with support from RESSP.</p> <p>Daily Mile to be implemented</p> | <p>£0</p> <p>Part of RESSP buy in. Part of £4,500)</p> | <p>Staff have increased confidence and competence delivering active lessons and creating active opportunities. The has equated to higher activity levels among children.</p> | <p>Resources to be easily accessible. Printed resources available for year groups.</p> <p>Teachers develop own resources that that are appropriate to specific year groups.</p> | |

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| | throughout school. Staff to communicate to each other the effectiveness of resources and new ideas. | £0 | | |
| Promote physical activity at home. Children are more physically active at home and have the support of their parents. Families understand the importance of being active. | PE staff to promote physical activity at home in a variety of ways for children and their families. PE staff to have a Seesaw account to set PE home learning. PE team to communicate with children and parents on how to access this and reward children for taking part. PE team to promote the importance of being physically active at home. | £0 Part of RESSP buy in. (Part of £4,500) | Almost 100% of families are registered with Seesaw. This has ensured that PE home learning can be set easily. 817 players from our school community joined, 'Beat the Street'. As a school we had the highest number of participants in Redcar and Cleveland. We finished 3 rd on the overall leader board. More families are now accessing the local, 'Woodlands area', due to taking part in BTS. BTS is continuing to have a positive impact on physical activity at home with new activities promoted regularly. | Raise the profile of the importance of PE, school sport and physical activity. Promoting this regularly throughout the year and each new school year. Promote physical activity opportunities for families outside of school. Next year children will have more opportunities to use our local Woodlands Centre for physical activity. PE staff will take children out during school time for walks, circuit training and cross-country training. |

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| <p>Provide active travel training to encourage children to walk or cycle to school safely and increase active travel out of school.</p> | <p>FS1&FS2 children to take part in balance bike training with school staff.</p> <p>Year 3 children to take part in Pedestrian training to learn how to cross the road safely and safely walk around the local community.</p> <p>Year 5 & 6 pupils take part in Bikeability Level 1 & 2 training to learn how to safely ride their bike on the road.</p> <p>Active travel promotion to parents and families, through discussions and newsletters.</p> <p>School to invest in better storage facilities for bikes and scooters.</p> | <p>£0</p> <p>Pedestrian training cost: £7 per child=£448</p> <p>Part of RESSP buy in. (Part of £4,500)</p> | <p>100% of FS2 children took part in Balanceability with SSP staff. They developed skills, confidence and motivation. More children are now using their bikes/ balance bikes at home.</p> <p>100% of Y3 children took part in Pedestrian training. This has ensured children know how to safely walk around the local area and particularly focused on the route to school from the local estate. This training has encouraged more children to walk to school. When out on a school trip staff noted that children used their training to ensure they used safe crossings and they confidently spoke to their peers and teachers on why it was important to use their pedestrian training knowledge.</p> <p>45 children in Y5 took part in Bikeability training with SSP staff. 100% children completed level 1 training and 90% level 2. More children from Y5 are now riding their bikes to school and around the local estate. This has increased active travel to and from school and increased physical activity at home.</p> | <p>A member of the PE staff observed the Balanceability lessons as part of CPD training. This knowledge will be passed onto a wide range of staff ensuring balance bikes can be effectively taught by school staff within the curriculum. Balance bikes have previously been purchased with Sport Premium funding and these bikes continue to be maintained.</p> <p>Pedestrian training- school staff present during the training communicate key words and ideas with wider staff.</p> <p>Next year school will promote Family Bikeability to parents/carers.</p> |
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| <p>Promote physical activity at break and lunch times, through the use of play leaders.</p> | <p>Play leaders to be present at break and lunchtimes.</p> <p>PE team to organise Play leader training through RESSP and a timetable to be set up.</p> <p>Equipment to be purchased to ensure appropriate resources are available for each year group.</p> | <p>Part of RESSP buy in. (Part of £4,500)</p> <p>£302</p> | <p>FS2-Y6 all benefit from play leaders being present on the yard at break and lunchtimes. PE staff ensure appropriate activities are being delivered to the correct abilities. Play and lunchtimes are now more active and this has improved social skills, communication skills and behaviour.</p> | <p>Play leaders and PE team to ensure equipment is used appropriately and stored correctly.</p> <p>PE team delivered the play leader training and have a resource pack from SSP to continue the training each year.</p> |
| <p>Raise the profile of after school clubs on offer to increase participation levels. Provide opportunities for all age groups.</p> | <p>Ask children what clubs they would like.</p> <p>Clubs to be promoted by all staff and shown on newsletters.</p> | <p>Part of PE staff (£6,400)</p> | <p>High activity levels after school. 140 on average children minimum attended clubs on a weekly basis during the Autumn 2, Spring 1, Spring 2, Summer 1&2 term. 6 clubs ran on a weekly basis (3 for Y5/6 , 3 for Y3/4 and 2 for Y1/2). Clubs were chosen through, ' Pupil voice'. Year groups completed surveys to decide what clubs the PE team should offer and this impacted attendance levels meaning clubs were full and had waiting lists. Those clubs with waiting lists continued for the next half term to allow children waiting to attend. Children have progressed their skills further adding to what they have learnt in PE. Children signposted to local clubs, increasing activity levels further and developing knowledge of new sports.</p> | <p>Continue to communicate with children and families the clubs offer provided. Wider staff trained to deliver a range of activities.</p> |

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| Target least active children to take part in intervention sessions. Create fun sessions to promote physical activity. | PE team to identify least active children through observations and communicated with wider staff. PE team to deliver intervention sessions. | Part of PE staff (£6,400) | From the children identified as, 'Least active' 80% are now more physically active independently without support from PE staff. All children received intervention sessions and grew in confidence and motivation to be active when supported. Children were invited to attend clubs and be involved in leadership activities. | Least Active tracker created and to be used to support and track children throughout their time in school. Targeted sessions to continue next academic year. |
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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:
11%

| Intent | Implementation | | Impact | |
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| 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: |
| Incorporate personal challenge into the curriculum map to develop life skills. | Subject leader to incorporate personal challenge activities into the curriculum map. PE team to provide opportunities for children to take part in personal challenge in a range of activities. | Part of PE staff (£6,400) | Personal challenge embedded throughout school. Children have the motivation to challenge themselves and want to beat their personal bests. Personal challenge used for home learning tasks transferring skills from school to home activity. | Personal challenge to be used across sequences of learning. |
| PE lessons to follow whole school rewards using STAR. | PE staff to follow the schools reward system in lessons. Celebrate STAR rewards weekly through newsletters, assemblies, and social media. | £0 | As a school these values are embedded, and children know this is the same within PE lessons. PE staff liaise with class teachers on who to award STAR rewards too. This has led to greater motivation within lessons | Continue consistent approach across school. |

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| | | | and improved behaviour. | |
| <p>Daily Mile to be performed by all year groups.</p> <p>Improve fitness, concentration and attainment.</p> | <p>PE team to promote the daily mile.</p> <p>Year groups to include this into their planning.</p> | £0 | <p>Autumn term- FS2 children can now perform 6 laps without stopping. This has increased their physical fitness and children are enjoying being active outside.</p> <p>FS2 continue to perform the daily mile. Some children can now perform 10 laps.</p> <p>Daily Mile adapted throughout school and to be re-launched in September. New activities are being implemented to increase motivation levels. Children are looking forward to a variety of activities on offer.</p> | <p>Whole school approach to be applied each year with PE staff taking an active role in ensuring all year groups take part.</p> <p>Wider staff training and updates given regularly.</p> |
| <p>Spirit of the Games Golden tickets launched throughout school to link to whole school improvement through rewards.</p> <p>Celebrate the whole child not just physical skills.</p> <p>Physical Education used to improve behaviour.</p> | <p>PE team to introduce the Spirit of the Games values to all children.</p> <p>Golden tickets to be introduced and given out during each session.</p> <p>Children given the challenge to try and collect each golden ticket over the school year. Prizes given to children who complete this challenge.</p> <p>PE team to work with SSP promoting these values in school, during PE lessons and when taking part in SSP competitions and festivals.</p> | Part of RESSP buy in. (Part of £4,500) | <p>Children strive to collect each golden ticket, and this has been an excellent motivation tool. It has enabled children to focus on different elements of PE and not just the physical side. Behaviour has improved and children are proud of themselves when they are rewarded with a golden ticket.</p> <p>Class teachers comment on have enthusiastic children are to receive the tickets and this has lead to a number of children</p> | <p>Continue to liaise with SSP and promote Spirit of the Games values.</p> <p>Values embedded throughout school and revisited regularly.</p> <p>Notice board displayed showing the values.</p> |

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| | | | improving their confidence and desire to be physically active. | |
| Celebrate and promote sports that children take part in outside of school. Encourage children to be active outside of school and raise the status of PE. | PE team to make time for show and tell activities for each year group. Class teachers to also promote this. Stories to be showcased on newsletters and social media. | £0 | More children are bringing trophies and awards into school that they have won outside of school at local clubs and events. This has help build relationships and communication between staff and children and children and their peers. Children thoroughly enjoy celebrating their own and others achievements. In turn this has helped promote local clubs and inspired children to take up new sports. | Continue to provide show and tell opportunities. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 11% |
| 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: |

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| <p>Provide ongoing training and support to all staff.</p> | <p>Staff to discuss any areas they need to improve at the beginning of the year.</p> <p>Staff to have access to RESSP CPD opportunities. Timetable of courses displayed.</p> <p>PE lead to book staff onto appropriate training.</p> | <p>Part of RESSP buy in. (Part of £4,500)</p> <p>£600 allocated for CPD</p> | <p>Cross Curricular Orienteering training (Jan 2022)- all teaching staff. Cross Curricular is now embedded into the KS1&KS2 curriculum.</p> <p>Staff commented how impressed they were with the training and resources and now felt confident to teach the subject to their class.</p> <p>KS2 staff linked CCO with Whole School Maths Day- this was an excellent addition to the day and staff and children thoroughly enjoyed it.</p> <p>Through learning walks and team teaching CPD has been on-going within the PE team and class teachers.</p> | <p>Resources saved to staff area to be accessed by all and login details shared.</p> <p>In house staff training for new staff provided on all training.</p> |
| <p>Increase the knowledge, understanding, confidence and competence of all staff through observations and team teaching.</p> | <p>Class teachers encouraged to observe PE lessons delivered by PE staff.</p> <p>Team teaching opportunities given.</p> <p>PE staff to observe each other and set targets.</p> | <p>£0</p> | <p>SP now leads classes independently after completing observations and team- teaching lessons. This has led to PE being taught in 3 classes and allowing more activities to be taught.</p> <p>Class teachers have observed chn in a number of activities including Dance lessons and have taken their class for Sports Day. This has allowed class teachers to see</p> | <p>Complete PE to be purchased in September and embedded with all staff. This will give class teacher greater confidence to teach extra PE lessons and sequences of learning when doing PE.</p> <p>Login details shared with staff and saved in shared area.</p> |

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| | | | children in a different environment and seeing children excel in different areas. In turn this has developed relationship and communication skills. | |
| High quality sequences of learning delivered. | <p>PE lead to review planning regularly and use YST resources to ensure progressive sequences of learning are taught.</p> <p>PE staff to evaluate teaching regularly.</p> <p>PE staff to get feedback from children about the curriculum being taught and implement change where needed.</p> | £0 | <p>Meeting with School Games Organisers has ensured planning is effective and consistent. Good practice has been shared at Primary Link Teacher meetings and this has produced an engaging and inclusive curriculum for children.</p> <p>Progress can easily be seen and developed throughout the year group FS1-Y6.</p> | Planning to be reviewed regularly and shared with staff and SLT. |
| All staff to have the opportunity to develop their knowledge and skills of how to deliver cross curricular orienteering. | School to purchase a cross curricular orienteering package that provides in person staff training. | Part of £2,100 package. | <p>All teaching staff provided with in person staff training. Package bought giving additional video training and videos of individual lessons and sequences. Orienteering is now embedded into the curriculum.</p> <p>KS2 staff incorporated CCO into Whole School Maths day and felt confident doing this.</p> | Continued updates and training of new material given. New staff to complete online training and extra support from PE staff. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 44% |

| Intent | Implementation | | Impact | |
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| 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 ensure all children have the opportunity to find a sport/ physical activity they enjoy. | <p>Take part in RESSP festivals, competitions and development days.</p> <p>PE lead to plan events to attend and virtual events to be delivered in school.</p> <p>PE team allocated time to complete surveys with each year group to find what they would like to be included in the curriculum.</p> <p>After school club timetable to be set up and promoted throughout school.</p> | <p>Festival, development days and competitions cost: part of RESSP buy in. (Part of £4,500)</p> <p>Part of PE staff (£6,400)</p> | <p>All KS2 children had the opportunity to attend at least 1 sports event out of school. Using the PE tracker children were signposted to events that would benefit them. Children developed new skills including teamwork, self-belief and communication skills.</p> <p>Children had a curriculum they chose meaning they were invested in the activities, and this drove progress.</p> <p>On average 140 children per week attended clubs ran by the PE team. Children were then given information on local clubs with a number then joining a new club outside of school. This has lead to higher activity levels out of school.</p> | <p>Continue to be a member of Redcar and Eston School Sports Partnership.</p> <p>Use pupil voice for curriculum and clubs in September 2022.</p> <p>Create clubs timetable for all ages. FS2 introduced Summer term 1.</p> |

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| <p>Give all children an opportunity to attend an after-school sports club.</p> <p>Give pupil voice in deciding the clubs on offer.</p> <p>Elect PE Ambassadors.</p> | <p>PE staff to meet fortnightly with PE Ambassadors to gain pupil feedback on the curriculum, clubs and active play times.</p> <p>PE staff and PE Ambassadors to conduct a survey to find what clubs children would like to attend.</p> <p>PE staff/Ambassadors to make a club timetable and promote this across school. Information promoted to parents/ carers.</p> <p>A wide range of clubs on offer to all year groups.</p> | <p>Part of PE staff (£6,400)</p> | <p>High activity levels after school. 140 children attended clubs on a weekly basis 6 clubs ran on a weekly basis (3 for Y5/6 , 3 for Y3/4 and 2 for Y1/2).Clubs were chosen through,' Pupil voice'.in July.</p> <p>Clubs linked to skills taught in PE meaning increased progress. Confidence and social skills increased with children working with peers from other year groups.</p> | <p>Continue the system used during this academic year into next.</p> |
| <p>Inspire children by offering a broad range of activities within the curriculum and on offer after school.</p> | <p>PE lead to plan the curriculum map to ensure a broad range of exciting varied and inclusive activities and sports are delivered.</p> | <p>£0</p> | <p>Children are excited to find out what activities they are doing next. With 3 PE staff delivering different activities children have a variety of lessons each PE session. This have proven vital in engaging all children, as each week there is something for everyone.</p> | <p>Use Complete PE to plan the curriculum map for next academic year. Pupil voice to be used.</p> |
| <p>All children given the opportunity to develop skills in orienteering.</p> <p>Orienteering to become embedded within the school curriculum.</p> | <p>PE lead to organise a Cross Curricular Orienteering course to be permanently set up in school.</p> <p>Training delivered to all staff by specialist orienteering staff.</p> <p>PE team to teach orienteering within PE lessons. Once children have developed the basics, classroom teachers to deliver cross</p> | <p>£2100</p> | <p>Orienteering has had a real impact on children. Map skills have been developed. Children can now,' set a map' correctly and locate areas of a map. Upper KS2 can create their own orienteering courses. Children have accessed the course at break and lunchtime and this has increased activity levels. Orienteering has engaged children who aren't often as confident in,</p> | <p>Orienteering course is permanent with map laminated to be used yearly.</p> <p>PE lead is planning another permanent course to be set up to give variety and further progressions.</p> |

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| | curricular orienteering within their lessons. | | 'Team games'. These children have succeeded in orienteering and often done well in orienteering competitions. This has brought out their competitive side in a different environment from what we have seen them in before. | |
| Ensure children know the pathways of how to get involved in sport or activity outside of school. | <p>Links to local clubs promoted throughout school. Information available on the school website.</p> <p>PE staff to promote and encourage children to join clubs.</p> <p>PE staff to communicate with local clubs and organise taster sessions or after school clubs.</p> <p>RESSP to provide opportunities for taster sessions in a range of sports.</p> | <p>£0</p> <p>Part of RESSP buy in. (Part of £4,500)</p> | <p>Through making clubs links with MFC we have seen many of our KS2 girls join the sessions put on at our local Herlingshaw Centre.</p> <p>MFC have also ran sessions on our school site after school to Y4,5&6 children.</p> <p>Links have been made with local Wildcat clubs.</p> <p>Link to a wide range of clubs made accessible on the school website allows teachers to direct parents and children easily to contact information.</p> | <p>Continue build local club links and provide information to families.</p> <p>Provide taster sessions in school once club links have been formed</p> <p>Make further links with Everyone Active.</p> |
| Ensure all children know how to and are competent to ride a bike. | Balance bike training for all children in Reception, delivered by RESSP. | Balance bike training cost: £3 per child x 60= £180 | <p>All FS2 children took part in 3 Balance bikes sessions with a highly skilled instructor.</p> <p>Children developed skills and confidence with a number ready to move onto pedal bikes.</p> <p>School staff supported sessions, making notes as part of CPD.</p> | <p>Balance bike lessons to take place by school staff.</p> <p>Balanceability booked for next academic year with RESSP.</p> |

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| | | | School staff will now deliver balance bikes in school. | |
| Ensure children are given the opportunity to learn to swim. | Swimming lessons to be offered to Y4,5&6 children who cannot swim 25m. Swimming sessions and travel to be provided after school. All Y1, Y2 and Y3 children to attend a 2 week block of swimming sessions. | £1,500 | All children in Y1,2& Y3 attended a 2 -week swimming block. The method has proven to show the most progress. | Swimming booked for Y1,2&3 for next academic year. Staff to look into catch up sessions for Y6 children in Summer term. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 11% |
| 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>Ensure that every child has represented their school in a sporting activity by the time they reach Y6.</p> <p>All Y5 and Y6 children to have represented their school by the end of the academic year.</p> | <p>Enter RESSP competitions and festivals.</p> <p>Enter children into appropriate level of competition to suit their individual motivation, competence and confidence levels.</p> <p>Take part in inter school football and orienteering competitions.</p> <p>Keep track of which competitions and festivals children have attended.</p> <p>Celebrate all participation achievements. Use SSP spirit of the games certificates.</p> <p>Transport to be provided for free to allow opportunities for all.</p> | <p>Part of RESSP buy in. (Part of £4,500)</p> | <p>All children in KS2 attended at least 1 sports event outside of school.</p> <p>This led to skills being developed, confidence and social skills enhanced and communication skills developed.</p> <p>PE tracker ensured all children were signposted to beneficial events that suited their individual needs.</p> <p>Weekly newsletters celebrate sporting events and achievements. Feel Good Friday assembly performed weekly to acknowledge and reward children. This has enhanced communication with families.</p> | <p>PE tracker to be updated for next academic year with new cohort added. PE team to look at RESSP events and festivals and plan in advance which children will be best suited for each event.</p> <p>Clubs and training sessions planned to challenge and prepare children for events.</p> |

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| <p>Provide intra-school competition half termly.</p> | <p>House system to be set up by PE team.</p> <p>Competitions to be planned for the last week of each half term.</p> <p>Promote and celebrate in assemblies, by all staff and through newsletters and social media.</p> | <p>Part of PE staff (£6,400)</p> | <p>Children feel a sense of belonging and have pride in their team. This has enhanced social and communication skills and developed relationships across the year groups with older and younger children mixing.</p> <p>Assemblies and newsletters share team results and up and coming events.</p> | <p>Continuation of house system with FS2 children assigned a house in the Summer term. Sibling colours linked.</p> |
| <p>Create a tracking system to monitor participation in inter school competitions.</p> | <p>PE lead to create a tracker in order to monitor participation in competitions, festivals and development days. The system will also track activity levels out of school. This will help target children who are least active.</p> | <p>£0</p> | <p>PE tracker has proved a valuable tool in tracking and signposting children to events and clubs. The tracker shows all children from FS1-Y6 , the clubs they attend outside of school, all sports events and who has attended them. All school clubs and who has attended them, bikeability participants, swimming abilities and children identified as least active.</p> <p>All information is easy to find and in one place. It gives staff an insight to children's activity levels in and out of school and allows staff to provide further support/ interventions and further challenge for high attainers. Classroom teachers have found it a good tool to get greater insight on the children in their class.</p> | <p>Tracker to be updated for next academic year. All staff to know how to access and update it.</p> |

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