

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- 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 by the end of the summer term or by **31<sup>st</sup> July 2024** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Active playtimes and provision for children to be active through play and in free choice time. Sports leaders have developed active activities to run during lunchtime.</li> <li>• Increased proficiency in swimming for Y5/6.</li> <li>• Increased development in range of participation in sport – through internal sports, after school clubs and sports enrichment days.</li> <li>• Inter sport competition participation in every year group.</li> <li>• Increased fitness through targeted 10 min fitness session each day. Baseline tests and progress checks. Improved fitness across the school.</li> <li>• Sports leaders fully trained and taking responsibility in sports events and active playtime.</li> <li>• Improved range of equipment.</li> <li>• Planning and curriculum progression with new MTP's in place and new LTP.</li> <li>• Bike ability course completed. Y6 road proficiency completed. Whole school bike ability matched to each child's ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Active whizz kids and provision for children to be active through free choice play.</li> <li>• Continued focus on the development of proficiency in swimming</li> <li>• Continued targeted and planned fitness sessions through the whole school. Assessed termly and personal best strategies in place.</li> <li>• Increased participation in wider competitive sport. Giving everyone the chance to participate.</li> <li>• Providing opportunities for children to work with specialist coaches in preparation of competitive events in order to increase confidence and encourage all children to participate.</li> <li>• Providing opportunities for children to experience and watch a wide range of sports in order to inspire future sporting aspiration.</li> <li>• Improving the range of sports equipment even further – focus on break time equipment.</li> <li>• Bike and scooter secure storage to encourage active ways to come to school.</li> <li>• PE achievement and celebration display board in school. Major sporting events happening throughout the year to be championed.</li> </ul>

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Did you carry forward an underspend from 2022-23 academic year into the current academic year?  
YES/NO \* Delete as applicable

**Total amount carried forward from 2022/2023      £0**  
**+ Total amount for this academic year 2023/2024   £16,000**  
**= Total to be spent by 31st July 2024                £16,000**

<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 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 2023.</p> <p>Please see note above.</p>	88% of our children can swim at least 25 metres competently, confidently and proficiently.
<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>	88% of our Y6 cohort can use a range of strokes effectively.
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	88% of our Y6 children have performed safe self-rescue in different water-based situations.
<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>	No

## 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: 2023/24		Total fund allocated: £16,000	Date Updated: July 2024	
<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:
<p><b>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</b></p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p>	<p><b>Example actions to achieve the intent:</b></p> <p>Develop a clear Physical Activity policy which incorporates physical activity such as break-time activity, active travel and supervised play.</p> <p>Develop strategies so that pupils are consulted about the activities offered.</p> <p>Develop a system to track pupils' Physical Activity levels - this data will tell us exactly who to target and support by creating additional opportunities for these pupils to be active.</p>	<p>£250 (training)</p> <p>Skip2bfit tutorial day's £1,000</p>	<p>There is a physically active culture and ethos throughout the school.</p> <p>The school provides opportunities for pupils to be active for 30 minutes during the school day and there is a system in place to monitor and evidence physical activity levels. Teachers encourage pupils to be active and all staff are supported to model physical activity behaviours and are provided with information about the importance of engaging in physical activities with pupils and how to incorporate physical activity into classrooms / playtimes / lunchtimes.</p>	<p>We have created a physically active culture within school, which has been successful. We will continue to engage the sports leaders in the organising and running of active breaks, as well as supporting them with training.</p> <p>We will work with outside organisations such as skip2bfit to help promote and sustain our active play.</p> <p>Target less active children from all age groups with active play they will enjoy at least once a week.</p>



<p>- has a huge impact on the cognitive function of the brain including retention and recall</p> <p>- improves leaning behaviours such as concentration levels and focus</p> <p>- supports pupils to develop better self-belief and self-image</p> <p>- contributes to whole child development</p> <p>Being active is the key - active children achieve more</p>	<p>Challenge pupils to record how active they are outside of school.</p> <p>Find out how active pupils are outside of school!</p> <p>Conduct a parent survey to find out how active pupils are in their own time!</p> <p>Explore and develop initiatives to increase opportunities for children to be active such as:</p> <ul style="list-style-type: none"> <li>- Physically Active Learning in the curriculum which is accessed by all pupils.</li> <li>- Physically active breakfast club</li> <li>- Active transport to school</li> <li>- Daily mile or equivalent - Structured lunchtime and break time play</li> <li>- Train 'Sports Leaders' from Y5/6 to encourage active learning. Sports Leaders should be confident and know how to explain and run activities.</li> <li>- Long skipping ropes to be used alongside other equipment every break and lunchtime.</li> <li>- Invest in bespoke equipment to enthuse children to be active at break and lunchtimes.</li> <li>- Trained lunchtime supervisors supervising activities</li> <li>- Physically active after school clubs</li> </ul>	<p>£250</p> <p>£4,000</p> <p>Equipment</p> <p>£1,000</p> <p>investment in</p>	<p>Pupil voice has supported the development of Physical Activity, for example sports leaders 'we have enjoyed the responsibility of developing active games and activities at break times. We love organising and running games which are good fun for everyone' Children participating 'The games are great fun and based around things we have found fun in PE.' 'The games and activities are good for the whole school no matter what year you are in.'</p> <p>Surveys of children participating in active clubs outside school has risen.</p> <p>Parents feed by through parent consultations that the children talk about their exercise sessions positively and are skipping and running more at home.</p> <p>The school promotes and supports walking and bicycling to school and designates safe or preferred routes and has secure storage facilities for bicycles. The school promotes activities such as participation in Walk to School Week or Bike to School</p>	<p>Continue to monitor throughout the year what clubs and activities children are participating in outside of school. Target children to be signposted to clubs if a skill or enjoyment in a sport or a physical activity is identified at school.</p> <p>Target mornings and after school whizz kids – next year.</p> <p>Continue with this approach next year. Bikeability and skip2bfit are already scheduled in for next year.</p> <p>Continue to invest in bespoke PE equipment.</p> <p>Further investment in skipping ropes – in particular Skip2bfit ropes for Key Stage 1 &amp; 2 with counters for children to challenge themselves with improving each week and allowing them to see their progress.</p>
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<p>Improve whole school fitness and promote a healthy lifestyle choice.</p>	<p>Develop opportunities to educate children in the value and benefits of a healthy active lifestyle. Target and engage the least active pupils in after school activities, for example 'Change4Life' after school clubs or opportunities at home.</p> <p>Explore a parent and child focus approach... creating opportunities where parents and children can be active together.</p> <p>Involve staff in physical activity to ensure all staff value being active. Explore and develop an active environment including standing desks, classrooms which allow a flow of movement.</p> <p>10-minute-high intensity fitness session per day. To be run by the class teacher/TA.</p> <p>Complete baseline physical assessment and continue to review and track fitness throughout the year.</p>	<p>allowing children to participate in clubs.</p>	<p>Week and has a good Bikeability and Balanceability programme. 80% of the school population can safely ride a bike and balance. 100% of children leaving school can safely ride a bike on the road and have passed the bikeability course.</p> <p>Bespoke equipment has allowed the children more access to try different sports and games and increased their enthusiasm in being active.</p> <p>Pupils activity levels at lunch and break increased because we now have 20% more children engaged in active play. Incidents of poor behaviour at lunch times have decreased as lunchtime incidents are down 10%.</p> <p>Pupils taking part in daily additional activities such as 'The Daily Mile' regularly – at least 25 children per day take part in the provided activities. Pupils across the school more active on a daily basis and enjoy being active –80% of children are now meeting the requirement of 60 minutes a day compared to 20% of children at the start of the year.</p>	<p>Bikeability and skip2bfit programme to continue next year.</p> <p>Further investment in bespoke equipment for break times and PE sessions planned to continue.</p> <p>Sports leaders will continue to develop the active play programme and use new bespoke equipment to progress the participation.</p> <p>Teachers continue to improve the presence in participating in the active play and different activities planned throughout the year.</p>
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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:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	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><b>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</b></p> <p>There is a recognition that: - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain!</p> <p>- PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance, collaboration, communication and responsibility.</p>	<p><b>Example actions to achieve the intent:</b></p> <p>Develop a clear vision statement which is included in the school's aims that recognises the value and impact of high quality PE, sport and physical activity which pupils and parents understand and have contributed to.</p> <p>Ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement.</p> <p>Develop the use of PE, sport and physical activity opportunities to target punctuality! Providing a wide range of opportunities for pupils to be active before school. This will encourage pupils to come</p>	<p>Admin costs and supply costs for PE coordinator time £2,500</p>	<p>There is a clear vision which is articulated by school leaders and PE, sport and physical activity have a high profile in the school.</p> <p>There is PE, sport and physical activity ethos and culture in the school and there is evidence of PE, sport and physical activity being used across the school to support whole school priorities.</p> <p>There is a detailed development plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve, this is a result of rigorous evaluating and monitoring. This also aligns to the overall aims and objectives of the school and the PE, sport and physical activity development plan is a valued part of the school development plan.</p>	<p>Continue to develop PE, sport and physical activity contribution to the school's development.</p> <p>Continue the current perception of PE, sport and physical activity by staff, parents and pupils, with an aim of continually improving the perception.</p> <p>Continue to develop the profile of Physical Activity in school by working with outside agencies.</p> <p>Continue to develop and progress the following making sure all are being accessed by ALL children:</p> <p>- PE teaching that is good or outstanding and good practice shared across other curriculum areas?</p>

<p>We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning.</p> <ul style="list-style-type: none"> <li>- PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills.</li> <li>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</li> <li>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</li> </ul>	<p>to school on time.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve behaviour! For example, by developing life skills in PE we can celebrate the learning of the whole child. If pupils develop skills such as respect, it will help improve their behaviour.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve concentration and attainment! Take 10 minutes in the middle of the afternoon to get pupils moving. After 10 minutes they will be awake, alert, have new brain cells growing and be ready to learn!</p> <p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> <li>- during assemblies</li> <li>- create a celebration board so that anything positive that happens throughout the week in PE, sport and physical activity opportunities, i.e. clubs or at lunchtimes is recorded and celebrated!</li> <li>- celebrate the whole child!</li> </ul> <p>Celebrate the physical alongside the personal skills to promote mastery learning and ensure life skills are deep rooted in the learning pupils</p>		<p>There is strong leadership and management of PE, sport and physical activity. The PE Subject Leader is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents.</p> <p>PE, sport and physical activity have a high profile and are celebrated across the life of the school. It is celebrated and included in school newsletters, assemblies, social media, local press and is featured on school noticeboards.</p> <p>The importance of personal development (physical skills, thinking skills, social skills and personal skills) are prevalent throughout PE, sport and physical activity. Pupils learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. Pupils demonstrate:</p> <ul style="list-style-type: none"> <li>*Fairness and respect</li> <li>*Resilience</li> <li>*Leadership</li> <li>*Excellent communication skills</li> <li>*Trust</li> <li>*Tolerance</li> <li>*Independence</li> </ul>	<ul style="list-style-type: none"> <li>- PE teaching that enables the development of life skills that are transferred to other curriculum areas, wider school and beyond?</li> <li>- PE teaching that develops the whole person including thinking, social and personal skills?</li> <li>- External recognition for PE, sport and physical activity and the impact it has on the schools priorities, values and ethos?</li> <li>- PE, sport and physical activity used as a vehicle to engage and raise achievement in other subjects, such as maths and English?</li> <li>- Sporting role models that are used to engage and raise achievement?</li> <li>- PE, sport and physical activity that is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)?</li> </ul>
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<p>Give children the opportunity to access local sports clubs, discover new sports they may find fun, encourage children to be physically active outside school.</p> <p>Help build children's confidence in different sports and physical activity.</p>	<p>are exposed to.</p> <ul style="list-style-type: none"> <li>- celebrate physical successes that happen outside of school! Create a display for pupils to showcase their sports and Physical Activities outside of school. This will encourage others to be active and raise the status of PE!</li> </ul> <p>Teach parents about the importance of being physically active! Recognise that parents might not value PE, sport and physical activity opportunities because they've never enjoyed it themselves. Examine ways to change their minds as this will have a significant impact on their children.</p> <p>Develop opportunities to collate pupil, staff and parent voice.</p> <p>Invite sports people and coaches into school to motivate and inspire pupils. Arrange for coaches from local clubs to come into school to speak to children.</p> <p>Develop contact with local sports teams – arranging visitors to talk to the children and coaches to come into school to work with the children in different sports in addition to their skill based PE sessions.</p>		<ul style="list-style-type: none"> <li>*Cooperation</li> <li>*Loyalty</li> <li>*Acceptance of responsibility</li> </ul> <p>PE, sport and physical activity have had a positive impact on attainment and achievement, behaviour and attendance.</p> <p>Pupil, staff and parent voice are regularly monitored and considered.</p> <p>Through PE, sport and physical activity parents and the wider community are engaged with the school.</p>	
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	<p>Promote the pillars of all P.E lessons; teamwork, communication, good listening, respect, concentration, resilience and work ethic in the classroom.</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement – relate to the current achievements of sports stars within competitions that are currently in the media.</p>			
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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:		
<p><b>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</b></p> <p>To ensure that:</p> <ul style="list-style-type: none"> <li>- All staff are confident and competent to deliver high quality and</li> </ul>	<p><b>Example actions to achieve the intent:</b></p> <p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE</p>	<p>£360</p> <p>£570</p>	<p>The confidence, knowledge and skills of staff in teaching PE, sport and physical activity have increased, this has been evidenced through lesson observations and feedback.</p> <p>School staff are better equipped/ more confident to teach PE in school. All teachers of Physical Education use an age appropriate, sequential Physical Education Curriculum that is consistent with</p>	<ul style="list-style-type: none"> <li>- Continue to ensure the quality of PE teaching is good or outstanding.</li> <li>- By continuing the teaching of PE with physical skill focus enable children to develop further each year. Allowing for them to be able to transfer these skills in Year 6 to many different sports and games.</li> <li>- Maintain a PE curriculum which has a focus on whole</li> </ul>



<p>the quality of all lessons is good or outstanding.</p> <ul style="list-style-type: none"> <li>- Teaching and learning styles are matched to lesson content and to encourage all pupils to participate.</li> <li>- All pupils make good progress which is clearly reported to parents or carers.</li> <li>- Assessment involves pupils fully and identifies and celebrates their achievements</li> <li>- Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject.</li> <li>- The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments.</li> </ul> <p>There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE.</p>	<p>To providing cover staff to release teachers for professional development in PE, sport and physical activity.</p> <p>To procure quality-assured professional training for staff to raise their confidence and competence in teaching PE and sport</p> <p>To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>To monitoring the use of schemes and whole school PE coverage</p> <p>To develop the PE curriculum to ensure lessons link to the multi-skills and follow a mastery approach which places importance on head, hands and heart and reflects a high quality sequence of learning which is progressive, challenges the whole child and meets the needs of staff and pupils in school.</p> <p>To observe PE lessons across school to enable an exact picture of PE to be developed and to understand if further support and</p>	<p>£200</p>	<p>national standards. We use the Beyond the Physical Scheme of work to help structure our MTP's focusing on a skills based approach. Class teachers teach PE using the MTP's provided by the PE co-ordinator which the teacher uses to help their lesson plans.</p> <p>All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further.</p> <p>The teaching and learning of PE is good or outstanding - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements</p> <p>Staff regularly participate in CPD relevant to high quality PE. Staff</p>	<p>person development and transfer of skills rather than sport or activity based.</p> <ul style="list-style-type: none"> <li>- Teachers receive appropriate professional development in PE throughout the year.</li> <li>- Teachers to continue to be developed and coaches used only to provide extra enrichment.</li> <li>- All teachers able to confidently plan, teach and assess National Curriculum PE.</li> <li>- All PE lessons good or outstanding.</li> <li>- Is provision age and stage appropriate?</li> <li>- Curriculum to allow enough time to teach PE.</li> <li>- What resource is needed to sustain or embed this?</li> </ul> <p>Continue to use Beyond the Physical approach to under pin our PE curriculum.</p>
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<p>- 1:1 lesson observations to monitor staff effectiveness and confidence take place</p> <p>- Pupil voice is taken termly to identify ways to improve the curriculum.</p> <p>CPD to be delivered to all staff including the subject leader.</p>	<p>development is necessary.</p> <p>To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p> <p>To find out how staff feel about PE and support their specific needs through completing a questionnaire.</p> <p>To assess and celebrate the learning of all pupils, by monitoring pupil attainment</p> <p>CPD – through the Harrogate School’s Sports Partnership. Subject leader to attend networking days, subject leader to make full use of the full programme of PD for all school staff, complete the active lunchtimes training, access to the equipment loan scheme and sharing of good practice.</p> <p>Subject leader to attend networking days and CPD days, developing their confidence in teaching high quality P.E lessons in school and helping to support all teachers across the federation in confidently teaching high quality P.E.</p>	<p>£500</p>	<p>meeting time is given for this development.</p> <p>The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE and through fitness sessions.</p> <p>Questionnaires/interviews inform us that pupils enjoy their PE lessons. This is completed through the PE coordinator’s monitoring and learning walks.</p> <p>Resources for PE are appropriate and used effectively. PE coordinator adds resources and bespoke equipment throughout the year, as well as maintaining current equipment.</p> <p>The school provides regular swimming lessons to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.</p> <p>All pupils achieve the national</p>	
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	Develop a framework of MTP's to help provide a high quality P.E curriculum.		<p>expectation for PE at the end of KS1 and KS2.</p> <p>Pupils show exceptional levels of thinking skills, imagination and creativity and display a growth mindset.</p> <p>There are well established routines and safe practice for PE with a culture of high expectations</p> <p>ASL are used effectively to support teaching and learning in PE.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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><b>All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports and activities is available, including opportunities for ALL pupils, through a programme that both responds to demand and introduces sports and activities that the pupils may not otherwise experience. Numerous young people represent the school</b></p>	<p><b>Example actions to achieve the intent:</b></p> <p>To ensure that ALL pupils experience a broader range of sports and activities</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new</p>	<p>£1600 member of Springboard Sports partnership.</p>	<p>The school provides a rich, varied and inclusive school sport and physical activity offer as an extension of the curriculum.</p> <p>All pupils can access a broad offer of school sport activities (as participants, leaders or organisers). Archery, football, golf, cross country, cricket and multi-sports competitions.</p>	<p>- Make sure sports and activities within the offer broad and balanced and meeting the needs of ALL pupils.</p> <p>- Offer pupils an exciting, varied and new range of activities</p> <p>- Continue to encourage children to be independent, to</p>

<p><b>and are part of community clubs that the school has links with.</b></p> <p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> <li>- Extend - activities that build and develop on existing curriculum activities, e.g. non team based clubs, clubs for more able, clubs for children less likely to attend a physical activity club, opportunities to play modified games and further understand the rules of a sport.</li> <li>- Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity, decision making, officialating.</li> <li>- Enrich - these activities offer a range of new opportunities, e.g. cycling, golf, archery, handball, fencing skills.</li> </ul> <p><b>Leadership and Volunteering</b> - A programme of leadership and volunteering e.g. Sports Crew, Playground Leaders.</p> <ul style="list-style-type: none"> <li>- Junior leaders experience high quality training and are supported to be deployed across a whole range of</li> </ul>	<p>range of activities</p> <p>To encourage positive family engagement and pupil voice driving decision making around the offer.</p> <p>To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs.</p> <p>To establish strong, sustainable partnerships with local community sports clubs where no links have been made in the past.</p> <p>To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school.</p> <p>To ensure that coaches are deployed effectively and that a:</p>	<p>Cost of competition entry £1000</p>	<p>As a result of accessing a broader range of sport and activities, pupils have increased confidence and improved wellbeing.</p> <p>Sports leaders have been trained this year. Sports leaders impact on the importance of sport/activity by being positive role models in the school. Providing engaging and positive physical engaging activities at break times. Organising sporting events and sports day.</p> <p>Numerous young people represent the school and are part of community clubs that the school has links with. These opportunities promote citizenship within the local community and help support pupils to make positive contributions to their local area. The school has been represented in cricket, rugby and netball.</p> <p>Finding activities locally, has resulted in more pupils engaging in activities and sport outside of school.</p> <p>PE and sport are used to engage the wider community and foster positive relationships with other schools.</p>	<p>coach and officiate their peers.</p> <ul style="list-style-type: none"> <li>- Children encouraged to be playground leaders.</li> <li>- To make sure our sport offer is relevant to all children.</li> <li>- Make sure our sport offer is not predominantly team and invasion game focussed.</li> <li>- Make sure staff delivering the sport/physical activity offer are able to engage and provide activities that are relevant for all.</li> <li>- Improve our current competition calendar to dictate our sport offer more effectively and introduce intra sport activities.</li> <li>- Make sure the time of the sport offer does not prohibit certain children from participating.</li> <li>-Continue to make sure our school's focus on sport is not solely on excellence.</li> <li>- Does the sport offer engages all pupils.</li> <li>- Making sure the sports coaching at school improves sports skills in children</li> </ul>
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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:
<p><b>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</b></p> <p>To ensure a positive experience for <b>ALL</b> pupils, as a school, we consider the PRINCIPLES OF COMPETITION</p> <p>1. The young person's motivation, competence and confidence are at the centre of the competition.</p>	<p><b>Example actions to achieve the intent:</b></p> <p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level.</p> <p>Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions</p> <p>To understand more about what makes a positive experience of competition for young people.</p> <p>Develop a process for:</p> <p>1. Selection: Thinking about who in school needs the benefits of competition the most to support</p>		<p>The impact of ALL pupils accessing a greater number of competitive sport opportunities has been increased resilience, higher attendance, more motivated pupils, increased positive behaviour and increased mental health.</p> <p>The development of a system to capture the information as to who has taken part in competition has enabled us to identify and target pupils and priority groups. This has led to <b>20% of</b> pupils taking part in competition this year.</p> <p>The time spent developing the process for competitions, i.e. building confidence and knowledge as well as developing physical competence will help young people to thrive and grow in competitive situations. This is built into our carefully planned</p>	<p>To continue making sure all children have the chance to benefit from the opportunity to represent the school and lay competitive sport. A new plan and calendar for competitive sport next year will help us to achieve this.</p> <p>Using our recording system we aim to increase this percentage by at least 30% next year.</p> <p>Offer more opportunities in lessons to play modified games in order to increase experience playing competitively.</p>

<p>2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).</p> <p>3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</p> <p>4. The environment is safe and creates opportunities to learn and maximise social development.</p> <p>5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p> <p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p>	<p>their personal development? How will we then attract and invite the young people that need it most to train and compete? How will you provide young people, parents and other school staff with clear and effective communication that helps them to understand why young people have been chosen?</p> <p>2. Preparation: Preparing young people to be competition ready – a competition is much more than an isolated event. Ensuring time is spent building confidence and knowledge as well as developing physical competence.</p> <p>3. Supporting a positive experience: Through creating a supportive environment that focuses on the process as opposed to final standings or who lifts the trophy.</p> <p>To provide an opportunity for ALL pupils to have represented the school</p> <p>To develop a system to monitor participation.</p> <p>To introduce a house system to ensure all pupils have the chance to participate in a competition.</p>	<p>lesson structure.</p> <p>The development of the process has provided pupils, parents and other school staff with clear and effective communication that has helped them to understand why young people have been chosen and the process used. This has supported pupils in being part of competitions and has helped to increase their motivation for taking part.</p> <p>There is a recognition in school that competition is important as it is a life skill in itself. Competition done well makes children well, makes children secure in themselves and have that self-motivation to want to achieve more.</p> <p>We have established a competition programme which takes place in various settings and has the following benefits:  <b>Personal Best</b> competition benefits are endless. Not only have pupils developed skills that encourages them to flourish in PE and be the best that they can be in school and life, but they also improve their health and wellbeing and personal skills.  <b>Intra</b> competition – this takes</p>	<p>- All competitive opportunities to be accessed by ALL pupils.</p> <p>- Make sure young person's motivation, competence and confidence at the centre of the competition.</p> <p>- The focus on the process rather than the outcome.</p> <p>- Make sure volunteers, leaders and officials appropriately trained and display behaviours reflective of the nature of the competition.</p> <p>- Is the environment safe and does it create opportunities to learn and maximise social development?</p> <p>- Make sure the facilities and the environments that are created for the competition reflect the motivations, competence and confidence of the young people and format of the competition.</p> <p>- Increase the competitive sport opportunities we have in place within school (intra-</p>
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Virtual – using virtual platforms to stimulate competition	<p>To overcome transport issues so that this is not a barrier to participation</p> <p>Make competition a time to celebrate!</p> <p>To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p> <p>Make competition a time to celebrate.</p>		<p>place within school with teachers who already have a relationship with the pupils and in an environment they are comfortable in. This has helped to alleviate anxieties and raise confidence.</p> <p><b>Inter</b> competition - this takes place with other schools and has created opportunities to build on social development and bring pride in representing our school.</p> <p><b>County</b> competition - this takes place with others across the county and can create a strong sense of belonging or provide additional stretch and challenge for young people along with experience of another setting.</p> <p><b>Virtual</b> – using virtual platforms to stimulate competition has created an environment which feels more comfortable for our pupils to take part in, without the pressure of performing in front of others.</p>	<p>school).</p> <p>- Which pupils (age, gender, other groups) do not currently engage in competition? Increase this over the course of the year.</p> <p>- Consider if the inter-school sport offer not appropriate for certain pupils.</p> <p>- Make sure our pupils possess the necessary competitive skills (e.g. resilience, determination, empathy) and physical skills?</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

