

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

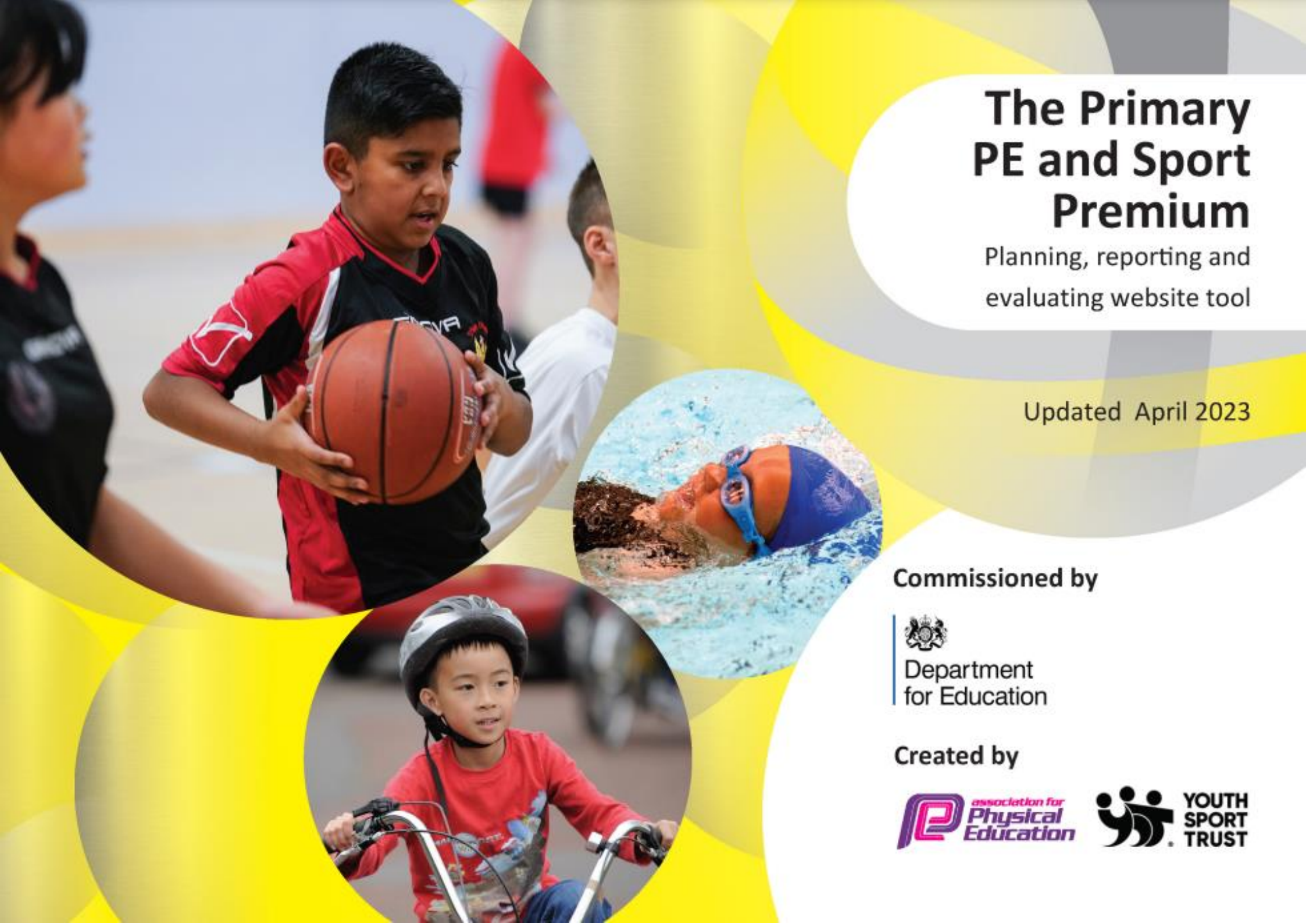
Updated April 2023

Commissioned by



Department  
for Education

Created by





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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£8,181.46
Total amount allocated for 2022/23	£19,388.00
How much (if any) do you intend to carry over from this total fund into 2023/24	£6,696.00
Total amount allocated for 2023/24	£19,459.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023	£28,165.00

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2021. Please see note above	51.72%
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	62%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	67.24%
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?	No (no space available for extra sessions at West Park Swimming Centre)

## 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:		
<b>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</b>			Percentage of total allocation: 41.6%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To create a diverse curriculum of skills and sports for all children in their PE lessons.	<ul style="list-style-type: none"> <li>• Provided planning scheme to all members of staff.</li> <li>• This planning scheme includes warm ups, skills, progression, resources, videos of activities and assessment opportunities.</li> <li>• All staff have their own login for this planning, meaning they can access it at all times throughout the year</li> <li>• Themed days/weeks centred around key sporting moments in the year</li> <li>• DRUMBA scheme continued for the second year for staff to deliver to their class for at least 1 of their PE topics and used cross-circularly as a music topic to increase physical activity for all children in a variety of lessons and subjects.</li> <li>• Provide all children and staff</li> </ul>	£1999.00  £0  £1,200.00  £3,641.52	Staff have lesson plans for all PE lessons they teach throughout the year, meaning they can deliver an outstanding PE lesson that targets key skills, understanding and children. This ensures every child in the school is active during their 2 hours of physical education. All PE lessons provided link to the competitions the school partake in, meaning children can embed their understanding and skills into game situations and competitive sport. Children and staff have embraced DRUMBA, demonstrating their passion for this scheme through their effort during the routines. They have also retained the knowledge of both the musical and physical aspects of this scheme (rudiments and routines), allowing lessons to be fast paced and more	We have created a good link with the company that provide our planning, so this will be renewed next academic year. We have bought all of the equipment for DRUMBA, so these can be used alongside the videos we have paid for. These will also be repaired when necessary, as we have had our Launch day to certify our teaching ability and understanding of this scheme. We have enjoyed having the various coaches in, and have created a good link with the ESSP and other external coaches, so this will be renewed at various points across the year. Our next steps for planning is to laisse with the company before the beginning of the academic year to ensure the PE topics

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	<p>with the equipment they need to teach every sport, skill and lesson/activity correctly</p>		<p>active. Many children have been involved in specialist PE lessons with professional in that area, providing them with the important knowledge and necessary skills of a variety of sports. Purchasing the equipment relevant to each sport/skill has enabled high quality, first class teaching from every member of staff regardless of expertise and experience levels. This has enabled all children to participate in new sports and gain a real understanding of how to play something new. This has broadened their awareness and experience of a wider variety of sports.</p>	<p>assigned are appropriate for the weather conditions and not clashing with other year groups. Our next steps for DRUMBA is to continue to spread this scheme to other curriculum subjects to increase the amount of physical activity children are taking part in. Purchasing new equipment is sustainable, as it means this will not have to be repurchased again for a while as we have new, working equipment. The next steps of this will be to continuously monitor the state of the current equipment to update this when necessary and not buy multiples of things we already have enough of.</p>
<p>To promote engagement and accessibility of skills for <b>all</b> children – including SEND.</p>	<ul style="list-style-type: none"> <li>• Purchase SEND specialist sporting equipment that can be used in PE lessons so SEND/LA pupils can access skills needed for various sports/activities.</li> <li>• Pupil voice with pupils including SEND to find out what they think of PE, what they enjoy, what they do and what would make it better.</li> <li>• Identify SEN pupils and know what ability/clubs they do.</li> <li>• Research interventions that promote of the use of gross/fine motor skills.</li> <li>• Implementing Commando Joe across the school. One week of lessons for 2 half terms along with a continued programme throughout the year.</li> </ul>	<p>£134.99 £0 £0 £ 1500.00</p>	<p>All children have been given the chance to access a wider range of sports at their level, depending on age and needs. Staff have been sent a list of SEND specific equipment and how to use it during the skills/lessons/games being taught. This has allowed more children to enjoy new sports and be engaged in more games and lessons. Children have had the chance to say what they think of PE and have witnessed the actions taking place from this. This has allowed more children to be engaged in PE as their demands have been met of more after school clubs and competitions within school as well as out of school. Children of varying ages, abilities</p>	<p>Purchasing equipment specific to the diverse needs of the children at this school is sustainable because it will allow those children to continue to develop their love for these different sports throughout their education, building on the skills they will have previously learnt in other years. It will also allow more children in upcoming cohorts to access these sports at their level much earlier, embedding the love for these sports and PE in general. The next steps would be to continue to buy SEND specific equipment when a new need is identified in a new cohort of children to allow them to be as engaged as possible in their lessons.</p>

	<ul style="list-style-type: none"> <li>School Health UK – Better Lunchtime Visit (Gold) to improve levels of activity for all children at lunchtime</li> </ul>	£1,328.80	<p>and needs have been going to competitions this year, allowing more children to experience the competitive side of the sports and games they have now had the chance to access.</p> <p>Commando Joe has improved children’s regular engagement in physical activity. This is because it is a year long scheme which adds an additional physical lesson lasting 1 hour to their timetable. This is either 5 lesson in 5 weeks, meaning that the total amount of time children will be active for that week increases from 2 hours to 7 hours. Or it can be 1 additional lesson each week of a half term, meaning that in an average 6 week half term, the total amount of physical activity that the children are engages in increases from 12 hours to 17 hours. Better lunchtime visit has promoted children using their hour at lunchtime to be more active as lunchtime staff have been shown which games and equipment can be out for games that encourage skill development, team work and stamina. This has ensured all children have a chance to be active everyday regardless of the timetable they are given by their teachers, because this is during school time but outside of lesson time.</p>	<p>We have purchased 2 Commando Joe boxes so that 2 classes can deliver a lesson at the same time. This means that we can get more children active and engaged more often. This is sustainable as we won’t need to purchase any more equipment for this to be completed as we have enough plus extras for the effective delivery of Commando Joe. Next steps would be to create a year at a glance at the beginning of the year so that every teacher and every class is aware of their time and slot for Commando Joe each half term to avoid clashes of equipment usage and to make the most of the time and space we have.</p> <p>The better lunchtime visit is sustainable because it has provided our school with a new lunchtime set up which we will carry forwards with no extra costs as we have implemented what was recommended during the visit. The next steps for this would be to monitor the activities the children are participating in and ensure they are still targeting the needs of the children to keep them entertained and active during their lunchtime.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p>
	<p>0%</p>

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:
Raise the profile of PESSPA using theme days	<ul style="list-style-type: none"> <li>World Cup 2022 – To run a variety of activities to promote sport through a variety of activities and competitions.</li> <li>World Cup 2022 – Intraclass competitions. School to participate in class v class games during the tournament.</li> </ul>	£0	During the build up of the world cup, the children took part in cross curricular activities around the theme of the World Cup. This allowed children to be made aware of the impact of the World Cup 2022- which countries are involved, where it's happening etc. It also meant that more children started to show an interest in football, and were taking part in more football activities from this event. Classes took part in class vs class footballing activities and tournaments. This enabled more children to participate in competitions, while also providing them with the opportunity to have a go at something new if they didn't usually play football. Any children that chose not to play were still able to watch, keep score, learn the rules to help referee and become part of the game in other ways so that everyone was involved.	As this was something that was enjoyed by many children across the school, themed days/weeks have been something that have been looked into more frequently. We will continue to do this for big sporting tournaments in the future, such as the EURO's, Women's World Cup, Ashes, Wimbledon etc to make more children aware of these events as well as providing opportunities for children to explore new sports they may not have seen or played before. This proved to be a good way of ensuring the whole school took part in the same activities and all children were provided with the same opportunities. This is sustainable because it used the equipment we already had in school, meaning the cost for this was minimal.
Celebrating and Promoting Sporting Participation and Achievement	<ul style="list-style-type: none"> <li>Photos of children being active celebrated using a display board in the corridor – in and out of school achievements.</li> <li>Updated fortnightly photos/videos posted on school dojo to celebrate in and out of</li> </ul>	£0  £0	This year, all children who participate in sports clubs outside of school have been celebrated for this. We have been putting the photos on a display in the corridor that all children see when they walk passed. This has encouraged more	This is sustainable because the cost of this has been minimal, simply the cost of the printing and paper for the photos on the display. If this becomes too pricey based on school budgets in the future, then this could be sent

	school achievements for parents to see.		children to participate in more clubs outside of school, especially clubs that they didn't know were available until seeing other children's photos. This has also encouraged the children who were going to clubs already to go more frequently and push themselves towards their next achievement. This has also been celebrated using our school dojo system – showing all children and parents of the school the clubs that are available to them in the local area.	only on the school dojo as this is no cost. This is something that can continue in the future as it has proven to be positive for all children involved and has seen more children become more active. It also doesn't take much time and has created good connections with parents as we are celebrating their child's sporting successes.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 29.0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 the knowledge and confidence of staff teaching sports they are unsure or least confident in	<ul style="list-style-type: none"> <li>ESSP coach paid for in school to deliver dodgeball/handball and bench ball lessons to team-teach alongside staff. (Autumn 2)</li> <li>Paul Wright to deliver Tai Chi lessons and staff to work alongside him to deliver effective PE lessons (PSHE link). Autumn 1 – Y4, Autumn 2 – Y2)</li> <li>Staff questionnaire handed out at midpoint of year to gather opinions about</li> </ul>	(part of ESSP package payed for)  £6,080.00  £0	From the staff questionnaire, we found that many members of staff were finding the delivery of the certain subjects particularly difficult. Therefore, we paid for a coach to deliver some specific sports/skills alongside members of staff for their lessons. This was trialled with multiple members of staff, and successfully changed their opinion of teaching the areas they wanted developing. Members of teaching staff explained that they felt more	These staff audits and CPD are sustainable because we will be continuing these next year to carry on assessing our strengths and areas for improvements as a staff. These audits have highlighted the next steps for how to improve our staff confidence with delivering specific PE topics, such as hiring a coach and the positive impact of training for new schemes, workshops and resources before teaching to children.



	<p>planning scheme, lesson delivery, areas of PE they would like support in and use of a professional coach.</p> <ul style="list-style-type: none"> <li>• Purchase PE kit for all members of new staff</li> </ul>	<p>£364.74</p>	<p>confident teaching these areas after watching and team teaching with a professional dancer. This CPD training positively impacted the confidence, knowledge and skills of the staff involved for teaching an area of PE that they found difficult.</p> <p>Staff from various year groups have had professional sports coaches involved in part of their PE lessons. All of these have been successful in providing teachers with CPD and in person training through observations and team teaching their lessons. These were all specific instructors with specific sports and skills, providing the best possible on hand training for each member of staff as they could observe the professionals delivering the lessons to their class in the most engaging way.</p> <p>All staff are now dressed in appropriate attire to teach PE correctly. This sets a good example to all children and allows staff to demonstrate all skills correctly.</p>	<p>This is sustainable because all staff have been provided with what they will need to teach PE in the future, so it is not something that will need to be repurchased – it only needs buying for any new members of staff that are employed by the school.</p>
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<p>Monitor the PE lessons that happen in school throughout the year to ensure it is delivered correctly</p>	<ul style="list-style-type: none"> <li>• PE coordinators to use specific days of coordinator time to do a PE learning walk and pupil voice to see how PE is being taught at school.</li> <li>• ESSP coach paid for in school to deliver Netball lessons to team-teach alongside staff.</li> </ul>	<p>£440.00</p> <p>(part of ESSP package)</p>	<p>Pupils found being able to express their feelings through a pupil voice very useful, as they spoke about the clubs they would like to have at school, any competitions they would like to take part in and any equipment they think needs to be replaced. This gave the PE</p>	<p>This is sustainable because it is something that can happen every year, especially when staff get moved around into new year groups as they will have new lessons and skills to teach. This will also be something that we can carry on every year for the</p>
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	(Spring 2)		<p>coordinators an insight into what could be looked at for the rest of this academic year into the next academic year.</p> <p>Staff also valued the opportunity to express their feeling son the PE topics they have been teaching using the current planning scheme. This gave the PE coordinators an insight into the areas that could be improved and which staff members felt they need more CPD in certain areas and would benefit from team teaching with a professional coach or another member of staff.</p>	pupils as they will be experiencing a new PE curriculum each year, so they will be interested and exposed to new sports and skills.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 29.4%

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?:
To provide activities for children to broaden their knowledge and awareness of different sports	<ul style="list-style-type: none"> <li>• Bikeability for Y4, Y5 and Y6 pupils to learn how to ride a bike. (Autumn 2)</li> <li>• Bike Racks purchased so more children can be involved in bikeability per day</li> <li>• Tai-Chi lunchtime and after-school club provided to Year 6 children (Autumn Term)</li> <li>• ESSP Coach for a dodgeball club. (Autumn 2)</li> <li>• Soccer stars to provide football sessions for KS1 (Tuesday) and Lower KS2</li> </ul>	<p>£2,800.00</p> <p>£212.00</p> <p>(already stated)</p> <p>(already stated)</p> <p>(part of package)</p>	<p>Paul White has come into school to teach a lunch time club, after-school club and teach every year group. He has taught them Tai Chi for a minimum of a half term sequence (6 weeks) so that they can gain a basic understanding of what Tai Chi is and develop some basic skills for this martial art. He has helped them to learn different balances, including the traditional Chinese terminology, and using the sticks/staffs for defensive movements.</p> <p>The Tai Chi club and lessons taught are sustainable because we have created good links with Paul from Snapdragon Tai Chi, meaning this will be able to continue next year as he has mentioned that he would love to come back. Inviting new coaches in to school from other companies has created links with them, meaning we will be able to contact them again if we decide to have them in again for the same activities or</p>

	<p>(Thursday)</p> <ul style="list-style-type: none"> <li>• KS2 Girls football Club introduced with weekly training sessions and matches against other schools. (Autumn 2)</li> <li>• Local Youth Football team to lead girls football training session after-school to promote girls football. (Autumn 2)</li> <li>• Blind Football coach to teach all children the rules and how to play a Paralympic sport</li> <li>• Wheelchair Basketball coach to teach all children the rules and how to play a Paralympic sport</li> <li>• Balanceability for FS children</li> <li>• Purchase equipment and resources for Table Tennis for an afterschool club and to participate in more competitions.</li> </ul>	<p>£0</p> <p>£0</p> <p>£837.00</p> <p>£1,128.00</p> <p>(part of ESSP package)</p> <p>£2,010.00</p>	<p>Longmoor Primary School have had Soccer Stars for years FS2, year 1, 2, 3 and 4. Due to the success of this club, there have been more and more children active after school. This has had a huge uptake since being established, and the children have developed a range of footballing skills that they would have had to wait to do before being given this opportunity. Through these additional clubs, children have begun to develop their love of sports and physical activities from a much younger age through broadening their experiences. All children participated in SEND PE week by trying new Paralympic sports – blind football and wheelchair basketball. This enabled children to understand how people with disabilities can still play and enjoy sports, and exposed them to the Paralympics and the sports involved. Allowing all children to take part in these activities meant that they were all able to try a new activity without any clashes with afterschool clubs and money issues. This club introduced children to balance bikes, helping them to understand some key information about bikes and improve their balance and coordination. Each week, the children would</p>	<p>something new that they offer but we haven't tried. Our next steps would be to find more coaches and companies that deliver a broader range of sports to children to help them find a sport they are passionate about. We will also extend these sports to various year groups, so all children can experience a wider variety of sports. Purchasing the table tennis tables is sustainable because they are a one time purchase that can be used multiple times by multiple cohorts of children. This means that it doesn't have to be repurchased each time it has been used. The next steps for this would be to set up after school clubs and intra school competitions so that more children can make the most of this purchase. Once the children have channelled their interest into developing skills, we can participate in interschool competitions, such as the table tennis tournament that happened this year as we will have children who have experienced the sport and have shown an interest in it.</p>
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			<p>recap what they had already learnt and build on this in each session to constantly up level their knowledge, skills and understanding.</p> <p>Purchasing the table tennis tables and resources/equipment to go with this has enabled more children to be exposed to wider opportunities through PE lessons/afterschool clubs and potentially future competitions around this sport. It has also enabled children to develop skills that are transferable to other sports they learn as part of our curriculum and planning.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Book onto ESSP Competitions for children across the school	<ul style="list-style-type: none"> <li>Signed up to take part in 7 different competitions for KS2 children.</li> <li>Staff to use 'Events list' so record which children are attending which competitions to ensure a variety of children attend across the school.</li> <li>Clubs started in school for "training" and understanding of rules and competition format</li> <li>Joined girls only events to encourage girls to join in with more sports in a competitive way</li> </ul>	(ESSP package)  £0  (already stated)  (already stated)	Enrolled and signed up for competitions at the beginning of the year. Attended a year 5/6 football tournament. We took a team of children, who played matches against multiple local schools. Attended a year 3/4 football tournament. We took a team of children, who played matches against multiple local schools. Attended a Cross Country event, taking a team of children from years groups 2-6, who had to run a course. Attended a swimming gala with a team of 4 girls and 4 boys from years 3,5 and 6, who had to swim in 15 races against multiple local schools. Attended a boccia competition with a team of 4 SEND children who had to compete against multiple local schools. Attended a year 5/6 girls cricket competition taking a group of children to compete against multiple local schools.  All children who have attended a	Attending a range of competitions is sustainable because we have established a good link with different members of the ESSP, enabling us to attend more competitions in future years.  The skills and attitudes that the children have learnt by going to these competitions is sustainable because it will enable us to take these children and more to upcoming competitions in the new academic year to further develop these skills and pass them onto new cohorts of children. These skills will also be transferred to the children's lives outside of school, enabling them to participate in more extra-curricular activities.  Our next steps will be to attend more competitions of a range of sports and activities to enable children to showcase their skills and develop key attitudes throughout the academic year.

			<p>competition this academic year have developed a range of skills. Some of these skills are specific to the sport or activity that they were taking part in. However, they also gained skills of behaviour regulation both in victory and defeat, and demonstrated their growing maturity and sportsmanship during results reading.</p>	
<p>For every child in school to have the chance to partake in competitive sport in school</p>	<ul style="list-style-type: none"> <li>Planned intraschool competitions for each PE sport learnt to demonstrate skills. - Autumn 2 – Year 3/4 to have hockey tournaments and 5/6 to have Tag Rugby tournaments. KS1 – Throwing and catching contest.</li> <li>Using the ESSP competitions throughout the year.</li> <li><del>Promote involvement for the least active pupils and SEND through This Girl Can and Young ambassadors.</del> Cancelled</li> <li>Promote and celebrate these competitions on Class Dojo/School Dojo pages as evidence.</li> <li>All children to participate in Sports Day – Summer 2</li> <li>School football team for year 5 and 6</li> <li>School football team for year 3 and 4</li> <li>Specific girls school football team for years 3, 4, 5 and 6</li> <li>SEND KS2 Boccia Team for preparation for Boccia inter-</li> </ul>	<p>£0</p> <p>(part of package)</p> <p>£0</p> <p>£34.90 (stickers for prize)</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>	<p>These intraschool competitions have enabled more children to participate in events that they would usually not have the confidence to put themselves forward for. This has increased the children’s passion for PE and specific sports, increasing their desire to take part in more competitive sport than at the start of the year.</p> <p>These intra-school competitions have also had a positive impact on general PE lessons, as they have often tied into the specific skills of the topic. This has meant that the children have an end goal to work towards in their PE lessons, improving concentration and participation.</p> <p>These intraschool competitions also allows children to embed their understanding into competitive sports, furthering their knowledge of different sports.</p> <p>All children participated in every race for our Sports days, meaning that everybody was physically active. We also had some year 6 children (sports ambassadors and this girl can) helping with the setting up and overall management of the day.</p>	<p>These intraschool competitions are sustainable because they don’t cost anything beyond the costs of equipment for PE lessons. This is something that is organised among the staff and requires minimal expenditure and forward thinking planning as our staff encourage the competitive element of sport in the way intended by the PE coordinators. Our next steps for this is to plan ahead for these competitions to occur every half term, rather than every term so that more children can experience more competitive sporting activities and further embed their knowledge, understanding and skills of their PE topics.</p>



	competition. • Years 1-6 Cross Country Club for preparation for Cross-Country inter-competition.	£0		
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Signed off by	
Head Teacher:	<i>S.Dainty</i>
Date:	12.07.23
Subject Leader:	Alison Wright & Jack Welbourne
Date:	10.7.23
Governor:	J.Littlefair
Date:	13.07.23