

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£7,232
Total amount allocated for 2021/22	£19,388.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£8,181.46
Total amount allocated for 2022/23	£19,388.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£27,569.46

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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>	66.67%
<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>	58.33%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60.00%
<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>	Unable to due to no availability.

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: 2021/22		Total fund allocated: £19,388.00		Date Updated: 28/07/2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 17.45%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To create a diverse curriculum of skills and sports for all children in their PE lessons	<ul style="list-style-type: none"> • Provided planning scheme to all members of staff. • This planning scheme includes warm ups, skills, progression, resources, videos of activities and assessment opportunities. • All staff have their own login for this planning, meaning they can access it at all times throughout the year • Themed days/weeks centred around key sporting moments in the year • DRUMBA scheme introduced at the beginning of the year for staff to deliver to their class for at least 1 of their PE topics – used cross-curricularly as a music topic to increase physical activity for all children in various lessons and subjects • Introduced and invited coaches 		£2750	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 laise with the company before the beginning of the academic year to ensure the PE topics

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	into school for lessons and after school clubs to encourage more children being active more of the time		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.	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.
To improve team working skills and resilience of all children	<ul style="list-style-type: none"> Implementing Commando Joe across the school. One week of lessons for 2 half terms along with a continued programme throughout the year. Install an external storage container for the Commando Joe boxes to be stored in when they are not being used. 	<p>£1500</p> <p>£346.80</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.</p> <p>The storage container for the Commando Joe boxes is beneficial because it ensures that the school hall is used to its full potential during indoor PE lessons. Without this storage container, these boxes would either be left outside – faced with the various weather conditions which could impact on the equipment inside – or in the hall which took up a lot of the space available.</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>This storage container is sustainable as it ensures that the equipment used for Commando Joe sessions is preserved and not having to be repurchased due to weather damage. Our next steps for this will be to use the storage container to also hold some of the PE equipment that isn't currently in use to free</p>

				up space for the equipment being used and ensure staff are able to quickly find what they need for their lessons.
Improve the health, stamina and fitness of all pupils	<ul style="list-style-type: none"> Targeted groups going to clubs during school and after school. Soccerstars for KS1 and KS2 (PP children are attending). PP children attending clubs as they get 1 free club a year. Contact coach for Year 1 PE and After-School club. – No one Available 	£0	<p>S2S yet to be launched – job for Summer term</p> <p>How many children have attended a sports club in school?</p>	
To increase the amount of physical activity children do on a daily basis	<ul style="list-style-type: none"> Encourage fitness through theme days: National Fitness Day 2021 10@10 with all classes active for 10 minutes on the same day (22nd Sept) Enrolled on 'Bike to School Week' 2021 to encourage more children to choose an active way of coming to school. Certificates awarded for children who take part in this, especially if they normally don't bike to school. To have Young Ambassadors training and This Girl Can training so activities can be set up to get more children active at lunchtimes – particularly girls. Give Young Ambassadors and This Girl can children chance to practice delivering sessions in classroom and discuss 	£0	<p>Having theme days has increased the engagement of all pupils in physical activity because it targets all pupils. Whenever we have a themed day that includes fitness, it rolled out throughout the entire school, with all pupils participating in the activities that have been designed for them. These theme days have included activities such as dance routines, outdoor games, use of the gym equipment, 'super-movers' videos and yoga lessons. All of these activities are designed to take at least 10 minutes, so during theme days we ask each class to choose which activities would suit them best and advise that they should use multiple to use their 30 minute slot in the most active and engaging way they can.</p> <p>Young Ambassadors and This Girl</p>	<p>Participating in these themed days/weeks and encouraging a whole school approach to the increased engagement and involvement of all children in physical activity is sustainable as the staff have had training and understand the importance of this as it is on our school improvement plan. It is also sustainable because there are themed days/weeks that are nation wide which we can sign up to, as well as themed days/weeks that we can create based on the events of the sporting world or the local community around us. Next steps would be to attempt to have at least 1 themed day/week a half term for the children to engaged and excited about physical activity all year round, not just mostly through the summer months.</p>

	<p>strategies when faced with challenges.</p> <ul style="list-style-type: none"> • Assembly to get these children introduced to the whole school so they know who these children are. – Launched Spring 1 • Target year groups/ key stages to run these sessions for. – Year 5 and 3 to begin. 		<p>Can Ambassadors have been launched successfully. 4 ambassadors for each club. Each club takes 12 children from younger year groups to join in. Each club is supervised by one of the PE coordinators for health and safety reasons. These clubs encourage the group of 16 children to be active for 30 minutes of their lunchtime by being focused on specific physical skills and boosting confidence when undertaking physical activity. These clubs have been successful in achieving this target as the children involved have reportedly been more engaged, not only in the club, but more often in their PE lessons too.</p>	<p>Young Ambassadors and This Girl Can Ambassadors is sustainable as the PE coordinators were part of the training course, so can help to find new Ambassadors for the next groups of children in year 6 to join in. It is also sustainable because we have retained all of the equipment for these clubs to ensure that these sessions can be delivered again in the future. The next steps for this would be to launch it at the beginning of the year so that it can run for longer. We could also look into running after school clubs with these ambassadors to extend their success to other children. It may also be an opportunity to hire a play leader who can supervise the clubs during a lunch time to ensure that the club is promoting not only the engagement of the children learning, but also of the Ambassadors understanding of coaching.</p>
<p>To ensure that all children can participate in their PE lessons every week</p>	<ul style="list-style-type: none"> • Children’s PE kits in a range of sizes have been bought and are available for children to use if they haven’t brought in their own kit. 	<p>£50</p>	<p>This is beneficial because it ensures that everyone is active for their 2 hours of physical education every week. There is a range of sizes available, so children can collect the specific items they need in their size to comfortably participate in their physical activity.</p>	<p>This is sustainable because there is enough PE kits in school for a few children from each year group to use for the same lesson. This is also the responsibility of the staff and children to look after and return to the correct place so they can be monitored and washed when necessary. Our next steps for this would be to delegate spare PE kits to specific classrooms so that children aren’t</p>

				spending more of their PE lesson walking to the spare kits and then getting changed.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
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"> Encourage fitness through theme days: National Fitness Day 2021 10@10 with all classes active for 10 minutes on the same day (22nd Sept) London Marathon – can we run the London Marathon as a school by splitting the distance between the classes? 3k a class in a day (0.1km per child) (summer 2) Commonwealth Games 2022 – Young Ambassadors to run activities at lunchtime focused on events. Run mini-competitions during events. 	£0	Having theme days raised the profile of PESSPA across the whole school because whenever we have a themed day that includes fitness, it rolled out throughout the entire school, with all pupils participating in the activities that have been designed for them. The aim of these theme days is always focused on at the beginning of any activity, raising the profile of PESSPA each and every time it takes place. During each theme day, children are engaged in physical activity and shown the importance of Physical Education, School Sport and Physical Activity for their school life.	This is something that we will be continuing next year, bit increasing as these days were very memorable for the children and encouraged their understanding of how school PE links to the outside world. Next year, with the World Cup, we will be doing more themed days around our national team and a football tournament.

Active children display	<ul style="list-style-type: none"> • Photos of children being active celebrated using a display board in the corridor – in school achievements e.g. PE lessons, competition. Display to be made. • Achievements and out of school achievements e.g. man of the match (photos of children). • Updated monthly photo of display put on school dojo page every month to celebrate further. 	£0	<p>The corridor display is a working progress due to demand of paper and space for displays, but we have done this digitally. When a team goes to a competition, their effort and results are shared with the school and parents to celebrate their achievements.</p> <p>We also share the external achievements of the children through show and tell of trophy's, medals and certificates, again, celebrating their achievements.</p>	<p>The digital celebration of the children's achievements is sustainable as we are utilising the resources we already have at school, meaning it isn't costing any more than what we are already paying.</p> <p>Next steps: ensure that the PE display is updated regularly to continue to encourage children being active both in and out of school.</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: 10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the knowledge and confidence of staff teaching sports they are unsure or least confident in	<ul style="list-style-type: none"> • Staff audit themselves thinking of sports they feel most/least confident teaching so we can identify courses for each teacher. • CPD Training for DRUMBA – INSET Day. • Staff voice on DRUMBA – delivering, impact. • Send staff on CPD courses for their least confident sports to boost their understanding and ability to teach this. • Send staff to observe other 	£1920	<p>From the staff audit, we found that many members of staff were finding the delivery of the dance topic particularly difficult. Therefore, we trailed a professional dance teacher teaching the dance module alongside members of staff for their dance lessons. This was trialled with the year 2 staff, and successfully changed their opinion of teaching dance. Both members of teaching staff explained that they felt more</p>	<p>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.</p> <p>These audits have highlighted the next steps for how to improve our staff confidence with delivering specific PE topics, such as hiring a coach for dance and gymnastics lessons and the positive impact of training for new schemes, workshops and resources before</p>

	<p>staff who are more confident teaching these sports so they can ask questions and see best practise. (COVID Dependant).</p> <ul style="list-style-type: none"> • Allow staff to observe professionals teaching sports clubs to deepen their awareness from these coaches ready for their lessons. (Spring 1) • Invite coach to teach PE next year so staff can work alongside trainers to see how they model, deliver and assess lessons. (Spring 1) – No availability. • Paul Wright to deliver Tai Chi lessons and staff to work alongside him to deliver effective PE lessons (PSHE link). Autumn 2 – Y4, Spring 1 – Y6 • Staff DRUMBA club for Staff fitness, knowledge of routines and confidence for delivery. • Zumba lady delivering Year 2 Dance lessons. 		<p>confident teaching dance after watching and team teaching the dance lessons 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> <ul style="list-style-type: none"> • CPD training from the DRUMBA inset day was a success. All members of staff were actively participating and involved in the training session. There were many questions asked of both the delivery of the lesson and the impact it would have on the children. Having never taught this before, many staff aired their concerns about teaching this as many had not even heard of it before, let alone tried to teach it to a class. However, this training explained each and every part of the scheme, allowing teachers to practise as a teacher and as a child to understand both aspects better. This has made the implementation of DRUMBA much more successful as all staff have an up to date knowledge of the scheme and have the confidence to teach it after being told by the professionals that they were really good at it. • In the staff voice, it was made clear that the CPD training event had improved their confidence 	<p>teaching to children.</p>
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			<p>and knowledge of DRUMBA because many mentioned this a key part of their understanding for delivering the lessons. They also mentioned how they could see the intended effects of the lesson on the children while they were teaching it, as this was something that was explicitly mentioned and something they found useful during the training day.</p> <ul style="list-style-type: none"> • Staff from various year groups have had professional sports coaches involved in part of their PE lessons this half term (Y2 have had a dance teacher, Y3 have had a sports coach for tennis, Y4/5/6 have all had Tai Chi with a qualified coach). 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. • Staff have actively sought to create their own after school club for DRUMBA to help not only with their fitness but also with their continued CPD. As this was the PE module for all year groups 	
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			<p>in Autumn 2 and Summer 2, there was a long period of time where teachers were not delivering this subject. A day, time and room was designated to staff for their own CPD for DRUMBA that they could attend as and when they felt they needed a refresher. This came in very useful when the people from the DRUMBA brand came to observe our staff teach DRUMBA in between these modules as it meant staff could practise some of the routines before teaching them again.</p>	
<p>To ensure that all members of staff have the correct attire to model, demonstrate and participate in PE lesson</p>	<ul style="list-style-type: none"> • Provide all staff with the blue Longmoor PE T-shirt and the blue Longmoor ¼ zip jumper for them to wear during their PE lessons. 	£500	<p>All staff wear this kit, setting a good example to their class that everyone taking part in any PE lessons should be wearing the appropriate clothing.</p>	<p>This is sustainable because each member of staff has the responsibility to look after their own kit, ensuring that everyone has these 2 items of clothing. Our next steps would be to continue purchasing these items for any new staff that arrive at the beginning or throughout the year so they are dressed correctly.</p>
<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"> • PE coordinators to use funding for specific days of supply to cover their class while they do a PE walk around, observing different members of staff teach different skills and sports and assess the delivery and impact of the lessons and planning for the children's learning. 	£200	<p>This has been beneficial for the PE coordinators to ensure the physical education throughout the school is being delivered to a high standard and that all children are developing their skills and understanding of different physical activities and sports. These supply days have also allowed the PE coordinators to assess the PE lessons they see based on specific criteria for the</p>	<p>These supply days have been sustainable in the fact that they have allowed the PE coordinators to understand specific areas of CPD to assign to specific members of staff. Providing this CPD allows for the PE lessons to be delivered to the high standard expected of all Longmoor staff, and therefore improves the overall teaching of PE within the school. Our next steps for this would be to create our own list of criteria</p>

			development of the subject and to run alongside the school improvement plan. These supply days have also allowed staff to share their comments on their confidence, any support they would like to have and their thoughts on the planning and assessment of this subject.	for PE walk arounds to focus in on some areas of the lessons we are seeing. We will also be using some more of the next budget for supply costs so teachers can take children to more competitions, PE coordinators can manage the paperwork of the subject and to attend the termly PE coordinator meetings.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15.70%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide activities for children to broaden their knowledge and awareness of different sports	<ul style="list-style-type: none"> • Bikeability for Y4, Y5 and Y6 pupils to learn how to ride a bike. • Book Tai Chi as a club either after school or at lunch time. • Encourage year groups with behaviour issues/least active children/PP children to attend these clubs. • Book Netball Coach (parent) for an afterschool club. Have girls and boys attend this to boost their understanding of a broad range of sports. • DRUMBA launch day – learning walk for DRUMBA. • DRUMBA after-school club for different year groups. (Spring 2) 	£4000	<p>Paul White has come into school to teach a lunch time club, after-school club and teach two year 4 classes. 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> <ul style="list-style-type: none"> • 10 Year 5 LAC children have been identified by Class Teachers to attend. PE coordinators asked for children who are least active in and outside of school to give 	<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.</p> <p>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.</p> <p>We will also extend these sports to various year groups, as one year groups had Tai Chi for a term of their PE time.</p>

- Zumba lady delivering Year 5 Pilates club.
- Soccerstars extended to EYFS
- Touch Rugby Coach weekly after school sessions with a group of year 5 and 6 children

them a new sport to try in case this sparked a joy of fitness that they had not yet had from the sports they had tried. This has been successful because these children, who were disengaged during all sports and PE lessons, were excited for the Tai Chi club and were asking when it will happen again every week.

- 10 Year 6 children have been attending the Tai Chi after-school club. Again, these were children who were disengaged during most PE lessons and physical activity and children who did not take part in any physical club outside of school. During this club, these children have been gaining certificates of achievement and progress each week, which has motivated them to keep going and has increased their enjoyment and engagement in the skill lessons. These children have been talking about the club on days when it isn't happening and telling other children about it who don't go, demonstrating that they are engaged in this new sport that they had not had the chance to participate in until this club.
- DRUMBA has been very successful in broadening the sporting and physical experiences for the children at Longmoor. The children in every year group have engaged with the lessons, the

			<p>dance clips and the drumming rudiments. It has shown children the link between non physical and physical activities and how these can create a broader experience when put together.</p> <ul style="list-style-type: none"> • Longmoor Primary School has been having Soccer Stars for years 2, 3 and 4 for a while. However, because of the success of this club in getting more and more children active after school, we have extended the age range that can join the club. Now EYFS have been allocated a time slot to participate in this club if they wish to. This has had a huge uptake since being established, and the EYFS children have developed a range of footballing skills that they would have had to wait to do before being given this opportunity. EYFS were previously bound to the minimal expectations of the physical skills from the statutory guidance, but now, through additional clubs, have begun to develop their love of sports and physical activities from a much younger age through broadening their experiences. 	
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<p>To include a broader range of skills for nursery to participate in</p>	<ul style="list-style-type: none"> A BalanceAbility club was created for nursery children once a week, every week for a half term. 	<p>£180</p>	<p>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 recap what they had already learnt and build on this in each session to constantly up level their knowledge, skills and understanding.</p>	<p>This club will help the children who attended throughout the rest of their school life, as it has developed their balance and coordination ready for other areas of PE, especially gymnastics. It will also have a positive impact when they begin their BikeAbility lessons in KS2, as they have the basic understanding of how a to balance and travel on a bike. Our next steps for this would be to make this club bigger and last longer so that we can get more children to participate.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26.26%
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"> Signed up to take part in 7 different competitions for KS2 children. Staff to use 'Events list' so record which children are attending which competitions to ensure a variety of children attend across the school. 	£2000	<ul style="list-style-type: none"> Enrolled and signed up for 10 competitions at the beginning of the year. Attended a year 5/6 football tournament. We took a team of children, who played matches and overall came 4th Attended a year 3/4 football tournament. We took a team of children, who played matches and overall came 1st 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 and overall came 1st <p>All children who have attended a 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</p>	<p>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.</p> <p>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.</p> <p>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>

			maturity and sportsmanship during results reading.	
<p>For every child in school to have the chance to partake in competitive sport in school</p>	<ul style="list-style-type: none"> 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. To encourage more skilled children to referee the younger children’s competitions to increase their knowledge of the game. – During tournaments Using the ESSP competitions throughout the year. Promote involvement for the least active pupils through these competitions – TGC, Young Ambassadors and Clubs. Promote and celebrate these competitions on Class Dojo/School Dojo pages as evidence. All children to participate in Sports Day – Summer 2 	<p>£4889.74 for Equipment</p> <p>£102.00 for Sports Day</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>TGC and Young Ambassadors have promoted new skills for the children involved, as they have had the chance to develop their coaching skills and techniques, as well as refereeing ability. This is something that is often missed on general PE lessons as the sport takes priority, so this has</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>

			<p>further increased these children's understanding of different skills and sports, as well as increasing their participation and passion for PE. 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>	
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Signed off by	
Head Teacher:	<i>Susan Dainty</i>
Date:	28/07/2022
Subject Leader:	Alison Wright and Jack Welbourne
Date:	28/07/2022
Governor:	Jackie Littlefair
Date:	