

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

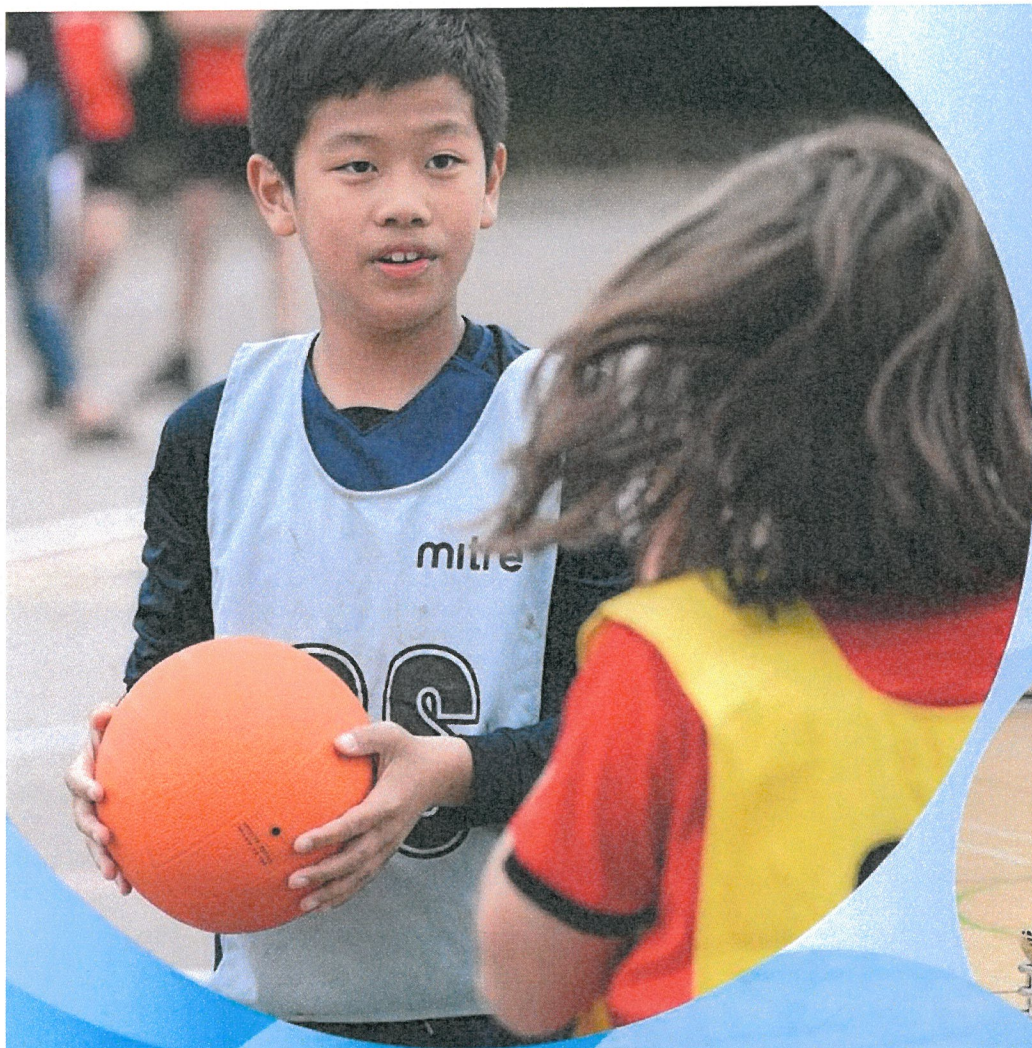
Revised July 2021

2022/23

Commissioned by

Department
for Education

Created by



Additions 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 the irrefutable 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 (Physical Education, School Sport, and Physical Activity) 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 on your spending. DfE (Department for Education) 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](#).



Funding Available for 2022/23

DfE: Conditions of Grant

Key indicators

You should use the PE and sport premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Budget Summary for 2022/23

Total Funding for 2022/23

£17,570

*To be spent and reported upon by 31st July 2023.

PE Lead Self-Review (Tracking & Monitoring)

COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5
	N/A	N/A	N/A

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	Yes	Yes	Yes

COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

✓ The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD (Continued Professional Development).

✓ Visiting and using external sites and facilities

✓ The safe use of sports equipment and resources including all hygiene protocol

✓ Competitive opportunities both within our academy and against other schools and academies

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 practiced safe self-rescue techniques on dry land which you can 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>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over 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 2021.</p> <p>Please see note above.</p>	N/A
<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>	%N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%N/A
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/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: 2022/23	Total fund £17,570 Underspend: £464 Spent- £17,106	Date Updated: 18/07/23	Key indicator 1: The engagement of all 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	£1616	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:		Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	

<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</p>	<p>We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding engaging external providers to work alongside staff and children regarding activity provision.</p> <ul style="list-style-type: none"> • A Focus on Outdoor Opportunities • We will identify programme/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance. • Mad 2 Perform to lead weekly outdoor lunchtime dance sessions • 30 Minutes a Day • Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target in the School Sport Activity Action Plan • Keep using 5 a day fitness in EYFS (Early Years Foundation Stage) before registration for. A physical activity burst to start the day. • Track and monitor 30 Minutes a Day activity and extend opportunities across academy • Target and support any children not achieving 30 Minutes • Identify opportunities and resources to support classroom based, healthy, physical, active learning • Purchase Moki bands to extend physical activity opportunities for pupils. This would extend the physical activity challenges already in place at school 	<p>Costed in Mad2perform overall price</p> <p>Included in GAT (Greenwood Academies Trust) packages see costings</p> <p>Moki trackers</p> <p>2 bands per class Ks1 1 band per EYFS class</p> <p>£560</p>	<p>Mad2 Perform to lead weekly lunchtime dance sessions to encourage children to be more active at lunchtimes. This is monitored by dinner staff to help with more ideas for physical activity outside the classroom. This will endeavor to enhance pupil's coordination, rhythm, foot and step patterns and general athletic abilities</p> <p>Pupils have been using the go noodle competition, active play times and Maths of the day opportunities to support 30 minutes of physical activity a day.</p> <p>Continue to run go noodle competition and invest in prizes. Introducing movement breaks during longer in class learning tasks to extend more physical activity time during the day.</p> <p>Purchasing Moki bands allows staff and PE to track children's activity levels using an online reader.</p>	<p><i>This has worked well, children have engaged with sessions during lunch time and active play taking place.</i></p> <p><i>Children enjoy the in school competition for Go-noodle. Prizes have worked well and will continue doing this next year.</i></p> <p><i>This did not happen this year- look at purchasing these in the new academic year.</i></p>
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<p>opportunities to help meet 30 Minutes a Day requirements for every class</p> <p>To further support 30 Minutes a Day</p> <ol style="list-style-type: none"> 1. Discovery education Espresso <ul style="list-style-type: none"> Continue with interactive resources and develop across the Academy. 2. Go Noodle <ul style="list-style-type: none"> Continue to use the Introductory Level across the Academy. Go noodle competition to be embedded across the school with regular monitoring of participation. Prizes to be awarded for high performing classes and most improved pupils. 3. BBC Super movers <ul style="list-style-type: none"> Ensure Super movers continues to be embedded across the academy and all classes are using a range of short activities lasting 5 minutes to improve health and fitness format. 4. Maths of the Day <ul style="list-style-type: none"> Renew Maths of day License and ensure strategies being embedded into teaching and learning in Maths 5. Active Playgrounds <ul style="list-style-type: none"> Continue active playgrounds- invest further now the extension is complete and engage playleader staff to oversee the daily running. Playground Co-ordinator to further develop and monitor programme once children are trained Ensure Active Playground continues as it's having a significant, positive impact on lunchtimes Train any new Lunchtime Supervisors Invest in and develop the playground resources to extend the activity opportunities to engage the children 	<p>free</p> <p>£0</p> <p>£300</p> <p>Prizes</p> <p>FOC</p> <p>free</p> <p>the day</p> <p>cost</p> <p>£690</p> <p>Renews in</p> <p>October 2023</p> <p>Training</p> <p>cost</p> <p>£500</p>	<p>This allows staff to have more variety of ideas to aid with encouraging more physically active learning across the school and aids cross curricular themes.</p> <p>Daily physical activity challenges to boost physical opportunities for pupils during the day. Prizes help to stimulate engagement and motivate pupils to keep going. Sweat bands and visual items help to promote the value in doing this and enhances friendly competition across each key stage.</p> <p>This gives staff more ideas to link kinesthetic learning to mathematical concepts. It also enhances more opportunities for children to be active during the day.</p> <p>Maths of the day</p> <p>cost</p> <p>£690</p> <p>Renews in</p> <p>October 2023</p> <p>Training</p> <p>cost</p> <p>£500</p> <p>a more inviting and stimulating break</p> <p>Resources to purchase to help create games at lunchtime.</p> <p>Rota for pupils to deliver a variety of Play leader staff to organize a timetable of the training.</p> <p>an opportunity to engage with aspects leaders. Lunchtime staff will also have children from year 2 are trained as play leaders. Lunchtime staff will also have an opportunity to engage with aspects of the training.</p> <p>Play leader staff to deliver a variety of Rota for pupils to deliver a variety of games at lunchtime.</p> <p>Resources to purchase to help create a more inviting and stimulating break</p>	<p>Staff use this to support active and physical learning across the curriculum.</p> <p>This has been very successful and children engage well with this. Budget for prizes was appropriate amount.</p> <p>This is due to renew next year however has not been used consistently by staff so will look into whether this is something needed next year.</p> <p>This has been very successful. Training was delivered to lunchtime staff and children trained up on play leader activities.</p> <p>This has been taking place daily and works well</p>
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	<p>in healthy MVPA and ensure sustainability</p> <ul style="list-style-type: none"> Purchase new equipment to support the programme along with storage units to keep equipment secure and in good condition. 	<p>Lunchtime staff cost</p> <p>£126</p> <p>Equipment cost</p> <p>£250</p>	<p>and lunch experience for pupils to encourage active play.</p> <p>Play leaders from the Juniors are also in place to help coordinate games and activities during Spring and Summer terms.</p> <p>Storage facilities to be purchased to ensure equipment sustainability.</p>	<p><i>to support active lunch times with lots of different games.</i></p> <p><i>New equipment not yet purchased- stock amnesty to take place</i></p>
				Percentage of total

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

allocation:

Intent	Implementation	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
			Impact	£22496

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:
Red = Underspend

Evidence of impact: what do pupils now know and what can they now do? What has changed?

Sustainability and suggested next steps:


<p>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport, and Physical Activity</p>	<p>1. Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating. Joined up thinking with science and PSHE (Personal Social and Health Education) lead to ensure rounded curriculum. <p>2. 30 Minutes a Day</p> <ul style="list-style-type: none"> Specific planning and guidance to develop our academy 30 minutes offer to all children – link to learning in other subjects (As in Section 1 above) Go noodle competition to entice both teachers and pupils to be active for 30 minutes a day – to be monitored by the P.E lead. <p>3. Well-Being / Arts mark Award (achieved)</p> <ul style="list-style-type: none"> Through this programme provide new opportunities in the academy that support the development of a range of outcomes for our children including positive learning behaviours, resilience, teamwork, independence, problem solving, creativity. Activities to include themed weeks to enhance cultural capital. Chinese skills workshops leading to live performances – involving children developing creativity and evaluations skills transferable across the school Chinese dragon dance workshop – involving children learning about different cultural dances and music genres. Diwali celebrations through Indian dance and drumming sessions across the school. 	<p>£500</p> <p>free</p> <p>FOC</p> <p>Costs outlined in section 1</p> <p>£499x4 (£1996)</p>	<p>Super Me Active well-being training for pupils and staff to link with PSHE curriculum. Ideas on how to make lessons more active.</p> <p>Teachers to set up accounts on Get set to Ace it as a curriculum portal for cross curricular learning linked to sport.</p> <p>Training set to be delivered so that children from year 2 are trained as play leaders. Lunchtime staff will also have an opportunity to engage with aspects of the training.</p> <p>Pupils have benefitted from dance, drumming and music workshops for Chinese New Year called Chinese Dragon and reading week (Matilda themed dance). Pupils enjoyed both events and provided teachers with some new and fresh ideas to extend to many areas of the curriculum and support cultural capital.</p>	<p><i>This was a successful day of training for all teaching staff across the academy. Lots of ideas moving forward to support well being in PE lessons and how to link these.</i></p> <p><i>Healthy eating links with PHSE scheme and this has been evident in both PE and PHSE lessons that this learning has taken place.</i></p> <p><i>See above comments</i></p> <p><i>These dance work shops have been well received with children enjoying them. Links to wider curriculum made and children engaged and active during the sessions.</i></p>
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	<p>4. COVID Safe- Competition</p> <ul style="list-style-type: none"> Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive non-contact opportunities for children of all abilities to support the development of the whole child Develop internal competitive opportunities to enhance the PE curriculum offer See Section 5 below 		<p>Enhance Intra-lesson competition opportunities helping to expose pupils to competitive skills and opportunities. Inter class competitions through Go Noodle programme linked to Moki bands.</p> <p>Sports day provided pupils with the opportunity to compete more formally.</p>	<p>Competition taking place in PE lessons regularly to support competitive skills. New scheme coming next year will further develop this, Sports days taken place encouraged healthy competition.</p>
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Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: Red = Underspend</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Staff now confident in the teaching of dance from using this enhancement. Next year each year group will have a half term block of dance with Mad 2 perform as enrichment for the children.</p> <p>Very successful training. All HLTA's now feel more confident in the teaching of a wider range of PE areas. Would look into doing this again in the future as new staff join the academy.</p>
<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport, and Physical Activity</p>	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA within the COVID19 framework Informal discussions with staff, building upon the audit last year Key focus on any new staff PE Learning Walks to help identify needs PE Lead to share any COVID19 updates that impact on PESSPA provision on an on-going basis with all appropriate staff Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance for full opening: schools (2/7/2023) 	<p>£7434</p> <p>£500</p>	<p>Staff audit completed and Mad 2 perform booked as dance was an area of concern for staff. Holistic school themes are designed with class teachers to support in class learning through dance.</p> <p>HLTA (Higher Level Teaching Assistant)/ TA (Teaching Assistants) staff training on core skills in gymnastics and games to explore generic skills that could be used to enhance vigorous physical activity in lessons and help to further support pupils with SEND (Special Educational Needs and Disabilities)</p>
<p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>			
<p>Percentage of total allocation:</p>			
<p>£11934</p>			

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<p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19. These meetings may be done remotely moving forward but will still be attended and allow good practice to be shared.</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 • Sharing of best practice to support pupil well-being PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of Planning and delivery for PE Safeguarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans <p>3x In-school, bespoke days of support</p> <p>3. Allison Consultancy</p> <p>Purchase three additional days of support from Allison Consultancy</p> <p>Day 1: 11th January 2023 QA Prep Day Day 2: 21st March</p> <p>Supported by:  Lottery Funded</p>	<p>cover</p> <p>£2500</p>	<p>The GAT network development days</p> <p>Will be useful on several levels. Not only is it an opportunity to see and discuss best practice regarding P.E in schools, but also an opportunity to ensure compliance with regards to funding, health and safety and any updates. Key messages have been easy to disseminate to leaders and teachers at school.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • QA Day complete • QA RAG Result • Ofsted-PE Evidence • Handbook complete • Bespoke training from Allison Consultancy taken place • Discussions with staff and children • 2022/23 PE & Sport Premium Plan reviewed and developed • Costed, 2022/23 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • PE Curriculum Journey reviewed and developed • New Long and Medium-Term Plans in place (Primary PE Planning) • PE Learning Walks taken place • PE Learning Walk sheets • Staff Voice data • Primary PE Lead folders in place 	<p>Support for new PE lead has been useful. Chance to network and gain support from other academies and in preparation for Ofsted Deep dive.</p> <p>Useful as supported in preparation for Ofsted deep dive in PE</p>
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	<p>Deep dive prep</p> <p>Day 3- 6th February PESSPA grant support</p> <p>Day 2: Summer Term</p>	<p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Quality Assurance of PE Intent, Implementation and Impact with key strengths and priorities for development identified • PE Lead has greater understanding of, and is, better prepared for, a PE Deep Dive • PE sources and examples of evidence to use during a PE Deep Dive • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact/ outcome statements for both staff and children <p>New, enhanced Long and Medium-Term Plans in place to support enhanced</p> <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children learning through all areas of PE as required by the National Curriculum • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer that also promotes depth within learning, across their curriculum journey • Children engaged in enhanced, more effective PE lessons 	<p><i>Support for new PE lead in writing PESSPA plan- this worked well and will take place again next year with covering PE lead whilst current is on maternity.</i></p>
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- Enhanced quality of learning
- Improved challenge and engagement across all pupils
- Enhanced pupil progression

	<p>4. Academy Staff CPD Audit</p> <ul style="list-style-type: none"> PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Staff re-visit their CPD audit <p>Allison Consultancy CPD</p> <p>5. Sustainability</p> <ul style="list-style-type: none"> Ensure that as many staff across the school are engaged in all CPD so that skills, knowledge, understanding, and resources remain in the school even if some staff leave Purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes of work) PE Lead to monitor impact of the CPD – PE Learning walks / Observations / Pupil and Staff Voice <p>6. Purchase equipment / resources to support Professional Development</p> <p>Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)</p>	<p>Mad2perform</p> <p>Costed in section 3</p> <p>AC CPD</p> <p>Costed above</p>	<p>Staff audit to be completed by the end of Term 2 to inform future allocation of support.</p> <p>Staff audit completed and Mad 2 perform booked as dance lessons were an area of concern for staff. Holistic school themes are designed with class teachers to support in class learning through dance.</p> <p>HLTA/ TA staff training on core skills in gymnastics and games to explore generic skills that could be used to enhance vigorous physical activity in lessons and help to further support pupils with SEND.</p> <p>Learning walks to be organized to support staff with curriculum delivery and development.</p>	<p><i>Audit completed for all staff and outcomes of this fed into the planned CPD sessions. This to take place again next academic year.</i></p> <p><i>See above comments</i></p> <p><i>These have been useful in gaining an insight into the strengths and weaknesses of the subject and where further support is needed.</i></p> <p><i>Some new equipment purchased- audit to be completed for next year with new scheme in regards to what other equipment is needed.</i></p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	£1060
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

Increase the range of healthy, physical activity opportunities outside of the curriculum to engage more children

1. Pupil Voice

- Identify from the children's activities that they enjoy, any new activities they would like to take part in and barriers to their participation
- Target children not engaging

2. Non-Engagement

- Target children not engaging
- Complete pupil voice to identify interests and barriers to participation
- Purchase suitable footwear and kit for vulnerable children.

3. Engage external Coaches to extend physical activity opportunities

- Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID 19 – PESSPA safe-Practice
- Monitoring of practice by PE Lead COVID19 – PESSPA Safe-Practice Learning Walks)
- Provide additional healthy, physical activity opportunities outside of curriculum time

Bikes and trikes to support gross motor development

Costs see section 4

Costs in section 1

£1060

Mad4Dance have provided enrichment, lunch and after school clubs to pupils. Pupils are always enthusiastic about these visits and progressed with their coordination, rhythm, and athletic abilities.

This has been raised as an area of concern, so HLTA/support training has been arranged to help engage those children who are not always focused on lessons.

Pupil voice to be completed term 2 to capture child's opinions on PESSPA.

Questionnaire made and ready to use- not yet had the chance to be implemented this year.

Staff discussions had in regards to how to use STEP framework to support this and also how to use additional adults to tackle non-engagement.

Children have enjoyed these sessions and after school clubs. This will be continued next year and also other sports clubs to be looked into.

To support gross motor development across the academy.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent				£0
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: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	1. Participate in GAT Competitions <ul style="list-style-type: none"> Seek out external competitive opportunities for small groups to participate in. 	FOC	Dance festival to be arranged by local secondary school for year 2 children.	<i>This did not get organized via the trust this year and did not take place.</i>
	2. Inclusive competitive PE Curriculum Sports Competition Programme <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities Currently these will be non-contact in nature Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year Competitions must involve ALL children Develop new templates for scoring etc. 		Intra-lesson competition taking place helping to expose pupils to competitive skills and opportunities. Further enhance links with the Junior school to enhance leadership opportunities and competitive experiences. Speak to Junior school regarding hosting a Primary Skills Festival. Sports day provided pupils with the opportunity to compete more formally.	<i>This is happening frequently in PE sessions. Links with the junior school need further enhanced next year to look at what more could be done across the academies.</i> <i>See above comments.</i>
	3. Links to Pupil Premium children <ul style="list-style-type: none"> Ensure that all Pupil Premium children have supported access to all competitive opportunities Provide extracurricular opportunities for PP children to attend FOC 		Money has been utilized to offer disadvantaged children the chance to take part in clubs and events they may not otherwise have had access to. This is paid through pupil premium.	<i>This has been very successful with a good percentage of parents engaging with this.</i>

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Signed off by

CHAY

Created by:



Physical Education



YOUTH SPORT TRUST

Supported by:



LOTTERY FUNDED



Head Teacher:	Carol May
Date:	18/07/23
Subject Leader:	Rosey Brown
Date:	18/07/23
Governor:	
Date:	

