

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





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

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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 2019/20	£0
Total amount allocated for 2020/21	£19,210
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,550
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,550

## 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	78%
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	70%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	70%

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?

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: 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: %
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	£9995 54%	
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 increase the percentage of children engaged in daily physical activity through an active playtime approach.	<p>*Employ sports coaches at lunchtime to provide, plan and implement lunchtime physical activities for KS2. Middays to deliver activities for KS1.</p> <p>*Hold Pupil Voice to help distinguish new timetable of sports and activities. Provide further activities to engage least active and girls, include girls football (use pupil voice.)</p> <p>*Include competition opportunities in some lunchtime activities</p>	£9,000	<p>*2 sports coaches for KS2 provided a variety of lunchtime physical activity and sports. Sports Leaders helped set up/score. High levels of children taking part. Middays led games/activities for KS1.</p> <p>*High levels of activity at lunchtimes, including less active and girls, due to tailored provision as requested by pupils, including cricket, girls' football, hockey, 4 squared and Personal Best.</p> <p>*Children enjoy intra school competition and apply skills and values, eg Euros comp, handball, hockey, cricket, Table tennis, Personal Best.</p>	<p>To continue next year.</p> <p>Young Leaders to help deliver lunchtime activities next year including KS1.</p> <p>Pupil-led activities have motivated children to take part in sport/activity. Hold Pupil Voice again next year to provide activities that the children will enjoy/take part in.</p> <p>Children regularly competing and enjoy competition. To include more sports next year.</p>

	<p>*Train Young leaders in KS2. Sports Coach to support them to organise and run active sessions at lunchtimes in KS2</p> <p>*Assess need for new equipment to increase activity. Cricket equipment purchased to enable lunchtime sessions.</p>	<p>£75 Sports Leaders renewal</p> <p>£100</p>	<p>* Y6 Young Leaders/pupils supported sports coach, using leadership skills to increase activity and enjoyment at lunchtimes.</p> <p>* Equipment/resources purchased to implement lunchtime activities and sports sessions on offer, eg cricket equipment.</p>	<p>To train Young Leaders and plan more activities to run across all year groups, include Y5/6 to support KS1 and KS1.</p> <p>Continue to use equipment next year. Assess need for additional equipment dependent on clubs on offer. Look at 4 squared markings.</p>
<p>To continue to offer a wide range of clubs after school to increase activity and enjoyment</p>	<p>*Provide a wide range of after-school clubs to all year groups to increase physical activity.</p> <p>*Track attendance of after school clubs, lunchtime clubs and competitions.</p> <p>*Adapt ASC timetable for after-school clubs to include more of least active pupils, inclusive sports. Purchase additional boccia equipment for club and competition.</p>	<p>£100 (Sports coach/PE Lead time)</p> <p>£240</p>	<p>*Clubs timetabled for all year groups when restrictions allowed. In Foundation 71% and KS2 over 50% children attended more than 1 club. 35% of KS1 attended more than 1 club.</p> <p>*Through tracking mid-year, targeted pupils with low activity to attend clubs and increase activity.</p> <p>*Inclusive sports and boccia offered. Equipment purchased. Increased participation of SEN/least active.</p>	<p>Provide more afterschool clubs for KS1 next year. Increase % of KS2 girls attending clubs. Hold regular pupil voice surveys to check demand, but also more formal questionnaires.</p> <p>Review every half term to help target groups with lower attendance such as Y3/4 girls/least active.</p> <p>Continue boccia clubs incl KS1 seated volleyball, goalball. Include fitness, nerfball and yoga (or other clubs requested by pupils) Look into purchasing Drumba set for well-being and clubs.</p>

<p>Ensure inclusion of inactive, children needing increased fundamental movement skills or SEN pupils in physical activities through specific sessions and clubs</p>	<p>*Provide interventions for targeted children below ARE or inactive. Include other target groups (EM, PP, behaviour)</p> <p>*Less active children to form part of pupil voice to help plan clubs and activities</p> <p>*Inclusive sports clubs offered to encourage participation of inactive and SEN (as above)</p>	<p>£480</p> <p>Equipment purchased as above</p>	<p>*Weekly interventions for 9 x KS1 and 30 x KS2 children. Increased confidence and skills in children targeted. Some signposted to specific clubs.</p> <p>*Inclusion of activities requested by inactive to increase participation.</p> <p>*Boccia club and inclusive sports club offered to KS2. Increased participation and enjoyment.</p>	<p>If possible, provide interventions next year through Sports Coach, TA or apprentice. Liaise with SGO about intervention offer.</p> <p>Provide more activities as requested from next year's pupil voice. Use more formal questionnaires.</p> <p>*Continue with club next year and extend to KS1.</p>
<p>To continue to develop a range of strategies to increase physical activity within the classroom</p>	<p>*Continue yoga bursts regularly in the classroom to increase activity and improve mental health and well-being. Obtain digital resource.</p> <p>Staff to use a range of online resources for mind-breaks/activity bursts, including Gonoodle, classroom movers.</p> <p>Walk to school week focus</p>	<p>£ as below for K12</p>	<p>*Digital resource obtained. Staff incorporated yoga bursts and self-declaration in class, increasing self-confidence and motivation.</p> <p>Regular bursts increased activity and motivation.</p> <p>Children encouraged to walk to school following assembly.</p>	<p>Continue with regular yoga bursts. Book yoga/mindfulness session for well-being to refresh training.</p> <p>To continue</p> <p>Further develop walk to school initiative in school</p>
<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: £2250 12 %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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 use physical activity and healthy lifestyles to help support children with their well-being and attainment, including half-termly well-being days	<p>*Continue to incorporate yoga and mindfulness sessions into the school day for all pupils (using digital resources).</p> <p>Morning sessions provided for Y6 children during SATs including breakfast and physical activity to increase mood and motivation</p> <p>Health and Well-being days organised for the first day of every half term. Mixture of social, emotional, health, well-being and physical activities provided.</p>	<p>£100</p> <p>£200</p> <p>£1300 + additional in K14 for range of sports</p>	<p>* Yoga bursts and self affirmation used to increase activity, motivation and confidence in class. Some improvement in well-being and confidence of children. Able to use methods out of school. Digital resources used.</p> <p>*Positive mindset/approach to SATs throughout the week and lead up to tests. Good attainment/ SATs results.</p> <p>*Children highly motivated to return to school for well-being days and apply/extend some of learning or experiences throughout. Alternative sports sessions offered on WB days include: Boxing (linked to local club &amp; children signposted to clubs), Drumba, Archery, Fencing and other sessions linked to clubs or accessible exercise. Regular yoga, self-affirmation and mindfulness. Self-reflection and healthy eating sessions. Children are more aware of how they can implement ways to improve their own health and well-being, including physical activity such as healthy eating and lifestyles .Nature and art activities also offered, such as gardening/ planting.</p>	<p>Continue yoga bursts. Book yoga/mindfulness session next year to refresh.</p> <p>Organise sessions for next year's SATs. Involve pupils in planning.</p> <p>Continue to provide half-termly well-being days with full range of activities and learning to improve health and well-being.</p>



<p>To use PE as a tool to embed whole school values and value personal outcomes</p>	<p>*Staff to continue to refer to and praise school values and personal outcomes in PE lessons and physical activities.</p> <p>*Staff to refer to the Head, Hand, Heart elements in PE lessons (as shown in PE Scheme) to make links with personal outcomes</p> <p>*Continue to value and praise the school values and personal outcomes shown in lessons and competitions through assemblies and website/blogs.</p> <p>*Y6 visit to Nottingham Tennis Open as post SATs reward, improvement and aspiration. Coaching to improve skills and viewing of matches as inspiration.</p> <p>*Assemblies linked to sporting events such as Euro and CWG and values</p> <p>*House captains and Sports Leaders to take active leadership role in Sports Day and lunchtime offer.</p>	<p>£50 rewards</p> <p>£600</p>	<p>*Values/transferable skills are referred to and praised/rewarded in lessons, so children value them and apply them in other lessons/situations.</p> <p>*Children recognise and achieve success in personal outcomes as well as physical.</p> <p>*Praise and recognition given through assemblies for sporting activities/competitions and the personal outcomes or school values demonstrated</p> <p>Rewards given</p> <p>*Two visits to Nottingham Tennis Open – all Year 6 attended. Enjoyment and inspiration through tennis. Coaching for all. Children signposted to tennis sessions.</p> <p>Values of CWGs linked to school values.</p> <p>Increased leadership skills and confidence. Children invested in role/sports offer.</p>	<p>To continue as part of practise.</p> <p>To continue as part of practise/PE lessons. Display to reinforce elements.</p> <p>To more regularly use blogs/website to promote.</p> <p>Possible trip next year to tennis Open or other sporting event/activity. Arrange visits or communication with pupils from well-known clubs or sporting persons to inspire children.</p> <p>Further develop role next year.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: £1720 9%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
To increase the knowledge of the PE Coordinator to continue to improve the leadership and management of PE to provide safe and extensive provision	<p>*To keep up to date with current PE guidance, procedures and advice.</p> <p>Purchase Safe Practice: in Physical Education, School Sport &amp; Physical Activity (New 2020 Edition) when available</p> <p>*PE coordinator to attend conference</p> <p>*Ensure the PE coordinator has time to fulfil the role, attend PE Lead meetings to keep up to date with opportunities and actions needed</p> <p>* Collect data throughout year and change provision/opportunities accordingly.</p>	<p>£45 Guidance copy</p> <p>£240</p> <p>£150</p>	<p>*Attended webinars for PE teaching and curriculum, shared information with staff. Best practise shared and implemented where possible.</p> <p>Purchased Safe Guidance Practice and shared guidance with staff. Procedures followed.</p> <p>*Booked conference and cover. Unable to attend due to COVID illness. Sports Coach attended and planned/implemented ideas with Lead.</p> <p>*PE coordinator given time to attend meetings to keep up to date with opportunities/ work on PE/sports organisation and support PPA teacher/Sports coaches.</p> <p>* Lead liaised with Sports Coach to assess data and plan opportunities to increase participation.</p>	<p>To attend relevant training and share with staff/ implement guidance or ideas where necessary.</p> <p>Attend conference/ other CPD where possible.</p> <p>Liaise with SSCO to keep up to date and help form plans for the year and achieve higher School Games Mark.</p> <p>To track children’s club and competition activity and change provision accordingly to include a greater amount of children.</p> <p>Send more formal extensive questionnaires to children/parents to inform.</p>
To ensure intended PE curriculum is being implemented effectively across the school, with the delivery of high quality PE to pupils and ensure	*PE Coordinator to monitor the implementation of PE curriculum and scheme. Gain feedback from PPA Teacher and teachers, observe	£300	*Time given for PE Coordinator to assess new PE curriculum/scheme, observe lessons and support PPA Teacher. Positive feedback from	<p>To renew PE Scheme.</p> <p>To continue and assess impact overtime.</p> <p>To support other teachers in delivery where needed.</p>

<p>intended outcomes are met.</p>	<p>lessons/feedback and monitor planning.</p> <p>*Lessons observed to assess impact – assess outcomes for several units.</p> <p>*Pupil meetings to assess PE knowledge and coverage against intentions. Pupil meeting to assess strengths and weaknesses in PE and sports offer.</p> <p>*PE coordinator to identify need for CPD opportunities or support for staff in teaching PE. Support teaching of tennis.</p> <p>*Cricket enrichment day for Y3/4 and KS1 to provide CPD opportunities for teaching staff.</p> <p>*To buy PE equipment needed to ensure teachers can provide quality PE lessons with a variety of sports and activities (equipment needed for tennis as focus this</p>	<p>£360</p> <p>Trainer tennis balls £145</p>	<p>teachers. Progressive curriculum being taught. Support given to PPA teacher to adapt/streamline lessons and plans to ensure coverage.</p> <p>*Children achieving most intended outcomes in lessons observed. Some plans drafted to address gaps, such as in tennis units.</p> <p>*Children can use some subject specific vocab to talk about units covered. When asked about coverage, what they learned matched intent. Positive feedback on PE – what they liked./learned.</p> <p>*Online CPD info sent to staff. Coach delivered tennis sessions for ½ term for 5/6 tennis in accordance with curriculum/scheme– mentored PPA Teacher/Sports Coach. Enabled PPA T to deliver quality tennis to Y3/4 and all KS2 in second half term.</p> <p>Coach delivered sessions and advised staff (incl PPA teacher) for future lessons. Children and staff inspired and upskilled.</p> <p>Suitable tennis balls purchased. Children to use them as part of lessons and clubs.</p>	<p>*PPA teacher and PE Lead to check other outcomes and identify any gaps – PE lead to support any changes needed in plans to address gaps.</p> <p>*Work with PPA teacher to ensure discussion points are covered in lessons so children can talk in more depth about PE knowledge.</p> <p>*Target more specific CPD. PPA Teacher to deliver tennis club to continue CPD. Support for teaching of badminton to be booked this year. Identify any further CPD needs for staff.</p> <p>Seek other enrichment/ CPD opportunities next year.</p> <p>*Further equipment to be purchased during year to enable teaching in PE and provide clubs such as badminton and athletics</p>
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	year – net/wall units and club)			equipment.
To support the PPA teacher/Sports Coach to deliver high quality PE lessons for pupils.	*PPA Teacher to implement new PE scheme to deliver high quality lessons. Continue to assess and adapt lessons to differentiate for all pupils and liaise with Coordinator.			To continue.
	*PE Coordinator to observe lessons and monitor plans to support PPA Teacher in next steps for improvement.	£150	*PPA Teacher delivered lessons using scheme of work. Liaised with Coordinator, adapted plans to differentiate for pupils and assessed. Children taught high quality lessons, making good progress.	Continue to monitor and support PPA Teacher.
	*PPA Teacher to attend PE conference and gain CPD as needs identified and sourced. To attend relevant training and webinars. To learn from tennis coach and apply learning in Y3/4 units and Y5/6 second unit.	£180	*Time given for Coordinator to observe lessons and give feedback. PPA Teacher supported on next steps including identifying gaps and next steps in tennis.	To identify training needs for next year. Source training including for badminton.
	*PPA Teacher to continue to assess pupils in lessons and identify target children below ARE with support of teachers to signpost to interventions, clubs/sessions.	£150	*Attended PE conference. Ideas shared with PE Lead. Best practise ideas applied in lessons. Signposted to online CPD including dance webinar – increased confidence in teaching of dance. High quality tennis lessons delivered.	*Use data to help form plan for clubs, lunchtime activity and involvement for least active and target groups. Continue to collect data and monitor.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1900 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:
To continue to offer a wider range of activities both curricular and extra-curricular to engage more pupils.	<p>*A range of sports and activities provided as part of curriculum</p> <p>*Y6 Trip to Nottingham Open including coaching to widen experience.</p> <p>*Cricket enrichment day provided by outside agency for Y3/4 and KS1.</p> <p>*Coordinator and Sports Coach to plan (using data and pupil voice) and continue to offer a wide range of extra-curricular activities to increase participation.</p> <p>*Provide Inclusive Clubs or other session for least active, SEN or children below ARE</p> <p>*Purchase equipment where needed to enable clubs</p> <p>*Continue to encourage active</p>	<p>£already allocated</p> <p>Cost of non-contact time included in KI 4</p> <p>£400 includes: £50 T tennis bats £15 Netball nets £250 markings (club and PE) £ 45 foam balls</p>	<p>* Curriculum plan ensures wide coverage.</p> <p>*Increased interest in playing tennis and cricket. Children signposted to tennis sessions.</p> <p>* Children attended a range of clubs. Children part of planning process to increase participation. 18 different sports offered through 35 after school clubs across Key stages, including tennis.</p> <p>*Clubs such as inclusive sports, boccia, archery, Quadkids attended.</p> <p>Equipment purchased to enable clubs, ie table tennis bats, netball markings and nets for club.</p> <p>*Club information distributed to</p>	<p>To continue to use curriculum plan and adapt where needed.</p> <p>Look at possibility of other enrichment opportunities for 2022-23. Link to panthers, or clubs such as Notts Cricket, County/Nottingham Forest.</p> <p>*Continue to offer wide of sports after school clubs. Increase participation of girls particularly in Y3/4. Send questionnaires. To plan and adapt club offer according to pupil voice and attendance from data. *Increase profile of boccia for higher attendance.</p> <p>Resource where necessary.</p> <p>To continue next year.</p>

	participation at home including develop local club links, such as Mini Greens at Poplars and Tennis Club to provide taster sessions in school.		parents to signpost to local clubs and opportunities. Info regarding Commonwealth Games sent to families. Ways to engage in sports at home distributed. Included sports activity as part of set homework.	
To run a Health & Well-Being day each half term and offer a range of alternative physical & health and well-being activities, including an introduction to different sports, healthy eating and habits, mindfulness and accessible physical activity	<p>* H&amp;WB days to introduce new sports &amp; physical activities e.g. inclusive sports, boxing, fencing, archery, drumba.</p> <p>*Include activities that the children can easily implement into their everyday lives, eg walks/ orienteering, games, fitness activities, preparing healthy food and mindfulness activities</p> <p>*Taster sessions from local clubs to encourage children to attend out of school sports and activities</p>	<p>£1500</p> <p>Includes:</p> <p>Boxing £250</p> <p>Archery £195</p> <p>Fencing £195</p> <p>Drumba £599</p>	<p>*Children exposed to a range of sports/activities with emphasis on enjoyment of physical activity and its benefits, such as boxing, fencing, archery, drumba. Some less active children became more confident and involved in activities.</p> <p>*Children are more aware of how they can implement ways to improve their own health and well-being, including physical games, healthy eating and activities to improve well-being.</p> <p>* Taster session provided by local boxing club and children signposted to free trial sessions. Children signposted to Mini Greens football.</p>	<p>Continue to provide half-termly health and well-being days.</p> <p>Look into purchasing Drumba kit package for H&amp;WB days and club.</p> <p>Introduce new sport/activity in next year's health and well-being week/days. Continue to use equipment purchased.</p> <p>Maintain new links. Look into other local clubs for next year.</p> <p>Use pupil survey.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2685 14%
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 continue to engage in as many PE and Sporting competitions through trust, local, regional and national organisations to engage pupils and raise profile.	<p>*PPA teacher to have non-contact time per week including to plan &amp; organise PE &amp; school sport tournaments, festivals &amp; lunchtime offer (+ group sessions.)</p> <p>*All children (F2-Y6) to take part in inter-school virtual running event Santa Dash and scores entered.</p> <p>*Include range of intra-school competition - minimum of 1 per term in curriculum time.</p> <p>*Continue to organise competition at lunchtime with team sports and</p>	<p>£1500 for PPA Teacher/Sports coach non-contact time and cost of coaches</p> <p>Certificates and medals awarded £100</p>	<p>* PPA teacher used allocated time to plan lunchtime offer and intra-school competition such as football, hockey and cricket tournaments. KS2 retained high level of competition through school. A range of inter school tournaments entered – cross country, football, netball, athletics, boccia, rugby. Had to cancel place on some dues to Covid in school – KS1 comp.</p> <p>*High levels of enjoyment and continued interest in running for some children. All competed. Scores used to select children for cross country comp.</p> <p>*Teachers ensured children participated in competition as part of PE lessons – 1 per term linked to unit. All children accessed competition.</p> <p>Lunchtime sports competitions and Personal Best activities</p>	<p>Enter available inter school competitions – increase range of sports comps attended. Arrange attendance of whole class/year group competition to increase KS1 participation. Continue to provide lunchtime competition. Use data throughout year to increase numbers of children attending inter-school comp. Gain feedback from children post comp.</p> <p>*Enter Santa Dash or other virtual comp again.</p> <p>Continue to provide competition as part of curriculum units – 1 per term. Plan which units to include with PPA teacher.</p> <p>Continue competition as part of lunchtime offer. Young</p>

	<p>Personal Best “competition” opportunities.</p> <p>*Continue to engage in as many competitions as possible, staff to organise and attend. PPA Teacher/Sports Coach to be given non contact time. PPA Teacher/Sports Coach to be released to attend competition. BJPS Competition T-shirts to be purchased for competitors to wear.</p> <p>*Continue to engage in inclusive competitions, such as Boccia and Goalball.</p> <p>*Compete in Boys and girls football league. Purchase kit.</p> <p>*Hold Sports Day – competitive races and house Potted Sports linked to Women’s Euros. CLW pupils to support KS2. Y6 Sports Leaders to score/House captains to lead teams.</p> <p>-Continue to celebrate efforts and success in competitions and events, including assemblies and noticeboard to increase profile.</p>	<p>£600</p> <p>Football kit £350</p> <p>£135 supply costs for PE coordinator &amp; Sports Coach to lead, Stickers/awards purchased.</p>	<p>offered. Children increased motivation to improve, persevere and work as a team.</p> <p>Interschool tournaments and festivals attended in a range of sports. High level of competition in Ks2 for 1+ comps. Participated in inter schools Boccia tournament. Organised friendly matches such as netball. Purchased Tshirts for competition.</p> <p>*SEN and inactive pupils engaged in competition through boccia. In-school Panathlon held for selected pupils.</p> <p>High level of competition. Girls made quarter finals and boys won finals.</p> <p>*All children took part in individual competitive Sports Day Races. Children experienced competition as a whole school community through Potted Sports, with a winning house from across all year groups. Stickers awarded.</p> <p>*All children’s efforts in sporting competitions celebrated, such as in assemblies, certificate awards, and noticeboard. Sense of pride and belonging.</p>	<p>Leaders to take more active role.</p> <p>Enter increased inter-school competitions, including KS1. Use data throughout year to ensure even spread of children participating.</p> <p>Continue to engage in inclusive competition. Re-enter Panathlon if available.</p> <p>Enter boys league. Look at possible girls team for league or friendly comps. Use kit for games.</p> <p>To organise 2023 Sports Day. Include young Leaders/Sports leaders and house captains again. Liaise with CLW about role and other opportunities.</p> <p>To further develop next year.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Karen Lee
Date:	25.07.22
Governor:	
Date:	