

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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

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

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

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

**Impact** - Attainment and progress

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

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

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

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19210
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18600
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 18600

## 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 2023. Please see note above	80%
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	72%
<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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

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## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £8,775      47%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To increase the percentage of children engaged in daily physical activity through an active playtime approach.	*Employ sports coaches at lunchtime to provide, plan and implement lunchtime physical activities for KS2.  KS2 Young Leaders to support Foundation and KS1 games and activities at lunchtime. To be trained and supported by KR/liaise with TH/KL. Supported by middays  *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.)	£8,600  £75 Sports Leaders renewal	*2 sports coaches for KS2 provided a variety of lunchtime physical activity and sports. High levels of children taking part – increased activity.  Middays and sports leaders led games/activities for KS1. Increased level of activity and enjoyment at lunchtime. Young leaders/Team captains supported Sports Day.  *High levels of activity at lunchtimes, including less active and girls, due to tailored provision as requested by pupils, including cricket, girls’ football, hockey, table tennis, 4 squared and Personal Best.	To continue next year.  Hold Pupil Voice again next year to provide activities that the children will enjoy/take part in. Train Young Leaders and formulate plan of activities alongside new playground equipment plan.  Children regularly participating and active.  To continue and include more sports next year, as per pupil voice.	

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	<p>*Include competition opportunities in some lunchtime activities</p> <p>*Assess need for new equipment to increase activity. Table tennis bats, balls, and other equipment purchased to enable lunchtime sessions.</p> <p>TB Sports Lunchtime Club offered to least active in Summer Term.</p>	<p>£100</p>	<p>*Children enjoy intra school competition and apply skills and values, eg football, rounders, hockey, cricket, Table tennis.</p> <p>* Equipment/resources purchased to implement lunchtime activities and sports sessions on offer, eg table tennis bats and balls.</p> <p>More of least active engaged at lunchtimes.</p>	<p>Continue to use equipment next year. Assess need for additional equipment dependent on clubs on offer. Consider markings.</p> <p>To continue to target weekly as part of lunchtime coach offer.</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>Continue to offer inclusive sports.</p>	<p>(Sports coach/PE Lead time in KI 4)</p>	<p>Wide range of clubs timetabled for all year groups. Multiple clubs for each year group offered each half term – increased clubs for KS1. 15 sports and 33 clubs offered. Survey sent to parents to decider which clubs to offer. Uptake still slightly lower than expected.</p> <p>Through tracking mid-year, targeted pupils with low activity to attend clubs and increase activity.</p> <p>Inclusive sports and boccia offered. Increased participation of SEN/least active. Drumba club offered to all.</p>	<p>Continue to provide extensive range of clubs. Hold regular pupil voice surveys to check demand. Send more focused surveys to decipher clubs and days to increase uptake.</p> <p>Review every half term to help target groups with lower attendance such as least active.</p> <p>Continue boccia clubs incl seated volleyball, goalball, yoga (or other clubs requested by pupils)</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>*Lunchtime club offer from TB Sports targeted inactive</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>*Summer 2 weekly sessions offered and targeted inactive – increased participation and motivation</p> <p>*Inclusion of activities requested by inactive to increase participation including Drumba, boccia and frisbee.</p> <p>*Boccia club and inclusive sports club offered to KS1 and KS2. Increased participation and enjoyment.</p>	<p>Continue to target inactive at lunchtimes. If possible, provide interventions next year through Sports Coach, TA or apprentice.</p> <p>Provide more activities as requested from next year's pupil voice. Use more formal questionnaires to ensure day suits – increase numbers.</p> <p>*Continue with club next year.</p> <p><i>Develop Walk to School initiative</i></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.</p> <p>Staff to use a range of online resources for mind-breaks/activity bursts, including Gonoodle, classroom movers.</p>		<p>*Digital resource obtained. Staff incorporated yoga bursts in class, increasing self-confidence and motivation.</p> <p>Regular bursts increased activity and motivation.</p>	<p>Continue with regular yoga bursts. Book yoga/mindfulness session for well-being to refresh training.</p> <p>To continue</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: £3970 21%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To use physical activity and healthy lifestyles to help support children with their well-being and attainment, including half-termly well-being days</p>	<p>Health and Well-being days held for the first day of every half term. Mixture of social, emotional, health, well-being and physical activities provided.</p> <p>*Yoga Beamz delivered yoga/mindfulness sessions to all pupils in Spring 1. Teachers continued to incorporate yoga and mindfulness sessions into the school day for all pupils (using digital resources).</p>	<p>Total £1750 (£540 inflatables £600 Tough Runner + other resources (Virtual Drumba package purchased using PTA money – retainer and extra pads in KI 4 funding) Curling, boccia, yoga and tri-golf cost in KI4</p> <p>Included in KI4</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: Tough Runner assault course, Inflatable fun, Yoga, Drumba, curling and boccia, Tri golf 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>* Children enjoyed sessions. Teachers refreshed training from coach to incorporate into classroom. Continued yoga bursts to increase confidence and ability to use outside of school.</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>Continue to pay retainer to use Virtual Drumba resource for Well-being days, sessions to improve behaviour/fundamental skills, and clubs.</p> <p>Teachers to continue using resources with own class. Continue yoga bursts.</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</p>	<p>£50 stickers</p> <p>£100 rewards</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</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 continue</p>

	<p>school values and personal outcomes shown in lessons and competitions through assemblies and website/blogs.</p> <p>Mentoring to improve social, emotional skills and improve behaviour for targeted children through weekly sessions from Brighter Futures – delivered through sporting activity.</p> <p>*House captains and Sports Leaders to take active leadership role in Sports Day and lunchtime offer.</p> <p>Whole school running event linked to World Record Breaker attempt organized through school grounds. Linked to school values – praise for personal achievement.</p> <p>Lunchtime club for KS1 to support positive behaviour.</p>	<p>£1820</p> <p>£100</p> <p>£150 resources</p>	<p>through assemblies for sporting activities/competitions and the personal outcomes or school values demonstrated Rewards and certificates given.</p> <p>Weekly mentoring sessions through sport had positive impact on social and emotional well-being and behaviour for targeted pupils.</p> <p>Training/regular discussion increased leadership skills and confidence. Children invested in role/sports offer.</p> <p>Children demonstrated wide range of values and sense of personal achievement through whole-school running event. Leadership skills demonstrated through helpers from KS2 during Foundation &amp; KS1 event.</p> <p>Resources bought linked to active activities to support behaviour, eg hoops and beanbags.</p>	<p>Continue to refer to mentoring to maintain positive impact. Consider future sessions with Brighter Futures for additional children.</p> <p>Organise another similar event next year.</p> <p>Further develop next year. Resource more physical activities.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£1660 9%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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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>*Ensure the PE coordinator has time to fulfil the role, attend PE Lead meetings to keep up to date with opportunities and actions needed Liaise with SSCO to keep up to date and help form plans for the year and achieve higher School Games Mark.</p> <p>* Collect data throughout year and change provision/opportunities accordingly.</p>	<p>£75</p> <p>£150</p>	<p>*Attended webinars for PE teaching and curriculum, Trust PE meeting. Shared information with staff. Best practise shared and implemented where possible.</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>To use information to target groups from September and throughout.</p>
To ensure intended PE curriculum is being implemented effectively across the school, with the delivery of high quality PE to pupils and ensure intended outcomes are met.	<p>*Continue to use PE scheme to deliver high quality lessons. Continue to assess and adapt lessons to differentiate for all pupils and liaise with Coordinator.</p> <p>*PE Coordinator to monitor the implementation of PE curriculum. Monitor planning, observe lessons/feedback and hold pupil</p>	<p>£455 PE Hub annual fee</p> <p>£Included above</p>	<p>*PPA Teacher/teachers delivered lessons using scheme of work. Liaised with Coordinator, adapted plans to differentiate for pupils. Children making good progress.</p> <p>*Time given for PE Coordinator to assess implementation and outcomes of PE curriculum, update documents, observe</p>	<p>To continue. Teachers to review knowledge and vocab throughout units.</p> <p>-Teachers to upload planning and specific SEN adaptations onto Sharepoint pre unit.</p>

	<p>voice. *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. All staff to receive Drumba training for use in PE, clubs and interventions.</p> <p>Support teaching of badminton. Booked coach/mentor for delivery. Badminton equipment purchased.</p> <p>*Sports Coach to attend Cricket CPD for KS1 and KS2. To implement knowledge in teaching and after school clubs.</p> <p>*To buy PE equipment needed to ensure teachers can provide</p>	<p>£150</p> <p>£240 (badminton coach)</p> <p>£150</p> <p>£365 (nets)</p> <p>Netballs,</p>	<p>lessons and support teachers. Teachers hold own planning as from website – adapt accordingly to class.</p> <p>*Children achieving most intended outcomes in lessons observed. Some plans drafted to address gaps, such as in badminton units.</p> <p>*Online CPD info sent to staff. Staff attended Drumba training to enable delivery in PE, clubs and ASC. All classes were taught Drumba. A range of staff delivered Drumba clubs.</p> <p>*Sports Coach mentored in Badminton. Mentored to adapt badminton plans to suit children, space and equipment.</p> <p>* Sports coach attending cricket training. More knowledgeable to aid teaching and delivery of clubs and lunchtime activity. Shared info with other staff to improve teaching/confidence.</p> <p>Suitable badminton/tennis nets purchased ready to use. Children</p>	<p>*Continue to monitor. Teachers to use subject specific vocabulary ongoing – review/retrieve over time (not just use per session.)</p> <p>Identify any further CPD needs for staff.</p> <p>Sports coach to deliver badminton club next year to continue/use badminton CPD. Seek other enrichment/ CPD</p> <p>Continue to use knowledge gained.</p> <p>*Further equipment to be</p>
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	<p>quality PE lessons with a variety of sports and activities (equipment needed for badminton as focus this year – net/wall units and club)</p> <p>*Teachers to continue to assess pupils in lessons and identify target children below ARE with support of teachers to signpost to interventions, clubs/sessions.</p>	<p>footballs, javelins, cones, markers in KI4.</p>	<p>to use them as part of lessons and clubs. Other equipment used in athletics and invasions units and clubs.</p> <p>*Knowledge of children increased and children targeted for differentiated activities in lesson, as well as some clubs and lunchtime opportunities.</p>	<p>purchased during year to enable teaching in PE and provide clubs.</p> <p>*Use data to help form plan for clubs, lunchtime activity and involvement for least active and target groups. Continue to collect data and monitor.</p>
<p>To support the teachers/Sports Coach to deliver high quality PE lessons for pupils.</p>	<p>*Continue to use PE scheme to deliver high quality lessons. Continue to assess and adapt lessons to differentiate for all pupils and liaise with Coordinator.</p> <p>*PE Coordinator to observe lessons and monitor plans to support PPA teacher/s next steps for improvement.</p> <p>*PPA Teacher to gain CPD as needs identified and sourced. To attend relevant training and webinars. To learn from badminton coach and apply learning in Y3/4 units and Y5/6 second unit.</p>	<p>(Annual fee for PE hub as above)</p> <p>£75</p> <p>£included in previous</p>	<p>*PPA Teacher/teachers delivered lessons using scheme of work. Liaised with Coordinator, adapted plans to differentiate for pupils. Children making good progress.</p> <p>*Time given for Coordinator to observe lessons and give feedback. PPA Teacher supported on next steps including identifying gaps and next steps in badminton.</p> <p>*Signposted to online CPD. Increased confidence of teaching badminton and quality badminton lessons delivered. Cricket CPD attended to deliver lessons and clubs incl lunchtimes for KS1 and KS2. Drumba training attended</p>	<p>To continue.</p> <p>Continue to monitor and support. Teachers to upload lesson plans onto Sharepoint with adaptations for SEN.</p> <p>To identify training needs for next year.</p>

	*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.		and utilised.  *Knowledge of children increased and children targeted for differentiated activities in lesson, as well as some clubs and lunchtime opportunities.	*Use data to help form plan for clubs, lunchtime activity and involvement for least active and target groups. Continue to collect data and monitor.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £2345 13%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to offer a wider range of activities both curricular and extra-curricular to engage more pupils.	*A range of sports and activities provided as part of curriculum. Drumba introduced as part of curriculum (and for WB days and clubs.)  *Coordinator and Sports Coach to plan (using data, questionnaire results and pupil voice) and continue to offer a wide range of extra-curricular activities to increase participation.	£ Drumba Yearly retainer and extra pads £760 (Virtual package paid for by PTA)  £150	* Curriculum plan ensures wide coverage. All children had Drumba as part of lessons (also on Well-being days and offered as club.) Some children motivation within PE/improved attitude to sports.  *Children from all year groups attended a range of clubs. Children part of planning process to increase participation. Survey sent to parents. 15 different sports offered through 33 after school clubs across Key stages,	To continue to use curriculum plan and adapt where needed. Work with Drumba Company to ensure progression with Drumba in curriculum.  *Continue to offer wide of sports after school clubs. Increase participation of least active – use last year’s data and form new pupil voice groups. Update and amend after first half term. Send questionnaires to parents with day specific info to increase club



	<p>*Increase profile of boccia and inclusive clubs by offering as part of well-being day. 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 participation at home including develop local club links, such as Mini Greens at Poplars and Cricket Club to provide taster sessions in school.</p> <p>A free after school club offered as</p>	<p>£170 Curling and boccia £170 tri golf</p> <p>£700 equipment</p> <p>PP funding</p>	<p>including badminton, drumba, frisbee, boccia, dodgeball, fencing.</p> <p>*All children took part in curling and boccia and tri golf as part of well-being day Boccia, fencing, drumba and frisbee club delivered.</p> <p>Equipment purchased to enable clubs and in PE, including Netballs, footballs, javelins, dodgeballs, cones, markers, table tennis equipment. Well resourced.</p> <p>*Club information distributed to parents to signpost to local clubs and opportunities. Some year groups included sports activity as part of set homework. Increased interest in playing badminton and cricket from PE lessons. Children signposted to badminton sessions. Cricket offered at lunchtimes to increase activity and signposted to out of school club.</p>	<p>attendance.</p> <p>Include range as requested by pupil voice.</p> <p>Continue to resource where necessary.</p> <p>To continue next year. Organise survey of out of school clubs to help signpost. All year groups to include a sport/activity as part of homework grid (perhaps linked to walk to school.)</p>
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	part of the Pupil Premium offer		Several PP children accessing sport who haven't previously.	To continue PP offer  <i>Look at possibility of other enrichment opportunities for 2023-24. Link to Panthers ice skating, or clubs such as Notts Cricket, County/Nottingham Forest.</i>
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, drumba, yoga, curling, boccia, trigolf.</p> <p>DRUMBA virtual purchased for use in PE, after school clubs, and targeted sessions for inactive and SEN.</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>£included above + yoga £245</p> <p>££in previous indicators</p> <p>Orienteering, gardening and other resources</p> <p>£150</p>	<p>*Children exposed to a range of sports/activities with emphasis on enjoyment of physical activity and its benefits, such as drumba, yoga, curling, boccia, trigolf. Some less active children became more confident and involved in activities.</p> <p>DRUMBA virtual purchased Teachers trained Used for PE, ASC, mini sessions for inactive and SEN.</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, such as gardening.</p>	<p>Continue to provide half-termly health and well-being days.</p> <p>Look into possibility of Drumba for inactive/behaviour needs at lunchtimes</p> <p>Continue to provide variety of activities and sports, accessible and linked to everyday well-being.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1910 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 engage in as many PE and Sporting competitions through intra and inter-school comps through Trust, local, regional and national organisations to engage pupils and raise profile.	<p>*PPA teacher and PE Lead 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 intra-school running event – Spring</p> <p>*Include range of intra-school competition - minimum of 1 per term in curriculum time.</p> <p>*Continue to engage in as many competitions as possible, staff to organise and attend. PPA Teacher/Sports Coach to be released to attend competition. Competition Tshirts purchased.</p>	<p>£300 for PPA Teacher/Sports coach non-contact time and cost of coaches to cover clubs</p> <p>£75 staffing</p> <p>£625</p>	<p>* PPA teacher &amp; PE Lead planned lunchtime offer and intra-school competition such as football, hockey and cricket tournaments. KS2 retained high level of competition through school.</p> <p>*High levels of enjoyment and continued interest in running for some children. All competed. Awaiting certificate from World Records.</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>A range of inter school tournaments and festivals attended through Gedling Sports Partnership and School Trust – cross country, football, netball, athletics, rugby, frisbee, cricket, dodgeball. High level of</p>	<p>Continue to provide lunchtime competition and clubs. Continue to enter interschool comps as below.</p> <p>*Enter Santa Dash or other virtual comp/running event again.</p> <p>Continue to provide competition as part of curriculum units – 1 per term. Record results more formally – use PE board or other.</p> <p>Enter available inter school competitions – increase range of sports comps attended. Use data throughout year to increase numbers of children attending inter-school comp.</p>

	<p>Increase participation of KS1 children in competition (as low numbers attended last year.)</p> <p>*Continue to engage in inclusive competitions, such as Boccia and Goalball.</p> <p>*Compete in Boys and girls football league. Purchase extra kit.</p> <p>*Hold Sports Day – competitive races and house Potted Sports. CLW Sports Leaders to support event. Liaise with CLW to support role and other opportunities. 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>£285 Transport £100 staffing</p> <p>£50 Boccia equipment</p> <p>£125</p> <p>£300</p> <p>£50</p> <p>Supply costs for PE coordinator &amp; Sports Coach to lead, plus stickers/awards purchased.</p>	<p>competition in KS1 and KS2 for 1+ comps. KS1 – all year 2s attended multi-sports competition through Gedling School Sports. Feedback gained - children enjoyed competition and were motivated to do more. Unable to attend inter-school comp organised. Children participated in intra school comp. High levels of enjoyment.</p> <p>Extra kits purchased to enable both teams to play. Boys Team won the league. Girls team played several matches where able (weather and time issues.)</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>Continue to gain feedback from competition. Record more formally.</p> <p>Engage in inter-school inclusive sports competitions next year. Organise alternatives with SSCO if needed.</p> <p>Assess demand for Girls team in September – organise lunch or after school club if interested. Boys to compete in league.</p> <p>To organise 2024 Sports Day. Include young Leaders/Sports leaders and house captains again. Retain contact with CLW for young leaders.</p> <p>To continue</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K Lee
Date:	26.7.23 – Final version
Governor:	
Date:	