



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

2022/23

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. GAT Membership including central training days and bespoke support enhanced knowledge, skills, understanding of the PE Lead 2. Enhanced PE CPD for staff across the academy including 'Super Me' 3. Children are accessing a wider range of sports and physical activity during curriculum time and in after-school/ lunchtime clubs 4. Reintroduction of sports leaders and active playgrounds was successful but needs building on moving forward. 	<ol style="list-style-type: none"> 1. Identify staff CPD needs and further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities. 2. Ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school through active playgrounds and a variety of equipment. 3. Further develop the role of Sports Leaders within the academy. 4. Purchase resources and equipment to enable physical activity opportunities such as active playgrounds. 5. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023.	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	26%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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?	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: 2022/2023		Total fund (Including Underspend): £19,520		Date Updated: 27.06.2023	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.					Percentage of total allocation:
					15%
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: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
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 that ensures that children are engaged and active	<div>Staff CPD Programme</div> <div>1. Identify and plan to meet staff CPD needs</div> <ul style="list-style-type: none">PE Learning Walks to help identify needsUse Staff CPD Voice to identify staff needs and provide appropriate professional learningSupport staff to use the PE assessment system.Continue with GAT Membership which includes high quality CPD opportunitiesNetworking opportunities and sharing of resources, 3x PE Coordinator days. <div>GAT Membership Support Package</div> <div>Purchase membership of GAT PE and Sports Programme. Support to include:</div> <div>Allison Consultancy to plan and deliver Professional</div>	GAT Package: £2500	<div>Evidence</div> <ul style="list-style-type: none">Discussions with staffStaff voice dataLearning walk informationUpdates from PE Lead <div>Impact / Outcomes for staff:</div> <ul style="list-style-type: none">Identification of strengths and areas of staff need with regards to trainingMore effective subject leadershipSubsequent CPD bespoke to meet identified needsStaff questionnaire used to identify class teachers that have a lack in confidence.	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 that ensures that children are engaged and active	

<p>1. Develop the role of the PE coordinator within the academy.</p>	<p>Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</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 • Review and update of PE & Sport Premium and PE Curriculum Sections of the website • Website compliancy review • Ofsted Evidence data pack • Data collection Resources for PE & Sport Premium • Review and development of PE Curriculum Map • PE Curriculum Journey Intent Statement • Linking PE Curriculum Intent Statement to whole school curriculum intent • Quality Assurance of planning & delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice 	<p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • Training days from Allison Consultancy taken place • Discussions with staff and children • All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete • Templates on website and web-compliant • PE MAPs being used across all classes • Enhanced pupil progress and attainment data for PE available • Quality Assurance of planning, teaching and learning and assessment • PE Learning Walk sheets <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Enhanced PE 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 	<p>1. Develop the role of the PE coordinator within the academy.</p>
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<p>2. Develop staff confidence of teaching PE.</p>	<ul style="list-style-type: none"> • PE Lead to continue to attend PE training days and • liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>2 x In-school, bespoke days of support</p> <p>1x Day (27.09.22) Sports leader training</p> <ul style="list-style-type: none"> • 30 children trained to lead activities • Active playgrounds programme. • Sports leaders to then run activities on the playground during lunchtime for KS1 and KS2 <p>1 x Day (105/23) GAT PE QA Day</p> <ul style="list-style-type: none"> • This day is an integral part of on-going GAT Challenge • and Support to raise standards and consistency for PE • provision across all GAT Primary Academies <p>Academy Staff Internal CPD Programme – Including Assessment</p> <ul style="list-style-type: none"> • Use Allison Consultancy Assessment resource • Due to a new turnover of staff, retrain all staff on the PE Assessment system. • Provide the assessment documents to be included in the staff handbook. • PE coordinator to carry out learning walks to assess impact of training/quality of PE provision. • PE coordinator to disseminate key information and training to teaching staff throughout the school • PE lead to arrange support for staff on Gymnastics, Active Playgrounds and OAA • Academy to use Power of PE resources with the PE Lead supporting staff <p>Engage Sports Coaching Company to work alongside and provide the following in school support for staff</p>	<p>GAT Package</p>	<p>of evidence and increased impact / outcome statements for both staff and children</p> <ul style="list-style-type: none"> • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Staff upskilled to deliver enhanced provision in PE lessons • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children <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 within and beyond the curriculum • Enhanced opportunities for healthy exercise through the 30 Minute a day and Active Lunchtime programmes • Children engaged in enhanced, more effective PE lessons • Enhanced pupil understanding of and learning across all four areas of National Curriculum 	<p>2. Develop staff confidence of teaching PE.</p> <ul style="list-style-type: none"> - Staff Questionnaire to be completed early in the Autumn term so CPD can meet teachers needs. - PE Lead to run organise a CPD schedule and run CPD for staff
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	<ul style="list-style-type: none"> • Ensure all DBS / Coaching Qualifications are in place • Supervision of any first sessions to ensure all safe practice and appropriate interaction with children in place • On-going monitoring of practice by PE Lead (Learning Walks) • Coach to carry out planning and inter-school/ cluster competitions. • Coach to carryout extra curricular activities weekly, through lunch and after school. <ul style="list-style-type: none"> • Purchase equipment / resources to support Professional Development <ul style="list-style-type: none"> • 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) 	£500	<p>PE</p> <ul style="list-style-type: none"> • Children will have the opportunity to develop each aspect, not just the 'Physical' • Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need • Greater pupil progress and attainment in PE against national, age-related expectations • Increased pupil progress in PE • Enhanced quality of learning • Improved challenge and engagement across all pupils <p>Evidence</p> <ul style="list-style-type: none"> • Training arranged • Lesson Plans • Lesson Observation • Learning walks • Discussions with staff • Equipment / resources purchased <p>Impact on staff:</p> <ul style="list-style-type: none"> • Improved confidence in teaching good and outstanding PE lessons • Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity • More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p>	<p>3. Roll out the new PE scheme of work (Primary PE Planning) across all units and PE lead to support with this. Purchase new equipment to support the teaching of the new scheme of work.</p>
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			<ul style="list-style-type: none"> • Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons • Improved quality in teaching, learning and assessment in PE for all children • Increased pupil progress in PE • Pupils developing enhanced Fundamental movement skills • Improved challenge and engagement for all pupils 	
Key indicator 2: Engagement of all pupils in regular physical activity				Percentage of total allocation:
Intent	Implementation	Impact		72%

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> <ol style="list-style-type: none"> 1. Develop the breadth of extra- curricular clubs so that a greater number of children have the opportunity to participate. 2. To engage children in sustained vigorous physical activity to improve physical and mental health. 3. To help children become increasingly aware of the 	<p>1. Engage Premier Sports 'Coaches' to extend physical activity opportunities</p> <ul style="list-style-type: none"> • Provide additional healthy, physical activity opportunities inside and outside of curriculum time, including activities the children haven't experienced before such as bikeability, residential • Wide range of clubs, open to years 1-6. • Including clubs aimed a disengaged pupils such as orienteering • Introduce more clubs for KS1 pupils. • Maintain the number of clubs but increase the participation levels in KS1 clubs. <p>2. 30 Minutes a Day Programme</p> <ul style="list-style-type: none"> • Continue to work with Allison Consultancy to use 30 Minutes a Day etracker to complete staff audits and establish baseline of provision for all classes and for the academy as a whole • Repeat audit in Terms 3 and 5 to evidence progress • Pre-populate class templates to support staff • Target and support any children not achieving 30 Minutes • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Slots in briefings to share successes/good resources <p>3. Go Noodle</p>	<p>External Sports coaches- Clubs:</p> <p>£14,000</p> <p>GAT Package</p>	<p>Evidence</p> <ul style="list-style-type: none"> • All programmes in place and children engaging on a regular basis • Extended Extra-Curricular Sport and Physical Activity Programme • 5 a day resources and Go noodle used throughout the day by teachers • Participation Registers for clubs • PE, School Sport and Physical Activity (PESSPA) noticeboard updated • Pupil voice surveys • Staff voice • Equipment purchased • Children coming to school in PE Kit on PE days <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available, particularly outside • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by 	<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p> <ol style="list-style-type: none"> 4. Develop the breadth of extra- curricular clubs so that a greater number of children have the opportunity to participate. 5. Roll out lunchtime clubs for KS2 run by sports coaches to target non- active children and girls. 6. Continue to employ the 30 Minutes a Day e-Tracker from Allison consultancy 7. Use this year's data as baseline 8. All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress 9. Pre-populate new class templates to support staff

<p>positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing.</p>	<ul style="list-style-type: none"> Further develop at an introductory level across the academy and track engagement <p>4. '5 a day' scheme</p> <ul style="list-style-type: none"> Further develop the programme across the academy and track progress. Scheme involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format. <p>5. Reintroduce Active Playgrounds</p> <ul style="list-style-type: none"> Continue to build momentum with Active playgrounds. Purchase new equipment to engage a range of children. Sports leaders to receive active playgrounds training provided by Allison Consultancy. Sports leader timetable. Children to run activities during lunchtime for KS1 and KS2 children. Children will continue to run activities at lunch times. Sports leaders reviewed regularly MDSAs meeting to discuss active playgrounds at lunchtime and regular meetings to discuss the effectiveness. MDSAs to receive training regarding active playgrounds. <p>6. Targeting non-engagement</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants. Pupil voice to identify reasons for non-participation. Offer some extra opportunities first to be picked for extra-curricular activities etc. 	<p>Free</p> <p>GAT package</p> <p>Equipment: £500</p> <p>GAT Package</p>	<p>children who normally don't engage with sporting / physical activity opportunities</p> <ul style="list-style-type: none"> Increased number of children participating in school clubs Children are accessing structured, healthy physical activity at lunchtimes. Children engaging in healthy, physical activity within other curriculum subjects e.g. Science Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. <p>Evidence</p> <ul style="list-style-type: none"> Children are continuing to come to school in PE kit on the days that they have PE <p>Impact</p> <ul style="list-style-type: none"> Less problems with children having no PE kit Enhanced participation in PESSPA It is now normal practice <p>See Evidence, Outcome and Impact statements above</p>	<p>10. New PE Lead to be supported with this by Allison Consultancy</p> <p>11. Target and support any children not achieving 30 Minutes – use registers</p> <p>12. PE Lead, supported by Allison Consultancy to continue to share ideas, resources and opportunities to support staff to achieve 30 minutes a day activity for their children every day</p> <p>13. To engage children in sustained vigorous physical activity to improve physical and mental health.</p> <p>14. Continue with Active playgrounds.</p> <p>15. Develop playground areas to engage more children to be active.</p> <p>16. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing.</p> <p>17. Run Year 4 and Year 6 residential again next year.</p> <p>18. Engage with Northampton Town community trust to run</p>
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	<ul style="list-style-type: none"> Pupil questionnaire for clubs they would like to do. <p>7.A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> We will identify programmes / CPD and resources to support active learning across whole school with a particular focus on outdoor learning Take part in an outdoor learning pilot programme. Work alongside the Outdoor learning coordinator. We will provide support for the teaching of outdoor activities in line with the new OAA scheme of work from Primary PE Planning (PPP) and Val Sabin. Look to engage Martin Smith from GAT to provide additional outdoor learning activities staff can use to get children active 		<p>See Evidence, Outcome and Impact statements above</p>	<p>well being workshops with KS2 children.</p> <p>19. Teachers to continue to emphasis the health and well being benefits of exercise during lessons.</p> <p>20. Outdoor learning pilot to continue next academic which supports mental well-being.</p> <p>21. Allison Consultancy to provide Active Playground Training to promote new activity opportunities at lunchtimes</p> <p>22. Provide training for co-hort of young leaders</p> <p>23. Training also for Lunchtime staff and Active Playground coordinator</p> <p>24. Look to put active zone playground markings onto playground and zone the playground</p>
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	1%
<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>Sustainability and suggested next steps:</p>
<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> <ol style="list-style-type: none"> 1. Increase the number of competitions attended for targeted groups of children such as SEND so all children have an opportunity to experience competitive sport. 2. Increase the number of sports clubs offered to year 1-6 equipping all pupils with skills and experiences to be successful in the future 3. Continue to raise awareness to parents and 	<p>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 the PE one note document as developed by Woodvale Primary Academy. • Ensure the PE intent statement supports and links to the whole school intent statement. E.g. Appreciate the uniqueness of each child and recognise their potential, develop their creativity and build lifelong resilience. • Support, guide and inspire through an excellent curriculum offer and adopting a mastery approach to all areas of the curriculum. <i>Our curriculum will provide opportunities and experiences for pupils to become physically confident and competent in a way which supports their health, fitness and wellbeing. As our children progress through the curriculum they will have opportunities to compete in a variety of sport and other</i> 	<p>GAT package</p> <p>(Through the Gat</p>	<p>See Evidence and Impact Statements in Section 5 below but these would include:</p> <ul style="list-style-type: none"> • Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE • Competition opportunities developed • Pupil Voice data • Sense of health and well-being improved • Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children • Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour • Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children • Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour • Increased understanding of the 	<ol style="list-style-type: none"> 1. Work with Allison Consultancy to ensure a strategic approach to planning and provision 2. Ensure the 2023-24 plans continue to support and drive forward the achievement of whole-school priorities 3. Continue with the achievement assemblies 4. Further develop competition opportunities against self and others to develop range of personal and social skills □ This would involve developing competitive opportunities for children of all abilities to support the development of the whole child 5. Further develop internal competitive opportunities to enhance the PE curriculum offer 6. Allison Consultancy to provide leadership and teambuilding opportunities for our children including Young Leader led competition This would include the Active Playground and

<p>carers of the benefits of PE & Sports Premium funding and increased opportunities for children.</p> <p>4. Promote competitions within the school. (Further develop a positive school culture that ensures high expectations of all and celebrates success)</p>	<p><i>activities that build character and help to embed values such as fairness, respect and team work.</i></p> <ul style="list-style-type: none"> Develop links with the outdoor learning pilot scheme. Introduce a wellbeing week <p>1. Ensure PE and Sport Premium Plans are embedded within and inform the school SIP</p> <p>Pupil Voice</p> <ul style="list-style-type: none"> Capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development. Target the areas for development from the pupil and staff voice. <p>2. '5 a day' scheme</p> <ul style="list-style-type: none"> PE leader to continue to develop the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format. <p>3. Competitive opportunities</p> <ul style="list-style-type: none"> Implement competitions against ourselves and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child. Develop internal competitive opportunities to enhance the PE curriculum offer 	<p>support package- See below)</p> <p>GAT Package</p> <p>(NSSP: £275)</p> <p>Transport to competitions: See below</p>	<p>benefits of exercise for health</p> <p>See Evidence and Impact statements in Section 5 below</p>	<p>Young Leader and Team-Building opportunities</p> <ol style="list-style-type: none"> Engage Outdoor learning lead to provide additional training and support for OAA and outdoor learning across the academy Liaise with Sport Coaching companies and providers to look at how physical activity can help support achievement of goals within their programme Purchase additional training and resources to support the further development and delivery of our 30 Minutes a Day programme Look at national programmes / resources that support learning in other subjects through physical activity, for example, Teach Active <input type="checkbox"/> This focusses on raising standards through active Maths and English lessons <input type="checkbox"/> Schools access lesson plans and resources designed to deliver the Maths and English curriculum through physically active learning <input type="checkbox"/> A nationally recognised and highly acclaimed online resource. <input type="checkbox"/> With classroom based, sports hall and outdoor
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- Implement whole school intra competitions using intra competition schedule.
- Inter-School and GAT Competitions
- Competitions entered through NSSP and GAT, including inclusive sports for SEND and competitive sports for higher ability children.
- Increase number of different children who attend competitions
- Use last year's competition registers to inform and ensure that next year a range of children are chosen to attend competitions.
- Continue to prioritise target groups e.g SEND and HA
- School inter-competitions entered through NSSP, including inclusive sports for SEND and competitive sports for higher ability children.
- See Section 5 below

4. Team-Building and Leadership Opportunities

- Allison Consultancy to provide leadership and teambuilding opportunities for our children
- This would include the Active Playground and sports leader and Team-Building opportunities included in Indicator 1 above.
- Sports leaders with the support of the PE Coordinator will run the Intra competitions.

4. Sports ethos across the school

- Use the academies twitter page to raise the profile of sports premium through regular updates.
- PE Coordinator to have access to the academy twitter account to regularly Tweet.
- Continue to use the Academy newsletter and PE display board to update children, staff and parents on PE and sport within the academy.

- Tweets about competitions are posted to keep parents and carers informed.
- PE to feature on the monthly newsletter.
- PE board updated regularly with pictures from competitions and clubs.

4. Children bring in awards achieved from outside of the academy to Friday's Celebration assembly.

activities. □ Resources are mapped to the National Curriculum and covers all objectives from Reception to Year 6. .

11. Link to our work around 30 Minutes a Day
12. Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving. □ This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect.
13. PE Lead to continue to raise profile of PE and the wholeschool benefits – parent leaflets / staff meetings / newsletters
14. Capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and the perceived impact on personal development.
15. Target the areas for development from the pupil and staff voice

	<ul style="list-style-type: none"> • Begin to roll out and promote the academy PE slogan 'PE's about ME- Movement and Engagement.' • Half termly updated PE board. <p>5. Promotion of achievements</p> <ul style="list-style-type: none"> • All PE units to end with a class competition. • Whole school competitions throughout the year. • Ensure sporting achievements are celebrated in assembly. • Share the School Games competitions and rules with class teachers. • Set the expectation of intra- competitions being held at the end of each unit. Data to be collected and shared with PE Coordinator. Certificates to be given out to children for Maximum Movement and Excellent Engagement! Linked to academy PE slogan. These certificates to be given out in Friday's Celebration assembly. 		<p>5. Children receive certificates for all school competitions, and these are presented in Friday's Celebration assembly.</p> <p>6. Competition achievements are shared on the academy Twitter page and the Academy newsletter.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>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>(Red = Underspend)</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>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p> <ol style="list-style-type: none"> Pupils have increased opportunities and choice of sports and activities to engage with so that all children have an opportunity to enjoy sports. Children with SEND are specifically catered for in all clubs. Develop OAA activities through staff CPD, 	<p>a. Pupil Voice- Targeting non-engagement</p> <ul style="list-style-type: none"> Complete student voice to identify interests and barriers to participation in activities Use new Class Physical Activity Participation Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them PE Lead to co-ordinate this. <p>b. Engage Sports Coaching Company to extend physical activity opportunities</p> <ul style="list-style-type: none"> See Section 1 above for additional details Opportunities for a variety of sport Modify the LTP to offer a wide breadth of sports and skills. Provide after school provision in a range of activities for children across the school. Through offering a range of clubs including clubs aimed at disengaged children such as orienteering and dance. Provide a range of non-traditional activities to include outdoor pursuits / Team Building/ Archery/ wildlife club. <p>c. Supporting Children with SEND needs</p> <ul style="list-style-type: none"> Club staff are made aware of additional needs children may have. 1:1's used when necessary, to support. A specific club is introduced for children with SEND needs with an exercise and skills element. This is to be provided by specialist staff. <p>d. OAA Opportunities including Forest Schools and adventurous activities through residential in Year 4 and Year 6</p>		<p>Evidence</p> <ul style="list-style-type: none"> Children engaging on a regular basis 30 Minutes a Day activity increased New equipment purchased and used Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice survey completed <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Increased stretch and challenge for more able, talented table-tennis players Equipment available to ensure a high quality to PE and a range of activities are available. Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at lunch time and be involved in active lunches. A greater % of KS1 clubs are filled by children with SEND. A greater % of KS2 clubs are filled by children with SEND. 1:1s were available to support SEND children if they wanted to attend a club. No 1:1s were required to attend club to support SEND children. 	<ol style="list-style-type: none"> Continue to Identify and develop healthy, physical activity opportunities Engage external providers to further extend physical activity opportunities beyond the PE curriculum – these will include opportunities for our children to engage in new activities including Street Dance Allison Consultancy to support the academy to further develop their Active Playgrounds programme Use new Class Club Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them Complete student voice to identify interests and barriers
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implementation of PE schemes of work and use of new resources.	<ul style="list-style-type: none"> • Continue to teach OAA to all children in KS2 and KS1 and develop team building and problem solving in KS1. • Continue to offer an orienteering club. • Set up the essential equipment to carry out OAA. • Use the new schemes of work for the teaching of OAA from Year 1 to 6. • OAA to be on the LTP for all year groups. • Children in year 4 to attend an adventurous residential • Children in Year 6 to attend a an adventurous residential 		<ul style="list-style-type: none"> • Power of PE scheme being used across the academy. • OAA to be taught from year 1 upwards. • Staff questionnaire used to identify a class teachers that have a lack in confidence when teaching OAA. • Outdoor learning CPD provided to all staff. • Outdoor learning pilot project across the whole academy. 	
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such as social, emotional and physical development shown through a decrease in playground incidents.	<p>mini competitive activity at the end of at least 2 PE Units of Work over the year</p> <ul style="list-style-type: none"> • Competitions must involve ALL children • Intra-competitions to be carried out by PE coaches and class teachers at the end of their PE units. • Personal challenges to be introduced and used throughout PE lessons. • Half termly Intra- competitions • Boost the involvement of staff with the intra-competitions by presenting certificates in assembly. <p>3. Sports Day</p> <ul style="list-style-type: none"> • Plan and deliver a competitive Sports Day competition for all children 		<ul style="list-style-type: none"> • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best <p>See Evidence and Impact statements above</p>	<p>available to all children</p> <p>7. Look at competition between classes and competitive opportunities within the class that could link to 30 minutes a day – include extra-curricular competition and inter-house Classes and children can compete against self and others</p>
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Additional Outcomes and benefits of the funding				Percentage of total allocation:
Intent	Implementation		Impact	0%
Your school focus should be clear what you want the pupils to know and be able to do and about	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:

what they need to learn and to consolidate through practice:				
<p>Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children</p> <p>1. Further develop the role of sports leaders within the school so that they are promoting the academy values</p> <p>2. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	<p>1. The Academy Website</p> <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders. <p>3. Sports Leaders</p> <ul style="list-style-type: none"> Year 5s have been trained as sports leaders. Children will continue to run activities at lunch times and undertake the wider sports leader role. Current year 4 moving into year 5 will need training as young leaders and will be used to train new leaders in the Year 4 towards the end of the academic year Leaders to run playground activities at lunchtimes linked to active playgrounds. Leaders to support/ run intra- competitions to apply their training. <p>3. Celebrate Participation and Achievement</p> <ul style="list-style-type: none"> Ensure individuals and teams are celebrated within assemblies for children who have: <p>taken part in competitions, Staff should acknowledge their success in any competitive activity in PE lessons e.g for:</p> <ul style="list-style-type: none"> ✓ team work ✓ leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience ✓ displaying focus and concentration 		<ul style="list-style-type: none"> Audit of website complete All DfE requirements met Awareness raised with children, staff, Trust, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the academy <ul style="list-style-type: none"> Young Leaders trained Activities being run in the playground Personal challenges being run Year 5 sports leaders continued to run activities and maintain active playgrounds during lunchtimes 	<p>1. Continue to keep the website updated.</p> <p>2. Ensure all requirements continue to be met</p> <p>3. Year 6 pupils to run active playgrounds at lunchtime and playtime. Year 5 pupils to be trained in the autumn term.</p> <p>4. Sports leaders to support the running of the healthy heroes club.</p> <p>5. Sports leaders to assist PE lead with Intra competition finals.</p>

	✓ encouragement of others			
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Total Funds Allocated (including any underspend) - £19,520

Total Spend so Far - Identified in Plan ('Blue' figures) - £19,520

Left to Spend - £0

Balance (Final Total) - £00.00

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Charlotte McClarty
Date:	27.06.2023
Governor:	
Date:	