

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£2,000
Total amount allocated for 2020/21	£ 18,860
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 11,750
Total amount allocated for 2021/22	£ 18,860
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 34,625 (Actual £34,789)

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><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></p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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:		
<p><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></p>			Percentage of total allocation: 60%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</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>Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity</p> <p>Use active lessons to increase physical activity levels and learning outcomes. Look at equipment that can be used within classrooms to support the daily movement of children as they work and learn. Classes to be provided with a Physical Activity plan for their class. Each class will have a breakdown of the activity they do with the addition of an active break to ensure every class is meeting the 30 active minutes in school every day. To continue working with the Move and Learn team to offer staff CPD on active learning, Move and Learn and create physical activity resources for teaching staff.</p>	<p>To ensure there is a positive message through our PE and school sport to ensure we develop positive attitudes and good habits from an early age to ensure life-long participation in sporting activities.</p> <p>Support staff across the school in continuing to build physical activity into our teaching across the curriculum, and highlight the continued benefits of doing so, through active lessons we will not only increase physical activity levels throughout the day but we will also enhance teaching, learning, progress and attainment. Physical activity plans to be given to every class. Active breaks will consist of games that will provide an additional 10 minutes of moderate to vigorous daily activity. A bank of ideas will be given to each class. Staff on duty at lunchtime to lead a physically active break using individual class equipment/area.</p>	<p>£20,768.91</p>	<p>Following observations and feedback with D Hermann all EYFS and KS1 lessons demonstrate cohesive efforts to reflect our aim to ensure that there is maximum participation, engagement and enjoyment across all PE lessons. Adjustments to planning and lessons has been actioned following observations. Alongside the weekly 1K and daily Wake Up Shake Up children have increasingly positive attitudes towards PE and school sport.</p> <p>Physically active learning best practice shared among staff – highlighting what works – and how to support through this. Year 1 have especially embraced this this year. Lesson observations highlighted cohesive practice across the year group that has been shared whole school. Year group discussions evidence that active learning is no</p>	<p>To create further cross curricular links and themes across the PE curriculum. Ensure learning intentions are shared in a child friendly way and ensure all staff are comfortable with providing opportunities for physical scribbling. The curriculum is working if pupils are: making progress in the sense of knowing more, remembering more and being able to do more. Ensure this is at the forefront of all lessons.</p> <p>Use physically active learning resources to recap and retrieve prior learning to increase engagement, confidence &amp; knowledge in core subjects as well as creating new &amp; frequent physical activity opportunities.</p>

<p>Play leaders to support active playtimes and lunchtimes.</p> <p>Use the living streets WOW travel tracker to encourage parents to walk, park and stride or ride to school.</p> <p>Lead assemblies on importance of physical activity, active playtimes, walking to school and being active outside of the school day.</p> <p>All KS1 children will be expected alongside all staff to jog 1K once/twice a week. We will use the playground and travel 5 laps every week. Reception children will use the 1K as their outdoor warm up.</p>	<p>Staff training to be provided termly. Staff to be updated with current evidence, research and initiatives. Observations will be carried out to observe physically active learning in practice and identify steps for further development.</p> <p>Play leaders to support active playtimes. Create further opportunities for pupils to take ownership of their physical activity at breaks and lunchtimes. Introduce equipment and activities that can be utilised by all children. Training to be provided along with termly refresher training.</p> <p>Promote opportunities where parents and children can be active together. Support parents by encouraging them to walk to and from school to achieve an extra 30 active minutes with their children beyond the school day. Termly newsletter with our progress to keep parents informed. Badges for children to recognise their achievements. Purchase a further scooter stand so scooters can be kept safely on the school ground.</p> <p>Promote the importance of the benefits of physical activity on a half termly basis through assemblies and newsletters.</p> <p>Continue to promote our school values and ensure all staff value being active. If staff enjoy being active, it has a direct impact on pupils. Staff running the 1K promotes an incredibly strong message. If staff are unable to run it they are then encouraged to walk it and continue to promote the value of movement. Use initiatives such as</p>		<p>longer confined to phonics lessons it is now an integral part of every lesson. Staff meeting used to emphasize small scale up-levelling to further physical activity even more and create increased habitual movement in school. Staff training also delivered by Ian Holmes on the CAS framework. Staff understand and support the whole school approach to physical activity. Staff confidently apply physical active principles within lessons and clearly evidence how to retain control while ensuring a focus on movement.</p> <p>Children are responsive within lessons, they are actively engaged within their learning and are increasingly active throughout their school day. Physically active learning games have become such an integral part of their lessons they no longer require much explanation. Percentage of children making regular active journeys to school is good. Reception 78% Year 1 86% Year 2 77% Overall as a school 80% of our children regularly make an active journey to school.</p> <p>Yorkshire Sport Centre of Excellence Award for Active Learning, awarded in March. Press release 6<sup>th</sup> June Follow up webinar September 2022.</p> <p>Playground Zones in the morning play have ensured that all classes have increasingly active playtimes.</p>	<p>To continue to create a bank of games and resources that support active learning across the whole school in all areas of the curriculum.</p> <p>To ensure all classes have a well-resourced playground box that is accessed by their class during morning breaks. Create leaders in classes who are responsible for the monitoring of equipment. Children to make choices regarding the equipment to use ensuring it is suitable for the zone they are in.</p> <p>Funding has been continued for 2022/23 we will continue to promote the message of active travel through assemblies, newsletters to parents and information on the school website. Active travel display to be visible in and around school.</p>
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<p>Use events within the local community to provide additional opportunities to hold 'fun runs'</p> <p>Use the 1K to promote 'My personal best' challenge yourself rather than each other.</p> <p>Every day throughout the day children will be provided with the opportunity to partake in various Wake Up, Shake Up routines to engage and focus them for their learning while providing them with the opportunity to further develop their gross motor movements, increase their activity levels and provide them with the opportunity to move to music.</p>	<p>'totally runnable' to introduce new challenges and focuses throughout the school year to maintain interest and engagement.</p> <p>Daily Wake Up and Shake opportunities provided throughout every school day. All children will be engaged and ready for their learning. Increased weekly activity by 10 minutes every day.</p> <p>Routines will be changed on a termly basis and routines chosen by the children will be added each term.</p>		<p>Children are able to create their own games alongside each other, make their own choices regarding equipment and are able to create and explain rules to others.</p> <p>"I'm delighted to tell you that Birkby Infant &amp; Nursery School have been selected for our Strider on tour event in March". What an exciting visit it was, excitement levels were high as Strider took a tour around the school and congratulated children and awarded them with their March badge. Around 80% of children are choosing to travel to school in an active way. We continue to see an increased number of children walking, scooting and cycling to school.</p> <p>The 1K continues to provide moderate vigorous exercise for children throughout their school day. Our focus encourages children to develop determination and resilience not to be the first one back. Children's feedback from the 1K demonstrates that most children enjoy doing the laps. We encourage children to understand and apply determination and resilience!</p> <p>Wake Up Shake up continues to provide a fantastic way for the children to engage in small burst of exercise in a fun and engaging way. The children respond well to the chosen routines and enjoy choosing their own.</p>	<p>To create a suitable parking zone for bikes and scooters that are being brought in by the children.</p> <p>To maintain the 1K as a tool to show the children that exercise is good for all, to help the children build resilience outside of the classroom that can be transferred back into their learning.</p> <p>To encourage all staff walking or running the 1K on a weekly basis to show children that exercise is good for all.</p> <p>To continue to update termly Wake Up Shake Up routines and reflect children's interests.</p>
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			Children's feedback is positive and they enjoy taking part in a range of routines Nursery demonstrated their use of Wake Up Shake up during our visit from Yorkshire Sport Foundation. It was evident they do a range of routines on a daily basis, the children were keen to show us their range of moves .	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 6%
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:
Involve school staff and governors to ensure that the vision for PE and school sport is shared by all. As a school continue to promote and develop an understanding of the role PE, physical activity and school sport can play in achieving the very best outcomes for children and young people.  Ensure children are inspired and engaged in their learning through purposeful use of physically active learning and play strategies in the curriculum.	Staff meetings and governor meeting used to share Sports Premium plan. Provide opportunities for governor to see active learning, PE lessons and active breaks in practise throughout the school day.  Tagtiv8 refresher training for all staff improving the use of these strategies to support learning in Literacy, phonics and Maths. <b>Not yet achieved</b>  Use Professional Development time to collate bank of other physically active learning approaches and resources used by staff from across school (and other schools) to improve practice in this area.	£2,148.45	1-1 meeting with The PE Governor sharing our vision in relation to the CAS framework. Discussion based on whole school ethos, vision and current practice. Review of previous Sports Premium Plan and discussion based on the 2021/22 plan. Attendance at Governors meeting in June to share review and vision for 2022/23  Wide range of games and resources created by year groups to enhance lessons and active learning activities and ideas are well imbedded.	To ensure attendance at Governors meeting to share the CAS framework and ensure importance of Creating an Active school is at the heart of our school. To deliver staff training to share school policy and best practice as evidenced within school and within the wider context (Plan a visit to St James  Contact Bryn and organize Tagtiva8 refresher training.  To ensure good practice is shared across the key stages to ensure our active learning provision continues to build upon the impressive work done so far. Us staff meetings, drop in

<p>Use sporting role models used to engage and raise achievement.</p> <p>To be part of the Pennine Partnership. Involve the school in the following opportunities provided by the partnership:</p> <ul style="list-style-type: none"> <li>Partnership conference</li> <li>Intra and inter competitions</li> <li>Staff training and CPD</li> <li>Employment of sports coaches</li> <li>Assemblies</li> <li>Staff team building</li> <li>Play leader training</li> <li>Baseline assessment</li> <li>Lesson observations and feedback</li> </ul> <p>Ensure the importance of PE and school sport is visible and the values promoted throughout the school and is shared with parents.</p>	<p>Assemblies to be held termly with guest speakers and where possible sporting role models.</p> <p>To work with other schools in the area to share good practice.</p> <p>To use the knowledge and expertise of the partnership staff to lead staff CPD.</p> <p>To be informed and attend upcoming training, cluster meetings and local events.</p> <p>Ensure PE and school sport is visible in the school through assemblies and notice boards, ensure positive messages are shared with parents through a termly newsletter and the school website.</p> <p>Share our current practice so far referencing the work we have done with implementing</p>		<p>D Hermann visited us twice this year in assembly. Children were able to learn about Mr Hermann's Marathon De Sables challenge. Following the assembly, the children tracked his progress across the desert. Children were then able to hear all about the challenges he faced to complete the challenge.</p> <p>Involvement with the partnership throughout the year has enabled all staff to partake in a range of team building activities, CPD opportunities and staff training. Baseline assessments were completed in Year 2 in Autumn term and have been repeated in summer term. These assessments enabled us to see the development of running, throwing and jumping skills from the beginning to end of year 2. The summer assessment showed that 68% of children had made improvement in their base line skills.</p> <p>Intra competitions have been held across all key stages, all children throughout school have had the opportunity to compete against classes. Summer intra competition enabled children to compete against the whole school.</p> <p>Displays around the school and within the hall highlight and promote the positive message of physical exercise. Children are aware of why we do physical activity in school and are able to add their quotes.</p>	<p>observations and team planning meetings to identify and share good practice.</p> <p>Baseline assessments to be carried out in year 1 and year 2 next year to enable us to see the impact of PE lessons and active breaks on the development of children's fundamental movement skills. Assessment data to feed into lesson planning to ensure fundamental skills continue to be developed.</p> <p>To maintain the presence of physical activity and the importance of it within our school. To keep boards up to date to reflect current practice.</p>
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<p>Apply for Yorkshire Sport Foundation Centre of Excellence 2021. This programme recognises and celebrates South Yorkshire and West Yorkshire primary schools who are providing outstanding opportunities for their pupils to be active during and beyond the school day.</p>	<p>active learning within our school ethos and curriculum. 'This category relates to how physical activity has been expanded consistently and sustainably into curricular lessons (not Physical Education).'</p> <p>You may wish to consider:</p> <ul style="list-style-type: none"> <li>• How you upskill staff to increase confidence and capability in delivering physically active lessons</li> <li>• How active breaks are used across school to reduce sedentary time</li> <li>• How you use high quality resources to support teachers to deliver active lessons</li> </ul>		<p>Yorkshire Sport Centre of Excellence Award for Active Learning, awarded Thursday 11<sup>th</sup> March. Press release 6<sup>th</sup> June. 1<sup>st</sup> school to be accredited with this.</p> <p>Follow up webinar September 2022.</p> <p>“Thank you once again for the wonderful visit yesterday and having everything set up for me to observe and discuss. I enjoyed every minute.</p> <p>Can you please pass on my thanks to Diana and the team at your meeting on Monday? During discussions they all spoke so enthusiastically about the active learning culture you have embedded there and praised you constantly for all the support you have given them throughout the process!</p> <p>As I said on the day, I can confirm without doubt that we would be delighted to accredit your school as a Physical Activity Centre of Excellence for Curriculum Lessons (non PE)”</p> <p>Alex Ogden – Yorkshire Sport Foundation.</p>	<p>To continue to build upon the work we have already started and strive to achieve Centre of Excellence for whole school practice!</p> <p>Use the CAS framework to continue to improve our provision and ensure that we create further opportunities for our children and families to live healthy, active lifestyles’.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.5%
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:
Raising standards in PE and school sport requires all teachers and other practitioners to have access to effective professional learning. This will ensure that all teachers are making progress and will therefore support them in developing their teaching standards and supporting the school in its overall effectiveness. Challenge teacher perceptions of what PE is, provide staff with CPD to develop a greater understanding of personal relationships with PE and physical activity to equip staff with the knowledge and skills to build confidence to deliver high quality lessons.	<p>Staff to have training to ensue current practice remains of a high/ outstanding standard. All training will be run for both teachers and support staff to ensure we are up skilling all members of staff. <b>Not yet completely achieved</b></p> <p>All support staff to take part in CPD training to ensure they are aware of how to support and develop the fundamental skills or children and young people in line with current practice. All staff to be confident in their knowledge and delivery of the curriculum. <b>Not yet achieved</b></p> <p>Staff questionnaires to be used to identify areas for development.</p>	£851.00	<p>Dance CPD June 13<sup>th</sup> attended by all teaching staff.</p> <p>Staff feedback demonstrated that: following the session they felt more confident delivering a dance session, unit of work. Staff also feedback that it was effective to see a lesson in the simplest of terms so they could take elements and integrate these within their own lessons. Key vocabulary was reintroduced and explained so staff could feel confident using the correct terminology within their own teaching.</p> <p>Due to reductions in staffing and staffing changes, training all support staff has not been possible to the extended intended this year.</p>	To ensure staff has access to staff CPD to refresh and update current practice. Where possible observe other staff members to identify key strengths of successful lessons. Staff training to be delivered by D. Hermann, P Manser or Pennine Sports Partnership.

<p>Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increase staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE.</p>	<p>Following feedback from staff questionnaires, staff highlight: A need for further training with dance and gymnastics. Opportunity to observe other high quality PE lessons. Providing differentiation, stretch and challenge. Further support in skill progression across the curriculum.</p> <p><b>Staff CPD to be provided</b> Dance Gymnastics Challenging perceptions – high quality PE lessons Support and challenge throughout lessons.</p> <p>Monitor the use of “Complete PE” adapted planning resource with staff. Use staff training and review to ensure “Complete PE” resource is a key driver (supplemented by existing high-quality resources used by staff) to deliver consistent, coherent and high-quality PE to all children in all year groups. Introduce the skill progression and assessment documents through staff meetings so all staff understand how skills progress through the key stages and how they can use this to inform their assessment.</p> <p>To observe high quality practice across the school, through drop in observations and monitoring.</p> <p>Staff questionnaires will be used to ensure planning is adapted accordingly once trialled by staff.</p>		<p>Planning adapted following observation and staff feedback to ensure children in lessons are predominantly active and engaged. Less time to be spent grouping and waiting and more time to be spend where the children have greater opportunity and freedom within a lesson to explore a piece of equipment/ object (physical scribbling) Less emphasis on sopping to correct but children discovering and making adaptations.</p> <p>Staff feedback delivered to all staff and discussions regarding what a successfully looks like were shared amongst staff.</p> <p>Complete PE has provided a good progressive route through our curriculum. Skill breakdown now shows staff what children will have done prior and where it leads to next. All skill development areas have been broken down into each year group so there is consistent understanding across school as to how to create lessons that support, physical, emotional and social development.</p>	<p>To continue with lesson observations to ensure key feedback and objectives of the session are being addressed.</p> <p>To ensure the curriculum is owned by all. Ensure all staff know how our PE curriculum links to the National Curriculum. Provide training so all staff know the 4 aims of physical education national curriculum. Continue to develop planning further to ensure the following are addressed: How coherent is the curriculum, what are the pillars of progression, motor competence and healthy participation? How is it sequenced, the order in which pupils learn new skills and knowledge? What are the pupils learning and how does it link to the past and how does it link to the future?</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
30%

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?
<p>To reintroduce our extra-curricular provision, by offering after school club for all KS1 pupils once a week. This will increase participation in physical activity for an extra 45 minutes each week for every KS1 child.</p> <p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Ensure our Physical Education, Physical Activity and School Sport provision meets the needs of our pupils. Use pupil voice to discover what will inspire them to lead healthy active lifestyles.</p>	<p>All KS1 children to have the opportunity to participate in scooters/bikes, multi-games, playground games, and a range of sporting activities throughout the year.</p> <p>Children to complete survey to establish most popular activities. Top activities for each year group to be provided.</p> <p>Starting in Autumn 2</p> <p>Clubs to be run 2 nights per week</p> <p>Activities to focus on the fundamental skills.</p> <p>Daily feedback from staff to be acted upon to ensure the highest quality clubs are on offer for all children.</p>	<p>£10,321</p>	<p>68% of year 1 children attending clubs</p> <p>72% of year 2 children attending clubs</p> <p>Clubs have changed on a termly basis to match the needs and requests of the children. Pupil voice used to ensure our clubs inspire our children to lead healthy and active lifestyles.</p> <p>Clubs have been run solely by teaching staff within school. No outside coaches have been involved in running clubs.</p>
			<p>Sustainability and suggested next steps:</p> <p>Purchase 8/10 bikes with 18/20 inch frame for the children that need a larger bike. Purchase a bike stand to ensure these are stored safely.</p> <p>Develop the parking zone for all bikes and scooters to encourage children to use these as active methods of transport.</p> <p>To seek Balance ability training so we have school staff trained to deliver sessions within school.</p> <p>To encourage parents to support attendance at clubs through a termly newsletter to inform them of the benefits of a healthy and active lifestyle.</p>



<p>Provide balance bike training throughout reception to ensure children have the opportunity to experience learning to ride a bike in a safe environment.</p>	<p>Balance bike training to be sourced from the Pennine Sports Partnership. All staff to participate in lessons so they can use the training after the sessions have been delivered. <b>Not yet achieved</b></p>			<p>To use pupil voice to ensure maximum participation and involvement.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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:
<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport.</p> <p>To ensure attendance at events held by the sports partnership enabling a growing number of children have the opportunity to represent the school. Strictly Pennine dance coach</p> <p>Provide intra competitions across KS1 on a termly basis.</p>	<p>Attend the Sports Partnership events providing opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Termly intra competitions to be attended by all KS1 children. Achievements for determination, resilience, team work and perseverance to recognised and rewarded.</p>	£700	<p>Intra competitions held throughout the year across all key stages. Summer intra competition to be held across the whole school. Children were given the opportunity to play against their classes and then those who demonstrated team work, resilience and determination then got to compete against the other classes. Children were able to demonstrate the ability to work together and demonstrated how to play fairly and respectfully against others. 100% of children have had the opportunity to compete in intra competitions.</p> <p>20 year 2 children performed at the Lawrence Batley Theatre after 6 weeks of learning and perfecting their dance routine. The profile of physical activity was raised and the event was well attended with all children having a family member there to support them.</p> <p>Playleaders were recognized for their efforts in leading and teaching others playground games with a Play leader event where they got to work with a range of playleaders from different year groups and schools. They developed skills of communication and respect while also</p>	<p>To continue to attend organized partnership games and events to recognise the hard work and determination of children within school.</p> <p>To begin a weekly Intra competition on a Friday afternoon in year 2. Each half term to have a different game focus to be decided by pupil voice.</p>

			using problem solving strategies to overcome challenges.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	P.Manser
Date:	29.9.21
Governor:	
Date:	