

# 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. **All funding must be spent by 31st July 2023.**

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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,722.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18,722.00 / <b>Actual Spend £18,788</b>

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can 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>	
<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 2022.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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.

<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: % 8.01 (1500/18722.00) % 7.98 – of actual spend
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:
Maintain high quality PE and school sport offer developing competent and confident movers with the aim of inspiring lifelong participation in physical activity. Ensure all staff are clear on the aims of our physical education curriculum.	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. Staff dressed appropriately. Staff aware of the small steps needed to ensure skills are built upon. Lessons to encourage and provide children with the opportunity to explore and discover ways to use equipment rather than being teacher led.		£1500	Evidence of change through lesson observation and feedback through and PE staff meetings. The traditional mindset is beginning to change and staff are becoming increasingly confident in identifying how lessons can be structured to ensure maximum participation from all pupils. Lesson observations note that 95% of pupil are actively involved in their learning and are beginning to make their own choices based on their perceptions.	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. Ensure a range of equipment is accessible in every lesson so children develop a greater understanding of how to make their own choices and decisions.

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<p>Continue to build and improve on our current provision of Active Learning. Active lessons to be part of each lesson across the curriculum.</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. 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.</p>		<p>Introduction of new games such as would you rather, rock, paper, scissors, spin the wheel to show simple additions to lessons can support the implementation of physical activity within lessons. Year group team meetings to share ideas and activities. Whole school staff training based on the research behind and implementation of physical activity to engage learners. New staff handout created to show the simplest games create the greatest engagement and participation. Year 1 and 2 on board and use throughout all curriculum areas with greater confidence.</p> <p>Observations to be carried out with Pam Smith across all year groups this allowed us to identify where active learning is being used successfully and areas where further training and support needed to be offered. This support has been put in place and will remain till all staff are confidently using active learning throughout every lesson.</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. All staff members to take responsibility for creating one new game each term to add to a bank on activities that can be used across all curriculum areas.</p> <p>Observations of others. All staff member to observe DL/PM/RS to identify strengths in their own practice and to identify areas where they can integrate further elements of active learning to enhance the children's learning.</p> <p>Continue to develop and maintain links with Move and Learn and Yorkshire Sport.</p> <p>Active learning in practice observation September 14<sup>th</sup> presentation and observation in classes</p> <p>September 26<sup>th</sup> PM and RS to present at partnership PE Network in Doncaster</p> <p>February 21<sup>st</sup> 15 staff to observe active learning within lessons and presentation</p>
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<p>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.</p> <p>Use the CAS framework to support teaching staff in adapting the layout of furniture and organisation of resources in their classrooms to meet their pupil's needs. Therefore, enabling movement to be integrated into the teaching and learning process in a purposeful and meaningful way.</p> <p>Play leaders to support active playtimes and lunchtimes.</p> <p>Create equipment leaders in each class to ensure children take responsibility for collecting and returning equipment each playtime.</p>	<p>Physical activity plans to be given to every class.</p> <p>All classes to have a stock of PE equipment in their classrooms to use on a daily basis both inside and outside of the classroom.</p> <p>Staff to be updated with current evidence, research and practical ideas.</p> <p>Observations will be carried out to observe physically active learning in practice and identify steps for further development. Observations to identify how movement within the classroom is encouraged and enhanced.</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. Lead member of staff to supervise at lunchtimes. Teachers to support play leaders during playtimes. Play leaders to take responsibility for collecting and returning equipment following each playtime.</p>		<p>Year 2 excellent at taking out equipment at playtimes and use accordingly to engage children in active breaks. All year 2 children are active at morning play and can use the equipment to create their own games and activities.</p> <p>3 x playleader training has been carried out so far this year. Sophie Lawson has also attended all training sessions with the children and is in charge of the playleaders and equipment outside. Play leaders in each year 2 class have responsibility for equipment</p> <p>All classrooms now have 6 exercise balls to ensure children have the opportunity to develop core strength while working. The balls have feet to stop them moving around the classroom. Classes decluttered to ensure space is maximized to aid movement. Smaller classes have less opportunity for large scale movement but can still negotiate their way around the classroom to complete gallery walks. Observations demonstrate that movement within the classroom is actively encouraged and learning is enhanced. Feedback from visitors reiterates this.</p> <p>"We had a lovely time visiting Birkby thank you. Your context is so different to ours. The staff that I brought with me had a fab time as well seeing the active learning in action. The assistant head teaching maths was unbelievable. We got so much out of joining the sessions" 25/6/23</p>	<p>Year 1 to use the zone system that year 2 classes using in the am. In the afternoon year 1 classes will take their equipment to their zone and use it as part of their active play. Active play tubs will reduce in size to reduce obstruction in the classroom. Each tub will be filled with</p> <ul style="list-style-type: none"> <li>6 x bean bags</li> <li>6 x tennis balls</li> <li>6 x skipping ropes</li> <li>6 x hoops</li> <li>6 x play ground balls</li> </ul> <p>Year 2 children to have 2 tennis rackets within their equipment set</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>
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<p>Continue to use the living streets WOW travel tracker to encourage parents to walk, park and stride or ride to school.</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.</p>		<p>All staff using Travel tracker and our autumn figures were:  <b>Engagement: 79%</b>  <i>(Percentage of pupils in school recording trips)</i>  <b>Active Travel Rate: 87%</b>  <i>(Percentage of trips recorded that are classed as active travel):</i>  Wow: mentioned on the year 2 termly newsletter  <b>Spring – Top of the leader board for Kirklees!!</b>  9<sup>th</sup> Nationally  <b>Engagement: 86%</b>  <b>Active Travel Rate: 94%</b></p> <p><b>Summer – awaiting results of the June active travel leader board but as of the 28<sup>th</sup> we are currently top for Kirklees</b>  <b>Engagement: 83%</b>  <b>Active Travel Rate: 93%</b></p>	<p>We will await and see if 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 displays to be visible in and around school.</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>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. 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>1K observed when other classes run at the same time and when doing outdoor PE. Staff traveling around the track with the children reiterating our school belief that exercise is good for the heart, mind and body. The 1K provides the whole of KS1 the opportunity to add an additional 10 minutes of physical activity to their weekly total.</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. To encourage all staff walking or running the 1K on a weekly basis to show children that exercise is good for all.</p>

Children will be provided daily 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.	Routines will be changed on a termly basis and routines chosen by the children will be added each term.		Continually updated and refreshed taking on board pupil and staff voice to influence choices. This enables all children from EYFS through to ks1 to be physically active for an additional 5 minutes on a daily basis.	Use funding to create a track?  To continue to update termly Wake Up Shake Up routines and reflect children's interests.
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<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:
	% 8.01 (1500/18722.00) % 7.98 – of actual spend

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.  Senior leaders (including governors) to have training on the principles of the CAS framework and how we can use this to enhance physical activity behaviours for children.	Staff meetings and governor meeting used to share Sports Premium plan and updates using the CAS framework as our model to aid whole school improvement. Provide opportunities for governors to see active learning, PE lessons and active breaks in practise throughout the school day.  To work with other schools in the area to share good practice. To develop links with Huddersfield University and speak to Early Career teachers about the benefits and	£1500	Meeting with Pam Smith Pam Smith + PM attended online training regarding CAS framework "The webinar was interesting, as it drew all aspects of the Creating Active Schools programme together. However, I don't expect that there was a lot of new knowledge for you.  Viewing it from a wider perspective, I was interested that this initiative follows exactly what we know to be text book school improvement practice, at all stages, from the four-step annual cycle to the key features of effective implementation and conversely, it came as no surprise to discover that the reasons identified for poor or slow implementation also follow a typical pattern." Pam Smith	Continue to develop the whole school approach ensuring all stakeholders are actively involved from policy to implementation level. Continue to develop what works well through observation and sharing effective practice and make decisive changes where less effective practices are in place.  To ensure good practice is shared across the key stages to ensure our active learning



<p>Senior leaders (and governors) own beliefs, mindset and goals to be identified and used to shape interventions in relation to stakeholders within the school's CAS Implementation plan.</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>research behind the rationale of active learning.</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>CAS framework whole school staff delivered to whole school so there is a shared vision of what we are trying to achieve. Although many elements are well embedded and many areas refined and developed we continue to raise expectation and ensure the best possible outcomes for our children are achieved through a collective approach.</p> <p>Active learning delivered at Huddersfield University "GJ and myself would like to say a huge thank you for today. The sessions were absolutely brilliant and I know the trainees took an awful lot from them! The Birkby team did you proud! 27/6/23</p> <p>Throughout the year we have fully engaged with the partnership so that whole staff have benefitted from this involvement. Events attended this year include: Fun run – 20 year 2 children, staff netball 7 staff members, staff basketball x 4 staff, year 1 inter competition all children, year 2 inter competition, boccia intra competition – whole school attendance including reception. Staff team building all support staff, lesson observations 7 staff members baseline assessments all year 2 children, play leader training 60 year 2 children. Strictly Pennine 20 year 2 children, KS1 inclusion event x 12 children</p> <p>Intra school running event – whole school participation.</p> <p>Being part of the partnership enables us to offer children a</p>	<p>provision continues to build upon the impressive work done so far. Us staff meetings, drop in observations and team planning meetings to identify and share good practice.</p> <p>Ensure all staff are accountable in the role they play within the implementation of the CAS framework.</p> <p>To continue playing an active role in the partnership and ensure a wide range of activities are planned to develop children's enjoyment of being physically active.</p>
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<p>School newsletters and other communications provide signposting to varied and widely accessible (no cost/low cost) opportunities for children to be active in and out of school</p> <p>Ensure there is pupil voice on the environments, resources and opportunities provided for children to be active, including a range of suitable indoor opportunities that enable them not to be sedentary if outdoor physical activity is not possible</p>	<p>Carry out a pupil questionnaire to identify which clubs' children attend outside of school to gage what percentage of children are accessing clubs outside of school.</p> <p>Questionnaire to also gage what children's interests are and what clubs they would like to attend</p> <p>Host a community event which signposts parents to further opportunities offered within the community</p>		<p>number of different experiences where they not only work with each other but with other children from schools in the area.</p> <p>Football, Taekwondo, swimming appear to be the main clubs attended outside of under 10% of the responses received attend a club outside of school.</p> <p>In the pipe line was due to happen in Autumn term but then postponed, in contact with Yorkshire sport who are committed to help us achieve this. Have also attended a Birkby Community event which looked at physical activity and the issues surrounding participation outside of school and within the community. Another community meeting to be held at Birkby Infants in March to take this further.</p>	<p>Ongoing – community interest appears to be limited, have sent out numerous emails to engage with local, football, rugby, cricket clubs but no responses as yet.</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:
				5.34% (1000/18722)
				5.32% of actual spend
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.	Staff to have training to ensure 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. Use planning sessions with the partnership to ensure training sessions planned throughout the year.  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.	£1000	Staff training delivered to all teaching staff and feedback following lesson observations. Ella in with Reception coaching delivery of lesson using our planning. This has been repeated in year 1 and 2 too. Gabby has taught alongside Reception delivering our gymnastics planning to build confidence staff in their delivery of gymnastics and the setting out of equipment. Amy has worked alongside Reception and year 1 staff delivering dance. Again, our planning has been used to develop teacher's confidence in delivering high quality PE lessons. Staff feedback that the lessons have been incredibly useful, they have provided opportunity for staff to look at behaviour management	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.  To continue with lesson observations to ensure key feedback and objectives of the session are being addressed.  To ensure the curriculum is owned by all. Ensure all staff know how our PE curriculum links to the National Curriculum. Continually provide training
Ensure our P.E. curriculum is inspiring, engaging, fun and inclusive with a clear progression so teachers continue to develop physical literacy while also meeting the aims of the	Staff questionnaires to be used to identify key areas for continued development.			

<p>National Curriculum. Ensure that Physical Education is well taught and highly valued within school whatever the weather or time of school year and genuinely seen as a driver for whole school improvement.</p> <p>Provide an updated consistent, progressive and coherent P.E. curriculum that empowers and increases staff confidence, whilst delivering the highest quality outcomes for our children in both physical, cognitive, social and emotional aspects of PE to ensure we are developing not only physical skills but thinking skills, social skills and personal skills.</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.</p>		<p>strategies and key skills are thread through each lesson. Reinforcement of children active and not always stopping to be told what to do is gradually becoming increasingly evident in teachers' delivery of their own sessions.</p> <p>Staff meeting delivered ensuring all staff are confident with the planning and progression across the curriculum Staff questionnaire to be completed following staff training</p> <p>Continuous review of curriculum in line with staff feedback. All staff are happy with the current planning and feel it is reflective and suited to the needs of our children. Staff now clear that lessons should be adapted to suit the needs of individuals. Staff now aware of how to make adaptations to lessons to ensure all children are successful in the intended outcomes that may just get there differently.</p>	<p>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? 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: 70.98% (13288/18722) 70.73% of actual spend
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 build our extra-curricular provision, 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.	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.	£13,288 = £1000 Balance Bikes £3822 – ASC Staffing £8465.80 – Teaching Coaches	New bikes and equipment have been purchased to ensure high quality and fit for purpose equipment is used to ensure all children are using equipment that is suitable for age and size of the rider.	To seek Balance ability training for staff in Reception so we have another member of school staff trained to deliver sessions within school.

<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>Children to complete survey to establish most popular activities. Top activities for each year group to be provided.</p> <p>Starting in Autumn 1 Clubs to be run 2 nights per week Activities will focus on the fundamental skills while meeting the suggestions of the children. Children will rotate the clubs so they will gain a broader range of experience through the clubs we provide.</p> <p>Autumn: Bikes and scooters, Multiskills, Gymnastics, Basket ball Skipping Spring: Bikes and scooters, Ball skills Dodgeball, Sculpture, Dance Summer: Bikes and scooters, Athletics Tennis, Orienteering, Cricket</p> <p>Balance bike training to be sourced from balance ability. 2 staff members to attend clubs and deliver sessions during after school clubs.</p> <p>Purchase further helmets and bikes that are appropriate for the age and height of the children in KS1.</p> <p>Improve the storage of bikes to ensure children are able to access</p>		<p>Pupil voice is used to ensure clubs are reflective of the children’s interests whilst also offering them enriched experienced. 5 clubs now running every week with around 70% of all KS1 children attending clubs very week.</p> <p>Balance ability training attending by HP and PM. HP is now running this club on a Tuesday and Wednesday. PM on a Thursday. HP has planned a unit of work following the training to ensure children are learning the basic skills in the correct order. Improvements to this club now include three zoned areas, all lead by a member of staff, zone 1 the balance zone, zone 2 scooters and zone 3 bikes. Children now rotate around the zones in a structured manner.</p> <p>16 new helmets purchased and all children put these on prior to every session. Through this we are teaching the children how to be responsible for their own safety. Helmets are worn at every zone and children understand</p>	<p>To continue encouraging parents to support attendance at clubs through a termly newsletter to inform them of the benefits of a healthy and active lifestyle.</p> <p>To use pupil voice to ensure maximum participation and involvement.</p>
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<p>Provide balance bike training throughout reception and KS1 to 4 members of staff to ensure a greater percentage of children are able to ride by the time they leave school. Baseline assessments to be carried out to gauge autumn figures. These will be repeated in the summer term.</p> <p><b>This has not been achieved this year so will be a priority with some ideas revised on our 2023-24 plan.</b></p> <p>Develop greater links with clubs outside of school by offering taster sessions within school. Work with the Yorkshire Sport Foundation to create greater community cohesion between ourselves and organisations within the community to encourage children to be active outside of the school environment.</p>	<p><b>bikes and scooters safely.</b></p> <p>Carry out a pupil questionnaire to identify any clubs' children attend outside of school to gauge what percentage of children are accessing clubs outside of school. Questionnaire to also gauge what children's interests are and what clubs they would like to attend</p> <p>Host a community event which signposts parents to further opportunities offered within the community making links with local tennis, football, taekwondo, rugby and cricket clubs.</p>		<p>they cannot ride without them</p> <p>Bikes and new scooters are now stored in the Forest room, although not accessible for the children to access independently, storing them here ensures the longevity of the equipment and will ensure it protected from the elements.</p>	<p>Ongoing – community interest appears to be limited, have sent out numerous emails to engage with local, football, rugby, cricket clubs but no responses as yet.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 8.01 (1500/18722.00)
				% 7.98 – of actual spend
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>Work with the partnership to host a greater number of events within the school grounds. This will ensure we have a greater number of children participating in inter competitions. Provide intra competitions across KS1 on a weekly basis to build resilience, confidence and develop team work. Sessions to be run by J. Scholes.</p> <p><b>Changed: J.S runs sessions on the ball court every lunchtime. As of 2/2/23 Wednesday lunchtimes will be girls only football</b></p> <p>Whole school Intra competition to be run on a termly basis. 100% of children from Reception to KS1 to take part in a whole</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 center of the competition and the focus is on the process rather than the outcome.</p> <p>Work with D. Hermann and young leaders to host a number of inter competitions within the school grounds.</p> <p>Weekly intra competitions to be run across year 2 with 8 chn from each class</p> <p>Competing against classes in a range of events chosen by the children. Throughout the year every child will have the opportunity to compete. Termly intra competitions to be attended by all children.</p> <p>Achievements for determination, resilience, team work and perseverance to recognised and</p>	<p>£1500 - Coaches</p>	<p>Strictly Pennine 20 year 2 children Fun run 22 children Intra bocchia competition – whole school participation Year 2 multi skills event – 2 classes Year 1 multi skills event – 3 classes Intra fun run competition – whole school participation Let girls play – Wednesday lunchtime football sessions. Ks1 – sports day – all KS1 children Year 2 striking and fielding event 1 class. Football festival – 8 year 2 children G+T event – 15 year 2 children Organised and structured activities that allow the children to compete against each other are run successfully every lunchtime. Children are rotated on and off the ball court to ensure a higher number of children have the opportunity to participate. Around 60% of the key stage regularly attend the lunchtime sessions throughout the week. “pupil voice says....</p>	<p>To continue to attend organized partnership games and events to recognise the hard work and determination of children within school. To host a growing number of events on our school ground to increase participation numbers and allow a greater number of children to take part in competitive events.</p> <p>Speak to Adam Fuller – Sheffield Colour run.</p>



<p>school competition each term. Activities to include multi-skills, boccia and athletics.</p> <p>Celebrate achievements and participation in whole school assemblies.</p>	<p>rewarded.</p> <p>Recognise achievements in weekly assemblies.</p>		<p>Wednesday sessions are reserved for let girls play. Around .... Girls regularly attend the Wednesday sessions and feedback demonstrates.... "pupil voice"</p> <p>Strictly Pennine assembly shared the success of a wonderful compositional dance. The children then took the opportunity to demonstrate this to the school during the celebration assembly. Raising the profile and engagement in competitive sport.</p>	
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Signed off by	
Head Teacher:	Diana Z Wilson
Date:	20 <sup>th</sup> November 2023
Subject Leader:	Paula Manser
Date:	20 <sup>th</sup> November 2023
Governor:	Pam J Smith
Date:	20 <sup>th</sup> November 2023