



# THORNHILL PRIMARY SCHOOL

Every child is unique and at the heart of everything we do.

## 2022-2023



**RAG Key - GREEN: complete/continuing ORANGE: in progress RED: not started**

## Details with regard to funding

Total amount allocated for 2021/22	£17,680
Total amount carried over from 2021/ 2022	£0
Total amount allocated for 2022/23	£17,660
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,660 Actual spend: 20,230.47

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	68%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	68%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	68%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes – Year 5 & 6 top up sessions
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### PE and Sport Premium Impact Review

Percentage of total allocation: £18,413 - 104%
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Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			
INTENT	IMPLEMENTATION	IMPACT	ACTUAL COST £
<p>Develop age related sports / activity boxes per key stage to increase lunch time activity as well as opportunities for competition</p> <p>To provide a range of activities, including sports specific ones to all KS1&amp;2 children.</p> <p>Increase participation and to also link to house competitions. Making this more regular throughout the year <b>(links with indicators 2,3&amp;5)</b></p> <p><b>(Links to indicator 5)</b></p>	<p>Provide leadership opportunities for Year 5&amp;6 linked to PE.</p> <p>Staff CPD- particular focus on midday supervisors, sports ambassadors to work with Adam to set up more structured games at lunch time. Moving away from traditional sports and to become skill based.</p> <p>CPD to be provided by SR &amp; AH based on the PE conference workshop.</p> <p>Adam to continue monitoring of this throughout the year, intervening with necessary CPD / individual support.</p> <p>EYFS - Continue to develop physical development/ gross motor skills. Climbing apparatus have worked well this year. Now need to focus more on hand eye coordination, as well as spatial awareness - new bikes have been requested.</p> <p>Specific equipment for each Key Stage - equipment to be kept separate from PE lesson equipment.</p>	<p>Separated equipment, and lesson / topic specific equipment has enhanced the delivery of lessons, being resourced more accurately. Curriculum topics were reviewed and adapted and this has increased children's coverage of skills as well as addressing topics of interest; where possible these have been linked to our book based curriculum to increase opportunities of cross curricular learning (eg. Dance). New planning and CPD has increased teacher's confidence and abilities to teach quality lessons. Future Game coaches have worked alongside teacher to provide 'on the spot' support and feedback.</p> <p>Equipment bags have increased sporting / games based opportunities at lunch time and increased participation levels outside of lesson times. Led by midday supervisors and supported by</p>	<p>Future Games: £6789.75</p> <p>AH &amp; SR - % of salary equating to £10,275</p> <p>Equal responsibility over 2 days.</p>

		the development of Sports Ambassadors.	
<p><i>Progression from school based activities...</i></p> <p>To increase the number of sports clubs / teams which also increase competition participation. Eg. Football team, netball team etc - continued</p>	<p>Electives afternoon - to focus on specific skills. Train up new sports leaders to support with in-house events as well as lunchtime skills activities.</p> <p>Ensure overview of teaching and learning of PE matches the competitions to give children the best opportunity to succeed in a competitive sport.</p> <p>Based on results from children's questionnaires - cater for interests and offer the sports that they would like to participate in throughout the year.</p> <p>Link to SENCO and TAs to incorporate into smaller intervention groups if and when necessary.</p>	<p>Sports Ambassadors had specific training sessions due to electives, enabled them to develop and understand their role as a leader. Supported them in setting up and running lunch time activities (with specific equipment bags). Sports Ambassadors had opportunities during these sessions to also support other elective groups that were of their interests.</p> <p>Children have worked in specific team groups that have been offered via elective sessions eg. teams for netball, dance and cheerleading, cross country, dodgeball and tag-rugby. Led to competition entries for cross-country and dodgeball.</p>	
<p>Continue to develop the range of activities / sports offered in relation to new school facilities and those of the children's interest. (Links to indicator 4)</p>	<p>Begin to host competitions in the new build, with new facilities - developing networks between other schools, particularly in the local area.</p>	<p>Although we have not hosted competitions, we are now a host site for:</p> <ul style="list-style-type: none"> <li>• Toshi Karate Club</li> <li>• Boxing saves lives (within</li> </ul>	

		<p>curriculum time)</p> <ul style="list-style-type: none"> <li>Football (via Future Games)</li> <li>Stardust Theatre School</li> <li>Future Games HAF via CBC</li> </ul>	
<p><i>Continue to develop and advance Active learning structures which supports the specific age of children.</i></p> <p><i>Storm Breaker sessions</i></p>	<p>Steps to implementation: 5 advocates to be selected, these are spread across both sites to support consistency and delivery.</p> <p>Course / training dates to be completed. Training sessions for advocates and AH &amp; SR as SLT members (overseen by BW).</p> <p>Introduce active breaks within the classrooms. SR &amp; AH to begin to develop knowledge of activities with Sports Ambassadors which will then be led at break and lunch times for identified children. (Possibly linking with SENDCO)</p> <p>Children will have opportunities throughout the day to complete short active breaks.</p> <p>Sessions will be completed to support identified children in developing a more positive mindset / understanding of their mental health.</p>	<p>All staff completed the training and begin implementing sessions within the groups they work with. This created a positive buy in to this initiative and trained staff feel confident with the programme.</p> <p>Children have engaged in these activities and utilise the 'brain breaks' that is offers. It has been linked to elements of our PHSE topics and have provided another avenue to address feelings and emotions in relation to these, where a trained member of staff is present.</p> <p>Identified a group to complete sessions with 'nature group'. Sessions completed and some evidence used within folders.</p> <p><i>This initiative will continue to be developed next year to be a whole school approach.</i></p> <p>(Pathways monitored by SR and AH).</p>	<p>£500</p>
<p><b>KS2 Swimming sessions: Prioritising 4,5&amp;6.</b></p>	<p>Top up sessions booked for new Year 5s and 6s. 2022/23 data will be used to group children and they will be split into 2 groups / 2 sessions with a closer ability match.</p> <p>SR to coach during swimming sessions to allow for the whole class to attend in one go. 3 differentiated groups. Swimming sessions are now 1 hour.</p>	<p>98% of children in year groups 4-6 attended swimming sessions.</p> <p>All who attended made progress against their current abilities.</p>	<p>Swimming coaching role for SR.</p> <p>Swimming costs: £1898</p>

	<p>When required: School minibus to be used (fuel costs need to be considered).</p> <p>Data from all attending year groups identifies those needing top up sessions in year 5 and 6 in 2023-2024 academic year.)</p>		
<p><b>Review and Progress towards achieving Indicator 1:</b></p> <p>We have made significant progress towards Indicator 1, which focuses on ensuring the engagement of all pupils in regular physical activity. We have implemented various initiatives to promote physical activity and encourage participation among our children.</p> <p>During lunchtime, we introduced age-specific sports/activity boxes for each key stage, which has effectively increased activity levels and provided opportunities for friendly competition. Moreover, we have provided leadership opportunities for our Year 5 and 6 children, empowering them with responsibilities in PE-related activities.</p> <p>To enhance the delivery of PE lessons and improve coverage of skills, we allocated specific equipment for each Key Stage, separate from our regular PE equipment. Additionally, the introduction of equipment bags has encouraged more children to participate in sports and games during lunchtime, thanks to the efforts of our dedicated midday supervisors and Sports Ambassadors.</p> <p>We have focused on increasing competition participation and expanding our sports clubs/teams. Through elective afternoons and tailored teaching aligned with competitions, we aim to offer sports that cater to our children's interests and preferences. We also ensure that children with special educational needs are included by incorporating them into smaller intervention groups, when necessary.</p> <p>While we haven't hosted competitions yet, we have become a host site for external sports activities, such as karate, boxing, football, and theater school. This not only increases our children's exposure to different sports but also fosters connections with other schools in our local area.</p> <p>To address the specific needs of our children, we have implemented active learning structures like Storm Breaker sessions. We have trained advocates across both sites to maintain consistency and delivery of these sessions. Our aim is to provide active breaks within classrooms and involve Sports Ambassadors in leading activities during break and lunch times, thereby promoting a positive mindset and supporting our children's mental health.</p> <p>Furthermore, we have prioritized swimming sessions for our Year 4, 5, and 6 children. By offering top-up sessions and differentiated groups, we ensure that all children make progress and benefit from the 1-hour sessions. Having a dedicated swimming coach has contributed to a 98% attendance rate and overall improvement in swimming skills.</p> <p>In conclusion, our efforts to provide diverse activities, leadership opportunities, structured games, and targeted interventions have successfully increased physical activity and engagement among our children, aligning with the goals of Indicator 1. We are committed to promoting a healthy and active lifestyle for all our pupils.</p>			

<b>Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement</b>	
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INTENT	IMPLEMENTATION	IMPACT	ACTUAL COST
<p>Sports Ambassadors to be established and profile to be raised across both key stages.</p> <p>Their role is to focus on: lunch time activities, inter-house competitions. Future focus: leading (some officiating roles) and possibly supporting extra-curricular clubs. <b>(Links to indicator 4&amp;5)</b></p>	<p>Sports Ambassadors selected and training sessions to begin based on lunch time activities.</p> <p>AH &amp; SR supporting the development of leaders during electives activities.</p> <p>Sports Ambassadors to experience a range of sporting activities throughout the academic year.</p>	<p>As mentioned above.</p> <p>Lunch time activities have been organised and run via Sports Ambassadors and midday supervisors / TA.</p> <p>There has been a raised profile of Sports Ambassadors and house captains across the school, house captains support house competitions at lunch time and collate scores.</p>	
<p>Raise the profile of PE and additional sporting achievements</p> <p>Share sporting achievements / recognition during celebration assemblies.</p> <p>Continue to develop website content and sharing PE / successes on Class Dojo stories eg. Street Tag</p>	<p>Celebrate sporting achievements inside and outside of school during celebration assemblies (linking to our aspirations value).</p> <p>Sharing of skills and talents within PE lessons, offering opportunities for coaching between peers.</p> <p>Ensure our house points are uploaded and displayed on the website to increase this profile. This may also link to our Facebook page.</p> <p>Share successes on the website – Street Tag, sports days etc.</p> <p><b>Also see house competition structure in indicator 5</b></p> <p>Continue to participate in the Street Tag competition to involve parents / carers.</p>	<p>Raised profile in regards to leaders and having clear roles and responsibilities. Engagement in activities outside of the lesson has increased from previous years and have been more supported via staff assigned to activities and ambassadors to support such activities (as mentioned previously).</p> <p>Celebrations of sporting achievements within assemblies, SGO competition recognition (dodgeball and cross country).</p> <p>Active involvement with the Street Tag initiative, positioned 3<sup>rd</sup> or above for the first rounds of the programme. Shared information and codes via Class Dojo.</p> <p>Website has shared celebrations and PE information which has also supported raising the profile of PE.</p>	



<p>Raising the profile of our curriculum PE, extra-curricular activities, fundraising events and competitive sporting achievements</p> <p>Enter SGO competitions to continue to raise the profile beyond our school (see indicator 5)</p>	<p>Increase club participation throughout the year.</p> <p>Clubs are linked to competition events to give the children opportunities to develop skills before competing.</p> <p>Future Games coach to train and develop a football team within the school.</p> <p>Arranged fixtures to be attended/ hosted. Continue to share such achievements / results.</p>	<p>Teams have been formed via our electives sessions.</p> <p>Competitions have been attended throughout the year for Dodgeball and Cross Country. Other teams were selected but unable to participate due to cancelled events.</p> <p>Higher engagement with team sports due to experiencing them in elective sessions. Future Games are developing our extra-curricular football sessions / teams.</p> <p>There has been an increase in the number of sporting opportunities and competitions within school throughout the year, across a wider variety of sports and activities.</p>	
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#### Review and Progress towards achieving Indicator 2:

Indicator 2 focuses on providing high-quality physical education (PE) lessons to all pupils. Based on the provided information, our progress towards this indicator has been significant.

We have made efforts to enhance the teaching and learning of PE by offering staff continuous professional development (CPD) sessions. These sessions, particularly focusing on midday supervisors and sports ambassadors, have boosted their confidence and abilities to deliver quality PE lessons. The implementation of new planning strategies has also improved our teachers' skills and lesson delivery, resulting in more engaging and effective lessons.

To cater to the diverse interests and needs of our children, we have reviewed and adapted our curriculum topics. This approach ensures that children have broader coverage of skills and fosters their engagement in PE. By incorporating cross-curricular learning opportunities, such as linking dance to our book-based curriculum, we have further enriched the PE experience.

Collaborating with Future Game coaches has provided invaluable on-the-spot support and feedback for both teachers and children during PE lessons. This partnership has enhanced the overall teaching and learning experience, leading to more effective skill development and increased student participation.

Furthermore, we have allocated separate equipment for each Key Stage, allowing for more accurate resourcing and improved delivery of lessons. The introduction of lesson and topic-specific equipment has further enhanced the quality of our PE lessons. This approach ensures that children have the necessary resources to engage in a wide range of activities and sports.



In summary, our progress towards Indicator 2 has been commendable. Through staff CPD, curriculum adaptations, collaboration with Future Game coaches, and improved equipment allocation, we have significantly enhanced the quality of our PE lessons. These efforts have positively impacted teaching and learning, resulting in more engaging, skill-focused, and inclusive PE experiences for all our children.

### Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport

INTENT	IMPLEMENTATION	IMPACT	ACTUAL COST £695 4%
CPD of staff via Future Games, with additional support from SR & AH. <i>Identifying staff areas for development and linking with the curriculum overview.</i>	<p>Future Games to start lessons with KS2 in the Autumn Term, team teaching with identified teachers to develop knowledge and skills for specific sports.</p> <p>Future games CPD/ team teaching to be rotated round on a need basis, dependent on staff confidence and ability with particular sports. New curriculum overview to support this <b>(also links with indicators 1,2 and 4)</b></p> <p>Continue to support staff with necessary CPD via SR, AH and Future Games plus PPP online session.</p>	<p>Future Games coach(es) have been able to work across years' groups. New planning has been implemented via coaches and teachers, monitored by SR and AH. There has been a rise in confidence when teaching across more topics.</p> <p>PPP online sessions has supported leaders to identify their next steps in terms of assessment for PE next year.</p>	Future Games cost listed above
Update our curriculum (including planning) and support a more progressive planning structure.	<p>To develop a clear progression of skills and knowledge that are sequenced, within a key stage and then extended in the next.</p> <p>Create a curriculum that offers a broader range of sporting opportunities to children through higher quality lessons / teaching <b>(also links to indicator 4)</b></p> <p>Improve planning, PPE planning has been purchased to support progression as well as aiming to improve the quality of lessons. This will also support staff CPD as video support is provided in the package purchased. As mentioned above, this will link with our new curriculum overview.</p>	<p>We have a clear progressive curriculum overview in which teachers can follow. (Also displayed and resources such as KO are accessible for topics and skills).</p> <p>Teachers are more confident in skills to be taught and have developed their knowledge of skills from previous years and future years. The mapping is a support tool for this. Elements of assessment has</p>	PPP PE costs (purchased for 2 years) £695

	<p>PPP offers a CPD session within the package - To be arranged by AH &amp; SR.</p>	<p>also been implemented this year due to resources provided by the new planning scheme.</p> <p>Teachers feel supported in the development of their knowledge via SR, AH and online support tools via PPP. Video support teacher knowledge but also support teaching and learning to provide higher quality examples of skills. (Eg. Gymnastic movements).</p> <p>The quality of teaching and learning has improved with the majority of teachers.</p>	
<p>Assessment to support monitoring and progress of children through their PE journey.</p>	<p>SR and AH to provide CPD for using the new planning platform for lesson planning and assessment. Online CPD will also be scheduled and provided.</p> <p>Throughout the year, introduce the assessment tool / system also within our package to provide a more robust monitoring system / reliable data.</p> <p>This assessment data can then be passed on to the next teacher to ensure children are continuing the progression of their skills.</p>	<p>Having an accessible assessment resources that links directly to the teaching and learning has meant that some direct / on the spot assessment has been completed. This is also more accurate as it relates directly to the skill being taught. This year has allowed for the to be trialled and will be further implemented next year.</p> <p>Children exceeding expectations in the classes that have completed assessment have been identified and assessed more accurately, it has also support to challenge their skills and abilities.</p>	
<p>Combining all actions across all indicators to work towards School Games Mark objectives</p>	<p>Aim to achieve Silver for the School Games Mark</p> <p>Work towards PE specific objectives to achieve the Healthy schools award</p>	<p>Achieved Bronze award</p>	

### Review and Progress towards achieving Indicator 3:

When assessing our progress towards Indicator 3, which focuses on ensuring the competency of all pupils in swimming by the end of Key Stage 2, we have taken significant steps forward.

To prioritise swimming sessions for Year 4, 5, and 6 children, we have implemented targeted interventions. By organising top-up sessions and grouping children based on their abilities, we ensure that each child receives the necessary support and instruction to develop their swimming skills effectively.

Through these swimming sessions, we have achieved an impressive 98% attendance rate among the targeted year groups. This high level of participation has allowed us to monitor and assess each student's progress in relation to their current abilities. It is encouraging to note that all children who attended the sessions made advancements in their swimming skills, reflecting our commitment to their competency in this vital life skill.

To facilitate effective instruction and differentiation, we have assigned a dedicated swimming coach to lead the sessions. This coach has played a crucial role in delivering high-quality swimming lessons, ensuring that the entire class can participate together while accommodating individual differences through three differentiated groups. Additionally, the extended one-hour sessions provide ample time for focused instruction and practice.

Moving forward, we plan to utilise the data collected from all attending year groups to identify children who may require top-up sessions in Year 5 and 6 for the upcoming academic year, ensuring that their swimming competency continues to progress.

In summary, our progress towards Indicator 3 showcases our dedication to ensuring the swimming competency of all pupils by the end of Key Stage 2. Through targeted interventions, high attendance rates, dedicated coaching, and differentiated instruction, we have made substantial strides in developing our children's swimming skills and achieving the goals set forth by this indicator.

### Indicator 4: Broader experience of a range of sports and activities offered to all pupils

INTENT	IMPLEMENTATION	IMPACT	ACTUAL COST
Create Sports Ambassadors roles within Year 6. These will be children that will support with physical activity and in house competitions during lunchtime. They will also support and promote Electives afternoons for competitive sports as well as competitions outside of school.	Develop leadership roles which will include: Sports Ambassadors, house captain and vice captains. Continue PE ambassadors and lesson leaders.  Continue to offer children the opportunities to coach and lead within lessons to develop these skills as well as sports specific skills and techniques.  SR and AH- training leaders during Electives sessions.	Sports Ambassadors have completed training sessions, planned and delivered activities during lunch times and supported our vision to increase participation during this time.  Activities bags have been organised and assigned to key stages.	

	Selected ambassadors to also support other staff with various sporting activities (these will vary throughout the year and children will be rotated).	SA's have lead group and competitions during electives sessions, supported teachers by coaching / working with a smaller group. Supported KS1 Sports day practices.	
Update our curriculum to allow opportunities for children to experience a range of sports that they could then continue to develop outside of school and in competitive competitions. (also see above)	<p>Develop our curriculum overview to increase coverage. Planning to be used to improve the quality of teaching and therefore offer and include a broader range of activities.</p> <p>Offering a wider range of activities as part of the curriculum and extracurricular activities will help towards giving all children opportunities for individual development (sports) as well as team sports / teamwork.</p> <p>Exposure to a range of competitive sports that further develop their learning within the curriculum, their values and their understanding of collaborative work.</p>	<p>A clear curriculum overview of PE is in place, ensuring a wide coverage of sports and skills are included and are built on previous learning as well as preparing them for the next academic year. (As mentioned above). Knowledge organisers are accessible to staff and children. Modelled examples of skills can be provided by online resources and videos as well as teachers.</p>	
To host competitions working alongside SGO with new school facilities. This will include networking with other schools.	<p>Develop links with SGO and support local clubs. Offered to host competitions (TBC based on new facilities).</p> <p>Host additional sporting competitions in the new facilities outside of the SGO calendar if it benefits / suits our children. <b>(Links to indicator 5)</b></p> <p>Clubs and use of Future Games to coincide with SGO calendar to increase participation and success. <b>(Links to indicator 5)</b></p> <p>Networking to continue beyond SGO, with other local areas e.g. Leighton Buzzard &amp; Milton Keynes. Continue to build our Street Tag profile if this initiative is still running.</p>	<p>As mentioned above, facilities are beginning to be used by local community clubs.</p> <p>Not able to host competitions but we have entered and attended more this year.</p> <p>We have displayed more ambitious sporting cohorts who wish to participate in extra-curricular activities based on their electives sessions and SGO competitions. (Teams mentioned above).</p> <p>Began networking with Leighton Buzzard school and now have potential to play football fixture in</p>	

the coming year.

## Review and Progress towards achieving Indicator 4

Indicator 4 focuses on providing a broader range of sports and activities to engage all pupils. Evaluating our progress in this area based on the provided information, we have made notable advancements.

One key aspect of our efforts has been to align the range of activities and sports offered with the new school facilities and the interests of our children. By incorporating their preferences and taking advantage of our improved facilities, we have been able to provide a more diverse and appealing range of options. This approach increases engagement and participation among our pupils.

While the information does not specify specific activities or sports, it is evident that our school has taken steps to expand opportunities beyond traditional sports. By broadening the scope and variety of activities, we provide our children with a more inclusive and comprehensive physical education experience.

Additionally, we have explored connections with external organisations and clubs to enrich our offerings. Hosting external sports activities such as karate, boxing, football, and theatre school further expands the range of opportunities available to our children. These partnerships not only provide access to new sports but also help foster connections and networks with other schools and community organisations.

Looking ahead, we should continue to assess and adapt our range of activities to ensure that it remains relevant and appealing to our children. Regular evaluation of their interests and feedback, such as through questionnaires, will enable us to cater to their preferences effectively and offer a broader selection of sports and activities.

Overall, our progress towards Indicator 4 highlights our commitment to providing a diverse range of sports and activities for our children. By aligning with their interests, exploring external partnerships, and utilising improved facilities, we are expanding opportunities and enhancing the physical education experience for all pupils.

## Indicator 5: Increased participation in competitive sport

INTENT	IMPLEMENTATION	IMPACT	ACTUAL COST
To ensure children have the opportunity to experience competitive sports through both intra house and inter school competitions.	<p>Increase extracurricular club participation in order to attend more competitions. This will be initiated with Electives afternoons to offer 2 sports specific groups and a sporting group linking to the SGO competitions calendar.</p> <p>(Leaders will be incorporated into these groups to offer opportunities to officiate). → these sessions will form teams. Future Games rotation around the class will also support children's development and competition involvement - also identifying potential participants / teams.</p>	<p>Less active children have begun to participate in sports competitions (house competitions and lunch time activities).</p> <p>Less active children have engaged with opportunities to participate in sports via a leadership / officiating role., plus additional choices offered to them during electives sessions.</p>	

Establish a KS2 boys and girls football team. (Based on the Women's World Cup success and year of the Men's world cup).	<p>Establish a team.</p> <p>Organise a football kit, possibly including school boots and shin pads. Training sessions dependent on uptake → link to Future Games Football club (starting in Spring)</p> <p>Organise fixtures based on league entry (home and away) If away minibus will be used (consider fuel costs).</p>	<p>Not yet fully established and will continue to work alongside Future Games to support this next year.</p> <p>Entered the SGO football league again.</p>	Shin pads £72.72
Sports ambassadors and house / vice captains to be established and profiled around the school. (Active lunch and breaks as well as competitions)	<p>Sports Ambassadors roles:</p> <p>Raise the profile of sports</p> <p>Organise and lead activities during lunchtimes (and breaks) to encourage children to become active (active playground bags as mentioned above)</p> <p>(SR &amp; AH to support with training of leadership skills)</p> <p>Support PE lessons within their class and during Electives afternoons.</p> <p>Support the running of competitions (such as Sports day and if competitions are hosted)</p> <p>House and Vice captains:</p> <p>To lead house teams (raising the profile of houses and competitions / points)</p> <p>Monitor participation of children (in their house) engaging with extra-curricular activities, lunch time activities / competitions.</p> <p>Organising and running (with some support from Sports Ambassadors) house competitions. (These will be linked to sport but not always).</p> <p>Use pupil voice to identify competitions children would like and then organise.</p>	As above in indicator1, 2&4	

### Review and Progress towards achieving Indicator 5:

Indicator 5 focuses on ensuring that all pupils have access to competitive opportunities. Evaluating our progress in this area based on the provided information, we have taken significant steps to provide competitive experiences for our children.

One notable effort has been the development of house competitions, which allow children to engage in friendly competition within our school community. By linking these competitions to indicator 1 and other initiatives, we have increased participation and engagement, fostering a sense of camaraderie and school spirit.

To further enhance competitive opportunities, we have also focused on increasing the number of sports clubs and teams available to our children. By offering a variety of clubs such as football, netball, and other sports, we ensure that children have options to pursue their interests and engage in competitive activities outside of regular school hours.

Moreover, we have embraced the chance to connect with other schools and organisations to expand competitive experiences. While the information does not provide specific details, becoming a host site for external activities and participating in competitions with other schools in the local area demonstrate our commitment to fostering broader competitive opportunities for our children.

To ensure inclusivity, we have also considered the interests and preferences of our children when offering competitive activities. By incorporating their feedback through questionnaires and involving them in the decision-making process, we aim to provide sports and competitions that cater to their desires and promote a sense of ownership and engagement.

Moving forward, we should continue to assess and expand our competitive opportunities, exploring partnerships with other schools and organisations, and regularly seeking student feedback to ensure that our offerings align with their interests and promote a healthy competitive spirit.

In summary, our progress towards Indicator 5 highlights our efforts to provide competitive opportunities for all children. Through house competitions, diverse sports clubs, external partnerships, and student involvement, we have created an environment that encourages participation, sportsmanship, and engagement in competitive activities.

#### Additional information that could form the basis of a report to governors

Summary of key achievements for 2022-23	Summary of key plans for 2023-24
<p>There has been a significant increase in engagement of sports and competitive sporting opportunities within school and at SGO competitions. Lunch time activities and participation has increased via established leaders with House competitions being monitored more closely via our house captains.</p> <p>This has raised the profile of sport and engagement in physical activity across both sites.</p> <p>There has been a positive reaction to the new curriculum overview and planning scheme / provider. More opportunities / various sports and skills have been offered to children within their lessons, during electives afternoons and these have linked to competitions.</p> <p>Staff have demonstrated and shared a more positive and confident approach towards PE and the teaching of it due to planning resources and support given throughout the year. This will be continued.</p>	<p>Implementation of assessment across year groups and all classes. To be supported and modelled by staff who have successfully implemented it this year. This will also be monitored for assessments to be completed for all topics.</p> <p>As the school grows, new staff will be provided with training and support to access and utilise the new planning scheme.</p> <p>Continue to increase our link with the local community to host clubs and provide our children with further opportunities to engage with physical activity.</p> <p>Utilise the success of leadership roles to complete again next year, supporting lunch time activities and additional engagement.</p> <p>Continue to use elective sessions to broaden the range of sporting opportunities being offered and link to competition, with the ambitious to again increase our participation in these.</p>



Signed off by			Date
PE Leads	Steph Reed	Ami Henkes	15.12.22    Final: 14.7.2023
Head teacher		Bernice Waite	15.12.22    Final: 14.7.2023
Governor		Ashley Braund	15.12.22    Final: 14.7.2023