



THORNHILL PRIMARY SCHOOL

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

2021-2022

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 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’ PESSPA 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](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2020/21	£17,680
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,680

Swimming Data

Please report on your Swimming Data below.

<p>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. 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</p>	<p>*This was the children's first year back to swimming lessons due to COVID, many of whom had not ever visited a swimming pool / the leisure centre before in either their own time or with the school</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above</p>	17%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	17%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes - Year 5 pupils have attended swimming sessions this year as they missed sessions during 2020/21 (when they were in Year 4).</p>

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.

Key:

Sustainable

Partly sustainable

Not sustainable

Academic Year: 2021/22		Total fund allocated: £17,680 Actual spend: £17,711.90		Date Updated: July 2022
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				Percentage of total allocation: 93% Actual spend £16,379.20
Inten t	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:
Develop age related sports / activity boxes per key stage to increase lunch time activity. Develop Sports Crew roles Continue with staff CPD for playground activities.	CPD to be received from Future Games coach – work alongside midday supervisors / TA’s Movements skills/ physical activities boxes to be compiled for each zone (additional storage units may also be required across sites). Each zone will be run by a member of staff and supported by sports crew. Resources to be purchased in order to update equipment throughout the year to support progress of this target. Work alongside SENCO team to develop resources / training to support gross motor skills, behavioural stamina, social development in a positive, active environment.	Actual spend £5025 F.Games AH & SR - % of salary equating to £10,275 Equal responsibility over 2days coverage. £300	Expected impact: Zoned playground spaces to support progressive physical engagement which are age appropriate Introduced activities during lunchtime lead by future games - children are more active and engaged during lunch time. Developing team building and PE skills. Planned training for staff to continue to develop confidence with delivery of activities. Staff who are managing each zone develop confidence and a range of activity specialisms thus in turn increasing children’s engagement to be active. (Links to indicator 3) Increase inclusion within social environments, also continue to enhance EYFS gross motor skills. 91% achieved expected in Gross motor skills with the area of physical development.	Staff CPD- particular focus on midday supervisors to work with Adam to set up more structured games at lunch time. Moving away from traditional sports and to become skill based. This is to increase participation and to also link to house competitions. Making this more regular throughout the year (links with indicators 2,3&5) CPD to be provided by SR & AH based on the PE conference workshop. Adam to continue monitoring of this throughout the year, intervene with necessary CPD / individual support. EYFS - Continue to develop physical development/ gross motor skills. Climbing apparatus have worked well this year. Now need to focus more on hand eye

				<p>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><i>Progression from school based activities...</i></p> <p>To increase the number of sports clubs / teams which with also increase competition participation. Eg. Football team, netball team etc.</p>	<p>To continue with Kidszone provisions before and after school.</p> <p>To complete a staff questionnaire to inform leaders of staff qualifications, abilities and availability to offer extra-curricular activities (also links to indicator 3)</p> <p>Use this information to assign club responsibilities as well as year groups / key stages.</p> <p>-Sports Crew to support the annual overview of clubs.</p> <p>Use outside agencies to support club development (as well as staff CPD) such as Luton Town Football Club, SGO contacts etc.</p>	<p>Potentially purchasing of club specific equipment</p> <p>£2,000 – more equipment needed as school expands.</p> <p>*Equipment purchased via grant (PHE)</p>	<p>Expected impact:</p> <p>Number of clubs offered throughout the academic year increases.</p> <p>Increase in number of participants (of which will include all year groups)</p> <p>High competition attendance</p> <p>Participation to be recorded via school games website, should also be used to promote sport at the school (published on the website and via newsletters- Links to objective 2).</p> <p>Took part in virtual games competitions.</p> <p>Street tag.</p> <p>Dodgeball</p> <p>Cricket.</p> <p>In house sports day.</p> <p>Increase in house competitions throughout the year, children are more aware of their houses / teams - to be continued</p> <p>Enhance local links with the school for sporting visitors / supports / coordinators.</p> <p>Steve Frew – Olympian Day.</p> <p>Encouraging teamwork and coloration, linking in both school values, sportsmanship and British Values.</p> <p>Provide swimming data, opportunity for yr6</p>	<p>Enrichment afternoon - to focus on specific skills. Train up new sports leaders to support with inhouse events as well as lunchtime skills activities.</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>To continue to participate in outside competitions throughout the year - 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>Begin to host competitions in the new build, with new facilities - developing networks between other schools, particularly in the local area.</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>Continue to develop and advance Active learning structures which supports the specific age of children.</p> <p>Well-being time (aiming to be implemented in all years, focusing on sports of interest).</p> <p><i>This will be trialled and adapted according to year group / class choices, sports may vary throughout the year. (Case study)</i></p>	<p>Complete children's questionnaire to gain knowledge as to sporting interests</p> <p>Teachers to discuss sporting interest's / activity interests with their children and introduce 10-15minute Active breaks (aiming for 3 times per week – depending on success increasing to daily)</p> <p>Active mile to be continued but developed by the following:</p> <p>Distance markers to show distance achieved, encouraging independent participation.</p> <p>(Before school, break & lunch)</p>			

<p>KS2 Swimming sessions: Prioritising 4,5&6.</p>	<p>Potentially running class competitions (Links to indicator 5)</p> <p>Pool sessions to be identified and booked ready for autumn term start. (completed for the year)</p> <p>Letters to parents</p> <p>RAs and other necessary paperwork</p> <p>Organise transport to and from venue</p>	<p>Actual spend: £679.20 + fuel costs £400 travel via 2 minibuses</p> <p>Total: £1079.20</p>	<p>children to leave with necessary skills as per curriculum objectives.</p> <p>Swimming years 4-6 have taken part throughout the course of the year. (Funding used for top up sessions in 5&6)</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>2.4% Actual spend being: £420.70</p>
Inten t	Implementation		Impact	
<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>Sports Crew: To be continued but roles to be developed as restrictions are lifted. Sports Leader training to be given to the new selected children. Supporting: break & lunch time activities, inter-house competitions organising and leading (some officiating roles) and possibly supporting with extra-curricular clubs. (Links to indicator 4&5)</p> <p>All staff and children to receive a "Thornhill" sports T-shirt ☑ Continue to purchase as staff and children numbers grow. <i>Building a more established uniform policy and expectation.</i></p>	<p>Children to apply / be voted for ☐ Select children to form the Sports Crew. Designated training to be given during Autumn term to develop confidence to lead game based activities. Assign members to lunch time zones / activities – continue training to develop confidence with these. Meetings to be held to monitor progress half termly.</p> <p>Potentially link with SGO to offer competition support.</p> <p>Collect necessary sizing of new staff / children and order accordingly.</p>	<p>£100</p> <p>£100</p> <p>Actual spend: £420.70</p>	<p>Expected impact:</p> <p>Increase participation levels in a variety of forms. They will support game play during social times and support house competitions, potentially after school clubs. This will also target 'non-sport specific' children to encourage engagement with sport. (Use sports crew to increase the profile of PE & Sport across the school). PE ambassadors allocated in classes to support teachers / lessons (due to covid restrictions, particularly at the start of the year, time to develop this was limited). Team captains assigned during inter house competitions, based on skills / ability / interests and changed for each competition. Regularly identifying leaders within lessons,</p>	<p>Continue to develop new sport leaders, to support with inhouse competitions and lunchtime activities.</p> <p>Continue with Class PE ambassadors - to represent and promote PE across the school.</p> <p>Continue to participate in the Street Tag competition to involve parents / carers.</p> <p>Increase club participation - Football league has been entered for Year 5&6 boys and girls. Potentially coached by FGames</p>

<p>Share sporting achievements / recognition during celebration assemblies.</p> <p>Continue to develop website content: Raising the profile of our curriculum PE, extra-curricular activities, fund raising events and competitive sporting achievements</p>	<p>Identified by class teachers, inform assembly leaders.</p> <p>Present certificates / medals etc if necessary (link to school values).</p> <p>Assign reporting responsibilities to class teachers for curriculum PE (partly links to objective 3), Sports Crew for lunch time and possibly extra-curricular activities and subject leaders (SR&AH) for any other additional sporting events.</p> <p>Evidence to be collected and uploaded onto the website.</p>	<p>again based on ability / skills and interests. Team and individual awards issues weekly with Adam (Future Games)</p> <p>Continue to increase kit expectations – t-shirts to be worn on all school trips, especially swimming.</p> <p>Increase children's kit expectations.</p> <p>New staff given sports tshirts – wore to all sporting activities as well as trips.</p> <p>Children are more prepared for lessons as all were issued with a purple PE polo shirt at the start of the year.</p> <p>90% + participation in all year groups for all lessons.</p> <p>Develop individual sporting profiles within the school. Could develop clubs based on our children's sporting interests.</p> <p>Sporting interests and achievements have been celebrated throughout the school in assemblies, via our Facebook page / online. Eg. Our school's gymnastics (Yr3&4), footballers at Watford Academy, Arsenal FC and Cambridge FC. These have also been celebrated in class.</p> <p>School Street Tag achievements and profile shared via Class Dojo and Facebook. (Rewards received)</p> <p>Allow parents/ carers, as well as any other visits to our website, view our participation in Sport and PE.</p> <p>Reports to be published as per requirements. Parents were able to see our sport participation on the school website and facebook page etc. All parents were given an end of year report that showed attainment and effort for PE as well as identifying any particular strengths that their child has demonstrated throughout the year.</p>	<p>coach and fixtures to be attended/ hosted. Continue to share such achievements / results.</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>Also see house competition structure in indicator 5</p> <p>Assigned House captains and vice captains across Year 5&6 next year. This will be in addition to Sports Leaders.</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:
				2.6% Actual spend £455
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>Use some club sessions to continue to development of staff knowledge / CPD</p> <p>Continue to increase PE/ Sporting coverage across the year, develop PE long term mapping to ensure progression across sports and year groups. (Links to objective 4)</p>	<p>Staff audit / questionnaire to be completed to gauge staff's confidence with PE, teaching, planning and if they hold any sporting qualifications.</p> <p>Review answers <input type="checkbox"/> develop clubs based on preferences / qualifications (Links to indicator 1&4)</p> <p>Build links with Luton Town Football Club to access community support (based on access to new pitches) CPD for staff, club teams to be developed (Links to objective 4&5)</p> <p>Work with Future Games to provide CPD to staff (based on questionnaire feedback), lunch time activities and extra-curricular clubs (as per previous points)</p> <p>SR&AH to provide staff training sessions throughout the year for CPD and informing staff of Sport and PE premium progress – also to gain feedback from initiatives such as Active Mile.</p> <p>SR & AH to review annual overview. Work in accordance with current planning, but to increase coverage of sports completed across the year. Overview will evidence progress across</p>	<p>CPD- £400 approx.</p> <p>As per salary % above</p> <p>Sustaining the legacy for PE - £105</p> <p>Woburn Centre Parcs PE conference (£175 each x 2) £350</p> <p>LTFC £50 per session (intervention work) x 10 sessions £500</p> <p>CPD- 6week free block + club sessions</p>	<p>Expected impact:</p> <p>Improve quality of PE being delivered</p> <p>Increase clubs being run and quality of delivery in these clubs impacting competitions (objective 5)</p> <p>Increase staff confidence and engagement with PE</p> <p>Staff audit completed</p> <p>Support given for some individual areas where necessary based on audit and discussions.</p> <p>FGames supported development in KS1</p> <p>FGames support some lunch time activity CPD (to be continued)</p> <p>CPD attended by SR for School Games</p> <p>CPD attended by SR & AH PE conference and various workshops completed separately to increase our coverage of CPD opportunities.</p> <p>Monitoring of lesson planning and lesson</p> <p>To use Future Games planning to inform resource purchasing to implement planning to the highest potential. Resourcing lessons will increase as the school expands.</p> <p><i>Previous funding has already been used to begin resourcing.</i></p> <p>Continued to purchase necessary resources to improve the quality of PE.</p> <p>Planning shared and used across the school to support progression however, new curriculum overview will be developed and a new</p>	<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>Then to be rotated round on a need basis, dependent on staff confidence and ability with particular sports.</p> <p>New curriculum overview to support this (also links with indicators 1,2 and 4)</p> <p>Continue to support staff with necessary CPD via SR, AH and FGames plus the use of funding.</p> <p>Improve planning, PPE planning has been purchased to support progression as well as aiming to improve the quality of lessons.</p> <p>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>Throughout the year introduce the assessment tool / system also within our package to provide a</p>

<p>Implement assessment criteria / tracking.</p> <p>Minibus driver CPD (Links to objective 4&5) Once qualified – sustainable until course renewal date</p>	<p>year groups. (Clubs can also link with lessons taught to recap and build upon taught skills)</p> <p>Work alongside Future Games to begin the implementation of assessment. Swimming assessments to be completed during allocated session time and reported upon after 8 week blocks.</p> <p>Find course / driving provider. Staff to volunteer to complete the training.</p>	<p>£1,000 - £2,000 depending on drivers</p>	<p>planning platform will be used as of 2022/23</p> <p>Wider coverage of the curriculum, which is delivered through higher quality lessons and a clear progression can be evidenced. Teachers to become more aware of skills previously taught in order to support their assessment of current skill expectations.</p> <p>Staff to be more confident in assessing curriculum PE and reporting back to subject leaders.</p> <p>Swimming – to provide accurate data Swimming data collated for all attending year groups - year 6 reported above Year 5 top up sessions / block also completed and planned to continue next year as year 6.</p> <p>Qualified drivers will support the sustainability of our school attending fixtures, competitions, swimming sessions etc. as it will reduce the need to spend money on coaches.</p> <p>5 drivers currently able to drive mini buses - this has helped us to attend a range of sporting activities throughout the year.</p>	<p>more robust monitoring system / reliable data. PPE purchased for 2 years (based on a deal at a reduced cost) to provide increased opportunity for CPD as topics may be moved around / staff may next in different year groups over the 2 year period. SR and AH to provide CPD for using the new planning platform, also online CPD with the provided.</p> <p>Top up sessions booked for new Year 5's and 6's. 2021/22 data will be used to group children and they will be split into 2 groups / 2 sessions with a closer ability match. Data will continue to be collected from all attending year groups and used to identify those needing top up sessions in year 5 and 6 in the future. Ideally reducing our cost if not all children need to attend the extra sessions.</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:
				2.6% Actual spend £457.00
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>Develop Sport Leaders/ Crew, focus on yr5 /6 children receiving specific training. Children to have a clear understanding of what it takes to be a Sports Crew member.</p> <p>Each class should also develop PE ambassador roles to target younger children and engage their interest in being a future sports leader.</p> <p>Develop the roles of House captains and Vice captains – also links to indicator 5 for inter house competitions.</p> <p>To begin networking with our local schools and via the SGO to become a sports hub, hosting sporting activities / competitions and CPD sessions.</p> <p>Use local funding / coaching opportunities to expand coaches in school and specified training sessions. 2 links to indicator 1,4&5 (Eg. Luton Town Football sessions for children as well as staff CPD)</p>	<p>As previously stated to apply / voted / selected.</p> <p>Autumn term to receive training to enable them to support lunchtime clubs, potentially leading to extra-curricular activities.</p> <p>Throughout the year given inter-house responsibilities, working alongside house captains / vice captains to organise and part run house competitions</p> <p>To be voted on in class (Yr5 House captains, Yr4 vice captains).</p> <p>Badges to be ordered and given out, relating to new house names.</p> <p>Contact and identify events as per SGO calendar for us to attend. (Link extra-curricular clubs to support this where possible).</p> <p>Identify events that could be hosted at Thornhill, invite schools to Thornhill based on teams developed or competitions that could be hosted.</p>	<p>*Additional hour costs and CPD as above</p> <p>£457 - line marking linking to additional events, in house competitions</p>	<p>Expected impact:</p> <p>Increase participation in a sporting context, not necessarily sports / team players. Develop children's confidence and engagement with Sport and PE, gain valuable leadership qualities that can be transferable to real life situations.</p> <p>Raise the profile of PE around the school, raise the profile of house competitions. Encourage pupil feedback and involvement in their curriculum.</p> <p>As mentioned above with regards to raising the PE profile</p> <p>All children, if they are not physically participating must play a role within the lessons eg. an officiator, a coach / providing feedback to a group or specific child, developing subject knowledge so they remain 'in the lesson'.</p> <p>PE ambassadors and sports leaders have been identified and used in class lessons. Adam FGames also recognises roles within his lessons to - rewards issued.</p> <p>Completed FUN afternoon - team and skill related activities for all children.</p>	<p>Develop leadership roles which will include:</p> <p>Sports leaders, house captain and vice captain. 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.</p> <p>Development of the curriculum overview to increase coverage, planning to increase quality of teaching and therefore offer and include more (it will engage and enthuse children too).</p> <p>Develop links with SGO and support local clubs. Offered to host competitions (TBC based on new facilities).</p> <p>Networking to continue beyond SGO, already networked with Brooklands Farm Milton Keynes</p> <p>Residential trips planned for Year 4 and Year 6. (Also links to indicator 2)</p>

<p>To implement a Sports week, including non-traditional sports for summer 2022. (Links to objective 5 with house system) (To include Sports Crew as part of the organisation process)</p> <p>Offer / complete Bikeability / Scootability training (if available)</p> <p>Residential trip (yr6&4) again COVID restrictions could effect this.</p>	<p>Plan day / events, all year groups to be included. New house system to be used to score events / issue points. Entry sheets to be completed – ensuring all children are participating Host days (invite parents / carers if allowed) Website updated – photos and house points (Links to objective 2)</p> <p>SR & AH to communicate with local provides as to availability Select date, communicate with parents Run course.</p>	<p>£200-300 ideally for years 4-6</p>	<p>To be able to establish Thornhill as a hub site, given the new facilities we will have access to. Unfortunately access to our new facilities was delayed but will be available for 2022/23</p> <p>Ensure all children are able / feel comfortable to participate in sport. Adapted roles as per above have increased participation, providing all with a purple top has ensured consistency across the school for PE kit expectations. A broadened curriculum is more inclusive - however this will continue to be developed.</p> <p>Dependent on COVID circumstances To increase the number of children actively travelling to and from school. Bikeability and Scootability to be organised for 2021-2022 (if restrictions allow). Increase children's abilities and knowledge to be safe when riding bikes / scooting outside of school. Street Tag initiative shared to encourage participation by children, parents, carers and staff - this was successful.</p> <p>Covid restrictions affected our participation in Bikeability / Scootability</p>	<p>Host additional sporting competitions in the new facilities outside of the SGO calendar if it benefits / suits our children. (links to indicator 5)</p> <p>Clubs and use of Future Games to coincide with SGO calendar to increase participation and success (links to indicator 5)</p> <p>Continue to build our Street Tag profile if this initiative is still running.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Actual spend: £0 All supported by SR & AH and included in % and budget as per indicator 1
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>Leading on from club participation 2 attend an increased number of SGO events and competitions.</p> <p>Increase competition participation, focusing across all key stages to ensure at least 1 team is developed in each.</p> <p>Increase attendance at SGO festivals.</p> <p>Competition aspirations as mentioned above.</p> <p>Virtual competitions – via Class Dojo</p> <p>Scheduled inter-house competitions throughout the year.</p>	<p>Link clubs to potential competition attendance.</p> <p>Use coaches / trained staff to prepare children for such events.</p> <p>Continuously develop teams across year groups.</p> <p>-Using SGO and SGO competitions</p> <p>- Networking with local schools and clubs to increase sporting experiences and competitions.</p> <p>- increasing resources and expanding facilities to host competitions.</p> <p>- continue developing staff skills to support clubs/ teams / fixtures.</p> <p>- possible mini bus trainers to support travel to competitions and fixture when not hosting.</p> <p>Assign each Key Stage a competition per half term. Personal best challenges / competitive. Link to house points</p> <p>Organised by SR&AH, supported by Sports Crew.</p> <p>Identify children's preferences for competitions, but can also link with curriculum lessons. (House captains / vice captains to support).</p> <p>Encourage staff to end units with house competitions.</p>	<p>Additional minibus / coach costs (up to £1,000)</p> <p>Kits may need to be purchased.</p>	<p>Expected impact:</p> <p>Increased participation in competitive situations will increase children's sporting confidence, give them experience of competition outside of their current school, and potentially provide links to community clubs for talented children.</p> <p>Aim to achieve School Games Mark- all participation needs to be logged.</p> <p>Achieved bronze mark award- added to letterheads/ website and promoted on social media.</p> <p>Completed virtual competitions</p> <p>Increase house competitions and profile of houses</p> <p>Attended Cricket and dodgeball competitions</p> <p>*Unfortunately due to COVID restrictions we were not always able to attend all the competitions we wished to.</p>	<p>Increase extracurricular club participation in order to attend more competitions</p> <p>Work towards PE specific objectives to achieve the Healthy schools award</p> <p>Aim to achieve Silver for the School Games Mark</p> <p>Use enrichment afternoons to develop teams.</p> <p>FGames rotation around the class will also support children's development and competition involvement - also identifying potential participants / teams.</p>

Summary of key achievements for 2021-22	Summary of key plans for 2022-23
<p>*Swimming for years 4-6, including top up sessions. All receiving 8 weeks.</p> <p>*Identifying the need to improve our curriculum overview and planning to support staff CPD and offering children with higher quality lessons. → this did lead to an updated curriculum overview (to be further improved for September 2022).</p> <p>*To promote being active as a whole school approach. Recognising children's interests and nurturing these to become a more regular/ daily practice. → Street Tag competition was successful and rewards were also received due to our efforts.</p> <p>*Developing the profile of PE with expectations (based on staff CPD).</p>	<p>*Engagement in competitive sport (in school and as part of the SGO calendar) This will support us to → continue to network with local schools and clubs to begin developing a school sports hub status.</p> <p>*Establishing Sports Ambassadors and House / Vice captains to raise the profile of PE and give ownership to the children for organising and encouraging an active environment. (Competitions and daily activity).</p> <p>* Development of our curriculum overview → broadening the opportunities offered to children within their lessons, during electives afternoons and competitions (intra-house and inter school).</p> <p>With the development of the curriculum CPD and subject support for staff via leaders and Future Games to ensure new planning is delivered effectively. → introduce assessment of skills to support progression in future years.</p>

Signed off by			
Head Teacher:	B. Waite	Subject Leader:	S.Reed
Date:	23.11.21	Date:	14. 10.21 updated: 26.7.22
Governor:		Subject Leader:	A.Henkes
Date:		Date:	14.10.21 updated: 26.7.22