

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

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

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Our new daily mile track, allowing access to more daily exercise even when the field is out of use.</li> <li>• High quality PE embedded into curriculum for 2 hours every week per pupil.</li> <li>• Children have enjoyed our extra-curricular PE provision.</li> <li>• Awarded Platinum School Games Mark (valid for 3 years *Covid-19)</li> <li>• PE is highly valued across the school, by teachers, pupils and parents.</li> <li>• A wide range of sporting opportunities, including competition with others, are on offer</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to fully engage with the outside environment, linking to pupils being able to take part in the daily mile, improving fitness levels, meeting recommended activity targets and improving mental health as a long-term investment in PE facilities.</li> <li>• Teacher upskilling (Two courses missed due to covid-19)</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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?	<b>NO</b> *Covid-19 the plan was to send year 2 swimming for two weeks to gain confidence before swimming lessons begin in year 3.

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20	Total fund allocated: £17,690	Date Updated: 12/05/2020		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>•Morning exercises daily- 15minutes</li> <li>House captains and vice captains organise the activity and scoring.</li> </ul> Continue to: <ul style="list-style-type: none"> <li>•Raise profile of healthy active lifestyles within PE lessons and during other subjects.</li> <li>• Increase activity for every child, every day.</li> <li>• Continue to provide 2 hours high quality PE for every pupil, every week.</li> <li>•Keep on using Bikeability.</li> </ul>	<ul style="list-style-type: none"> <li>•Teachers on duty oversee morning exercises, this is completed in house colours with learning partners. It is competitive and children of all ages work together.</li> <li>• Use of Rising Stars Teacher’s Guide to help improve lessons for sport, health and fitness.</li> <li>• Ensure high intensity workouts built into lessons throughout school.</li> <li>• Use Cybercoach subscription to help with dance and morning exercises if it rains.</li> <li>• Use the Youth Sport Trust Active School Planner to monitor activity</li> </ul>	-  - £150- Cybercoach	<ul style="list-style-type: none"> <li>•Children enjoy this and it is a great way to exercise before the start of the school day.</li> <li>•Children are awarded house points and if their house colour is the winner at the end of each half term they get to wear an item of their colour clothing from home.</li> <li>• Pupil’s reaction to Cybercoach activities.</li> <li>• Staff feedback- gaining new ideas and adapting them to suit their lessons.</li> <li>• Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to embed morning exercises.</li> <li>• Think of ways to use our new track in morning exercises.</li> <li>• Continue to provide high quality PE lessons.</li> <li>•Activity levels will continue to be monitored.</li> <li>• Cycling initiatives completed and booked for new academic year.</li> <li>• Think about wheels to school week to encourage children to come to school without a car.</li> </ul>

<ul style="list-style-type: none"> <li>• Highlight importance of activity levels/healthy eating.</li> <li>• Giving the opportunity to children to complete in Diss cluster events.</li> <li>• New SSCO found, sports events planned but so far only one has gone ahead this year. *Summer events were meant to be taking place KS1 picnic, rounders, netball and football but due to Covid-19 all events cancelled.</li> <li>• Dance specialist working on Thursday afternoons, rotating through classes every half term.</li> <li>• Consider introducing the daily mile to get all pupils undertaking at least 15 minutes of additional</li> </ul>	<p>levels across the school.</p> <ul style="list-style-type: none"> <li>• SSP to deliver Bikeability training to Class 6 pupils. <ul style="list-style-type: none"> <li>• Class 1 to complete “Step on it” road safety training.</li> </ul> </li> <li>• Olly Day came in to show the importance of road safety. Highlighting the importance of going out on scooters and bikes but wearing a helmet.</li> <li>• Booking buses, sorting teams within each class and sending out letters.</li> <li>• Attending cluster meetings.</li> <li>• Rotate classes to make sure all children have the opportunity.</li> <li>• Ask teachers to watch, gives them the opportunity to upskill and observe their class and their behaviours in PE.</li> <li>• Organise dates and times with dance teacher, already in school on Wednesdays teaching mini musical theatre and dance and musical theatre.</li> <li>• New track installed.</li> <li>• Children using it during play</li> </ul>	<p>£180.00- bus £101.04- SSCO</p> <p>£1,271.00</p> <p>£10,140.00</p>	<ul style="list-style-type: none"> <li>• Children have increased confidence in road safety</li> <li>• All children look forward to these trips and have gained new skills and experiences after each trip.</li> <li>• Teachers have gained confidence on how to teach dance after observing,</li> <li>• Different perspective for teachers by being given the opportunity to observe the class.</li> <li>• Children’s enjoyment of dance has increased.</li> <li>• Could encourage children to be more active.</li> <li>• Children are keen to get on it</li> </ul>	<ul style="list-style-type: none"> <li>• Always looking to adapt and buy new resources.</li> <li>• Replacement SSCO coordinator found, need to work on timetable of events for next academic year, making sure opportunities are provided for all children.</li> <li>• To keep the dance sessions running in 2020-2021.</li> <li>• New track has provided a clear activity for the active guidelines.</li> </ul>
---	---	--	---	--



<p>activity per day.</p> <ul style="list-style-type: none"> <li>• A good way to show children how to use the track correctly.</li> <li>• Hockey specialist working on Monday afternoons, rotating through classes every half term.</li> </ul>	<p>times.</p> <ul style="list-style-type: none"> <li>• Children also using it during P.E sessions.</li> <li>• Rotate classes to make sure all children have the opportunity.</li> <li>• Ask teachers to watch, gives them the opportunity to upskill and observe their class and their behaviours in PE.</li> <li>• Organise dates and times with hockey coach.</li> </ul>	<p>-</p>	<p>during play times.</p> <ul style="list-style-type: none"> <li>• Teachers have gained confidence on how to teach hockey after observing, hopefully using ideas in other lessons.</li> <li>• Different perspective for teachers by being given the opportunity to observe the class.</li> <li>• Children's enjoyment of hockey has increased.</li> <li>• More children have joined the local hockey club.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• All pupils are active through play, morning exercises and PE. Increased confidence seen on previous Sports Day.</li> <li>• Whole school= 76% of children participate in an extra-curricular activity</li> <li>• KS1= 67% of KS1 participate in an extra-curricular activity</li> <li>• KS2= 93% of KS2 participate in an extra-curricular activity</li> </ul>	<ul style="list-style-type: none"> <li>• Stamina improving across school.</li> <li>• To keep the hockey sessions running in 2020-2021.</li> <li>• Liaise with hockey club to arrange a trip for children to see the local hockey facilities.</li> </ul>
---	--	----------	--	---

			<ul style="list-style-type: none"> <li>•Pupils are highly motivated to participate in PE lessons and competitive PE.</li> <li>• PE kits always in school, rarely forgotten.</li> <li>• Children are enjoying the daily mile track and it has created space on the playground.</li> </ul>	
--	--	--	--	--

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
%

Intent	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> <ul style="list-style-type: none"> <li>• Making sure we provide a wide range of after school clubs running-summer games, hockey, hip-hop dance, dance and musical theatre, football, rounders, karate and Boogie Bounce. Subsidising cost for all parents to make sure participation levels are high. Pupil premium children do not have to pay for after school sports clubs.</li> </ul> <p>Based upon previous success:</p> <ul style="list-style-type: none"> <li>• Pupils have opportunities to learn to lead during PE &amp; sporting activities.</li> <li>• Children to have greater experience and confidence in</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>•Co-ordinating coaches, contacting local clubs and finding availability.</li> <li>•Sending out letters to parents.</li> </ul> <p>•The use of learning partners, older children look after and coach the younger children.</p> <ul style="list-style-type: none"> <li>• PE prefects and house captains to organise equipment in the container and for lessons. This gives children</li> </ul>	<p>Funding allocated:</p> <p>£655.00- Musical theatre</p> <p>£550.00- Hip-Hop</p> <p>£2,000.00 Boogie-Bounce</p> <p>£102- football club</p> <p>As above- dance</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• 76% of children participate in an extra-curricular activity</li> <li>• Children enjoying the sport so much that they have joined the local club.</li> <li>•KS2 pupils all involved in leading during academic year.</li> <li>• Pupil feedback.</li> <li>• Staff feedback on confidence and self-esteem in pupils.</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>•Keep on coaches and build up good relationships with local clubs.</li> <li>• Think about finding a member of staff who would like to be more involved with sports and for them to complete the NPECTs training.</li> <li>• Giving children and parents a voice for new club ideas.</li> <li>• Many pupils across school able to lead warm up and start lessons.</li> <li>• Continue to provide all children with leadership opportunities across the school</li> </ul>

<p>leadership roles.</p> <ul style="list-style-type: none"> <li>• Dance and hockey specialist working through classes every half term.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils to learn about skills and qualities in PE that are transferable to other curriculum areas.</li> <li>• Ensure PE and sport continues to have a high profile in school life.</li> <li>• Increasing provision</li> </ul>	<p>responsibility.</p> <ul style="list-style-type: none"> <li>• Pupils to lead warm up and activities during curriculum PE lessons.</li> <li>• Using pupils to officiate play.</li> <li>• Class 6 house captains and PE prefects involved in organising and running our Sports Day carousel.</li> <li>• House captains set up and organise morning exercises daily.</li> </ul> <ul style="list-style-type: none"> <li>• Always keeping close links to School Values.</li> <li>• Use counting in Reception lessons, measuring and timing in athletics lessons, French counting in KS2, science knowledge in understanding fitness &amp; health element.</li> <li>• Using Rising Stars resource; <ul style="list-style-type: none"> <li>➤ Healthy body: inside out</li> <li>➤ Healthy mind: going for goals</li> <li>➤ Healthy lifestyle: you are what you eat!</li> <li>➤ Healthy body: blood and guts</li> <li>➤ Healthy mind: healthy body</li> <li>➤ Healthy lifestyle: germ busters!</li> </ul> </li> <li>• Sporting achievements/curriculum PE celebrated in assemblies.</li> <li>• Using Dimensions to link PE to other areas of the curriculum.</li> </ul> <p>Encouraging children to participate in extracurricular activities and give children the voice to share their</p>	<p>-</p>	<ul style="list-style-type: none"> <li>• Pupils are able to apply skills to different challenges and activities, even in new circumstances, and understand how skills are linked.</li> <li>• Pupil/staff feedback.</li> </ul>	<p>with their learning partners.</p> <ul style="list-style-type: none"> <li>• Looking at active play times and lunch times, year 6's to help run these with the help and supervision of staff.</li> </ul> <ul style="list-style-type: none"> <li>• Continues to be used throughout whole school.</li> <li>• Pupils in KS2 recording and timings and developing their own knowledge.</li> <li>• Look into new resources to keep P.E lessons fun and innovative.</li> <li>• Look into assessment in PE app to make sure teachers can assess pupils during PE lessons.</li> </ul>
--	---	----------	---	---



<ul style="list-style-type: none"> <li>• Our competitive inter-school competitions were meant to be starting properly in the summer term after finding a replacement SSCO. (*Covid-19 all sports events cancelled)</li> <li>• Sports day (*Covid-19 dependant)</li> </ul>	<p>ideas about clubs and sports they want to play.</p> <ul style="list-style-type: none"> <li>• Sports Day, two parts- <ul style="list-style-type: none"> <li>➢ Sports carousel</li> <li>➢ Individual races</li> </ul> </li> <li>• Keeping the same trophies for sports day to motivate and encourage children- <ul style="list-style-type: none"> <li>➢ KS1 boy winner</li> <li>➢ KS1 girl winner</li> <li>➢ KS2 boy winner</li> <li>➢ KS2 girl winner</li> <li>➢ Sporting achievement award- for success throughout the year</li> <li>➢ House colour cup</li> </ul> </li> <li>• Ensure competitive opportunities are embedded in curriculum PE.</li> <li>• Our participation in Small Schools Netball/Football League and friendly competitive matches.</li> <li>• Salary Costs for SSCO for Diss Cluster Schools Sport Partnership.</li> <li>• Travel costs to attend Cluster events/competitions/festivals (one attended this year *Covid-19)</li> </ul>	<p>-</p>	<ul style="list-style-type: none"> <li>• Children have learnt new skills and enjoyed going to cluster events (one attended this academic year *Covid-19)</li> <li>• Children joining local clubs in the community because they enjoyed it so much.</li> <li>• Children working hard during P.E and showing a good attitude towards sports at school to try and win the Sporting Achievement award.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• PE and Sport continues to be highly valued and supported</li> </ul>	<ul style="list-style-type: none"> <li>• New SSCO replacement found.</li> <li>• Need to work hard as a cluster to ensure a timetable of competitions to encourage all children to participate.</li> <li>• Thinking of new initiatives in school to encourage a healthy lifestyle.</li> </ul>
---	--	----------	--	--

			<p>across the school. Displays.</p> <ul style="list-style-type: none"> <li>• Platinum School Games mark.</li> <li>• Pupils are proud of their achievements and are happy to celebrate their successes inside and outside of school with assemblies.</li> <li>• Pupils are keen to participate in all areas of activity.</li> <li>• Pupil's confidence and self-esteem is high and all engage in activities.</li> <li>• Continues to be used throughout whole school.</li> <li>• Pupils in KS2 recording and timings own data for athletics sessions and designing their own games and sports.</li> <li>• Parents and Governors are highly supportive of all PE activities.</li> </ul>	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>To continue using Rising Stars but adapting it to make sure games are included.</li> <li>Encourage teaching staff to observe their class during dance sessions on Thursday afternoons and during hockey on Monday afternoons during PE lessons and take their class for extra PE lessons when opportunities arise.</li> <li>To look into a new assessment APP for P.E.</li> <li>Class teachers taking children to Diss Cluster events, making them aware of teams and officiating different sports. (Impacted by *Covid-19)</li> </ul>	<ul style="list-style-type: none"> <li>Adapting the long term PE plan to give teachers the freedom of choosing the sports their class will cover throughout the year.</li> <li>Monitoring each year group through medium term plans from every teacher each term.</li> <li>Sharing resources and making sure they are following their medium term plan.</li> <li>Timetabled use of the hall and playground.</li> <li>Seeing children from a different perspective from observing the class.</li> <li>Specialist coaching staff allow subject leader to support targeted pupils in lessons to aid improved/accelerated progress</li> <li>Organising trips and making teachers aware, giving them the information needed.</li> <li>Communicating with SSCO and passing on information.</li> </ul>	<p>As above</p> <p>As above</p>	<ul style="list-style-type: none"> <li>Raised confidence in staff members in teaching curriculum P.E.</li> <li>Improved resource bank of teaching resources for all staff.</li> <li>Pupil feedback.</li> <li>Staff enjoying the trips as well as children.</li> <li>Class teachers will see their children in a different environment, which may impact teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Working closely with teaching staff to adapt the long term plan and see how well it works with medium term plans.</li> <li>Always thinking of new ways to introduce different sports into our school.</li> <li>We will look to improve this next academic year, making sure more opportunities are available.</li> </ul>



<ul style="list-style-type: none"> <li>• Offering teachers CPD opportunities.</li> <li>• Upskilling members of staff increases their confidence therefore positively impacting on PE lessons. (*Covid-19- all courses booked were cancelled)</li> </ul>	<ul style="list-style-type: none"> <li>• Target teaching of PE in areas in which staff are less confident.</li> <li>• Training sessions as requested by staff including resources available.</li> <li>• Making sure all teaching staff are aware of CPD opportunities.</li> </ul>	<p>-</p>	<ul style="list-style-type: none"> <li>• Successful trips where children and staff are proud of their achievements.</li> <li>• Raised confidence in staff members in teaching curriculum P.E.</li> <li>• New resources from different courses, sharing plans.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• PE is highly valued and feedback from outside providers, coaches and visitors tells us that our pupils are able to demonstrate key skills and understanding of the PE curriculum</li> <li>• Pupils are keen to participate and show a great level of enthusiasm for PE &amp; Sports.</li> <li>• All pupils are actively engaged in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking ahead at CPD opportunities.</li> <li>• Organising staff meetings to know how the teaching staff feel and if they need any help.</li> </ul>
---	---	----------	--	---

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
%

Intent	Implementation		Impact	
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Use of external sports coaches has allowed us to try new sports in school such as Boogie Bounce.</li> <li>• Looking at staff to teach after school clubs, therefore building confidence and upskilling some members of staff. This has now made us think about NPECTS training.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils experiencing new sports.</li> <li>• Dance specialist working on Thursday afternoons, rotating through classes every half term.</li> <li>• Hockey coach working every Monday afternoon, rotating through classes every half term.</li> </ul> <ul style="list-style-type: none"> <li>• Improve and replace equipment and resources to access new/existing sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking the School Council to ask the children in their class to see what sports they would like to see in after school clubs.</li> <li>• Coordinate a range of learning opportunities both in curriculum time &amp; after school clubs which enhance our current PE provision.</li> <li>• Increase the number of sports activities that we offer to our pupils.</li> </ul> <ul style="list-style-type: none"> <li>• Rotate classes to make sure all children have the opportunity.</li> <li>• Ask teachers to watch, gives them the opportunity to upskill and see their class and their behaviours in PE.</li> </ul> <ul style="list-style-type: none"> <li>• Ask the house captains and PE prefects to go through equipment in the PE container and see what we need or need to replace. This</li> </ul>	<p>As above- after school clubs</p> <p>As above</p> <p>£381.51- Sportsafe equipment repair £345.26- new</p>	<ul style="list-style-type: none"> <li>• 76% of children participate in an extra-curricular activity.</li> <li>• 100% of inactive pupils participating in an after school club throughout the year. The key is to have variety and new things to try. This encourages children to want to try too.</li> <li>• Feedback from parents and pupils on the after school clubs.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils continue to enjoy participating in new sporting experiences. They are confident when participating and want to take part.</li> <li>• Children’s enjoyment of dance and hockey has increased.</li> <li>• All classes are learning new skills and they have all wanted to complete more sessions taught by external coaches.</li> </ul> <ul style="list-style-type: none"> <li>• New equipment and PE container organised. House captains and PE prefects now take pride and ownership in the PE container.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking of new clubs and ideas to keep pupils active.</li> <li>• How could we utilise our track?</li> <li>• Looking at ways to increase participation.</li> <li>• Lunch time clubs and active playtimes.</li> </ul> <ul style="list-style-type: none"> <li>• Look into community for more club links.</li> <li>• Think about different trips we could send the children on without using the cluster events (hockey club, theatre)</li> <li>• To keep the dance and hockey sessions running in 2020-2021.</li> </ul> <ul style="list-style-type: none"> <li>• Choosing house captains and PE prefects carefully next year to make sure they show as much enthusiasm towards PE,</li> </ul>

<ul style="list-style-type: none"> <li>• Evaluate activities available for pupils who do not usually take part an extracurricular club.</li> <li>• Provide a contingency of money to coordinate a range of learning opportunities both in curriculum time and after school clubs which enhance our current PE provision.</li> <li>• Increase the number of sports activities that we offer to pupils.</li> </ul>	<p>gives them ownership (with the help of PE coordinator).</p> <ul style="list-style-type: none"> <li>• Liaising with staff to check they have the equipment required to teach their lessons.</li> <li>• Coordinate a range of learning opportunities both in curriculum time and after school clubs which enhance our current PE provision.</li> <li>• Increase the number of sports activities that they offer to their pupils.</li> <li>• Give pupils and parents a voice, asking for their suggestions.</li> <li>• Allow the continuation of a range of learning opportunities both in curriculum time and after school clubs which enhance our current PE provision (2020-21).</li> </ul>	<p>equipment</p> <p>-</p>	<ul style="list-style-type: none"> <li>• Enthusiasm towards sports shared as younger children have seen the equipment and are keen to try it all out.</li> <li>• More children participating in extracurricular activities.</li> <li>• A range of opportunities offered to our pupils.</li> <li>• Changing activities offered throughout the year.</li> <li>• Close links to local clubs.</li> <li>• Pupils continue to attend a range of after school clubs in 2020-21.</li> <li>• Participation data.</li> <li>• Replacement of any equipment needed.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Pupils continue to experience a wide range of sports and activities.</li> <li>• Pupils continue to enjoy participating in new sporting experiences. They are confident when participating and want to take part.</li> </ul>	<p>this has had a positive impact this year.</p> <ul style="list-style-type: none"> <li>• Look into a new climbing frame for the hall for 2020-2021.</li> <li>• Target pupils who do not attend after school clubs/ least active pupils/FSM/LAC/ Self-esteem/teamwork.</li> <li>• £2540.96 to carry into 2020-2021.</li> </ul>
--	--	---------------------------	---	--



			<ul style="list-style-type: none"><li>•All children have basic sporting skills that are transferrable to new sports.</li><li>•Children rarely forget PE kits and when they do they are disappointed and want to participate.</li><li>•PE is a large part of everyday life in school.</li></ul>	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>• Salary Costs for SSCO for Diss Cluster Schools Sport Partnership and participating in as many Cluster events to allow children the opportunities to try new sports and compete with children of similar abilities and ages. (*Covid-19 impact mentioned as above, unfortunately only one cluster event attended this year)</li> <li>• Travel costs to attend Cluster events/competitions/festivals.</li> <li>• Building up skills in lessons to allow competitions within the class.</li> <li>• Making sure afterschool clubs have a competitive element.</li> <li>• Ending the year with two different Sports days, one a carousel of activities and the final day individual races.</li> <li>• Daily exercises allow children to compete against each other to gain house points for their house colour. Each half term the winning house colour get to wear an item of clothing that colour to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend cluster sporting opportunities for all pupils (fully inclusive) 2019/2020.</li> <li>• Deliver an inclusive sports day 2020. *Covid-19</li> <li>• Ensure competitive opportunities are embedded in curriculum PE.</li> <li>• Increased number of Intra matches to take place in curriculum PE.</li> <li>• Pupils to participate in a range of activities designed for them to achieve their best to improve confidence.</li> <li>• Thinking of new daily exercises for morning exercises to encourage children to stay motivated.</li> </ul>	As above	<ul style="list-style-type: none"> <li>• Number of competition entries from school.</li> <li>• Children have gained confidence and enthusiasm.</li> <li>• Children enjoy the opportunity to wear their house colour when they win.</li> <li>• Platinum School Games Mark.</li> </ul>	<ul style="list-style-type: none"> <li>• We will look to increase and improve the cluster events timetable to allow children to gain new skills and play competitive sports against other schools.</li> <li>• Pupils are fully engaged with an element of challenge and competition.</li> <li>• Try and think of ways of including our new resource (Daily Mile Track)</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	