

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



(Covid-19\*) This is to show areas we will continue with when restrictions allow.

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.

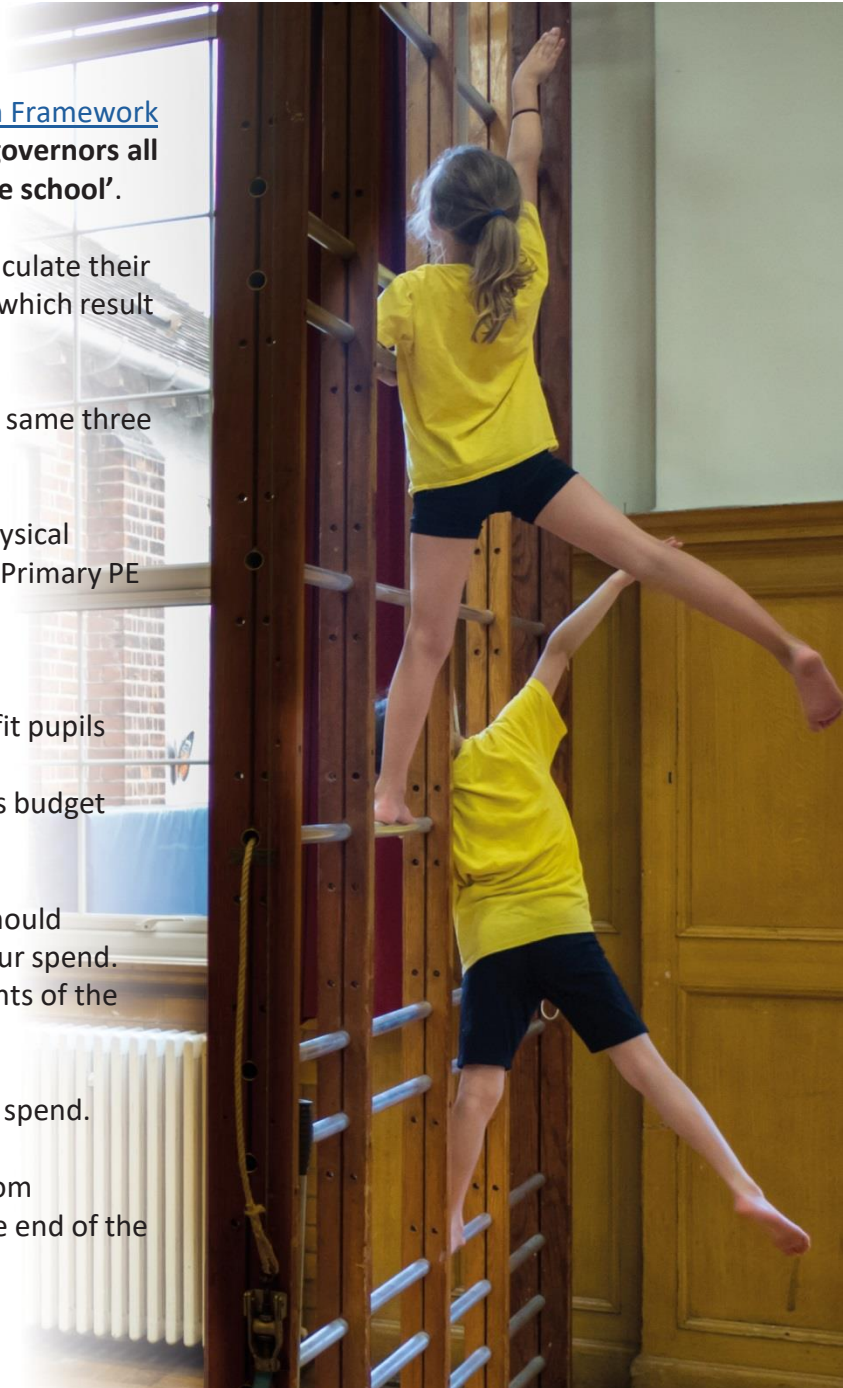
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.



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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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Our daily mile track, allowing access to more daily exercise even when the field is out of use.</li> <li>• Continuing to fully engage with the outside environment, linking to pupils being able to take part in daily Track time, improving fitness levels, meeting recommended activity targets and improving mental health and behaviour.</li> <li>• High quality PE embedded into curriculum for 2 hours every week per pupil.</li> <li>• Maintaining equipment and resources.</li> <li>• Awarded Platinum School Games Mark (extended *Covid-19)</li> <li>• PE is highly valued across the school, by teachers, pupils and parents.</li> <li>• Teacher upskilling – PE course, allowing a TA to be able to teach PE at our school.</li> </ul> <p>Impacted by covid-19:</p> <ul style="list-style-type: none"> <li>• A wide range of sporting opportunities, including competition with others.</li> <li>• Our extra-curricular PE provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on pupil’s wellbeing, mental health and self-esteem, linking to healthy active lifestyles and emotional wellness.</li> <li>• Improving resources; PE Passport, gymnastics apparatus and introduction of new sports.</li> </ul> <p>Impacted by covid-19:</p> <ul style="list-style-type: none"> <li>• To continue to integrate parents and carers into PE activities and highlight the importance of daily physical activity.</li> </ul>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*

Delete as applicable

**Total amount for this academic year 2020/2021= £17,580**

**Total amount spent = £9,770.12**

**= Total to be carried over to academic year 2021/2022 = £7,809.88**

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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	78%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	78%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	89%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

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## Action Plan and Budget Tracking

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

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			<p>At Dickleburgh, the PE and Sport Premium money is used to enhance the provision that we offer to the children in our school. We evaluate the use of this grant every year and assign the money to areas we have identified as needing to be developed.</p>	
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>• Start to introduce Primary PE Passport in school.</li> </ul> <p>Continue to:</p> <ul style="list-style-type: none"> <li>• Raise profile of healthy active lifestyles within PE lessons and during other subjects.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Staff training for Primary PE Passport (14<sup>th</sup> July 2021) giving an opportunity for teachers to trial the App before September 2021.</li> <li>• New I pads for App to work.</li> <li>• New scheme of work to follow.</li> <li>• New assessment and gathering evidence.</li> </ul> <p>• Use of Rising Stars Teacher’s Guide to help improve lessons for sport,</p>	<p>Funding allocated:</p> <p>I Pads- £2,632.00</p> <p>New yearly subscription PE Passport- £719.00</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>• To be looked at over the next year. Seeing how teachers find it, how the assessment works and how easy teachers are able to gather evidence.</li> <li>• Pupil’s reaction to Cybercoach activities.</li> <li>• Children are very active in PE</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• By having staff training in July it gives teachers time to look through the App and try some lessons with their class.</li> <li>• Continue to provide high quality PE lessons.</li> <li>• Activity levels will continue to</li> </ul>

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<ul style="list-style-type: none"> <li>• Increase activity for every child, every day in line with Government activity level requirements.</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>• Dance specialist working on Thursday afternoons, rotating through classes every half term.</li> </ul> <ul style="list-style-type: none"> <li>• Use of the running track in the morning instead of morning exercises (covid-19*).</li> </ul> <ul style="list-style-type: none"> <li>• Children have access to a range of outdoor equipment for use during</li> </ul>	<p>health and fitness -&gt; moving to Primary PE Passport September 2021. Whole staff training July 14<sup>th</sup> 2020.</p> <ul style="list-style-type: none"> <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>• SSP to deliver Bikeability training to Class 6 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 observe their class and their behaviours in PE.</li> </ul> <ul style="list-style-type: none"> <li>• Teachers take their children for a run around the track in the morning. Some classes to a certain amount of laps, others do a certain amount of time.</li> </ul> <ul style="list-style-type: none"> <li>• Making sure children are using</li> </ul>	<p style="text-align: center;">£1,795</p>         <p style="text-align: center;">£1597 (Maintenance and</p>	<p>lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged.</p> <ul style="list-style-type: none"> <li>• Children have increased confidence in road safety.</li> <li>• Awareness of healthy lifestyles.</li> </ul> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <li>• Children enjoying using the track.</li> <li>• Children given the opportunity to exercise in the morning.</li> </ul> <ul style="list-style-type: none"> <li>• Children enjoy their playtimes.</li> <li>• Practicing skills in their own</li> </ul>	<p>be monitored.</p> <ul style="list-style-type: none"> <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> <li>• Always looking to adapt and buy new resources.</li> </ul> <ul style="list-style-type: none"> <li>• To keep the dance sessions running in 2021-2022.</li> </ul> <ul style="list-style-type: none"> <li>• Create a specific timetable.</li> <li>• Give teachers a resource to use to stop track time becoming repetitive.</li> </ul> <ul style="list-style-type: none"> <li>• Get lunchtime equipment and games for all to use.</li> </ul>
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playtimes.	<p>equipment safely.</p> <ul style="list-style-type: none"> <li>• Equipment maintained and checked regularly.</li> </ul>	<p>repair of all equipment)</p> <p>-</p>	<p>time.</p> <ul style="list-style-type: none"> <li>• Encouraged to stay active.</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE</b></p> <ul style="list-style-type: none"> <li>• Pupils are highly motivated to participate in PE lessons and competitive PE (sports day).</li> <li>• Children offered 2 hours of high quality PE every week within lessons.</li> <li>• Children coming to school in PE kit, keen to participate.</li> <li>• Children are enjoying the daily mile track and it has created space on the playground.</li> <li>• New sports to be introduced in the curriculum through Primary PE Passport starting in September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the equipment.</li> </ul>
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

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<ul style="list-style-type: none"> <li>• Pupils have opportunities to learn to lead during PE and sporting activities.</li> <li>• Children to have greater experience and confidence in leading others.</li> <li>• Dance specialist working through classes every half term.</li> </ul> <ul style="list-style-type: none"> <li>• Sports day, giving all children the opportunity to feel part of a team (morning carousel, for house trophy).</li> <li>• All children given a chance to compete individually.</li> <li>• Value sport within our school, encouraging children and celebrating their success.</li> <li>• Cross-curricular links.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning partners, lunchtime activities</li> <li>• Class 6 house captains and PE prefects involved in organising. (as Covid protocol allows.)</li> <li>• Whole school virtual competitions.</li> <li>• Pupils to lead warm up and activities during curriculum PE lessons.</li> <li>• Use of more able pupils to officiate game play.</li> <li>• Use of pupils to demonstrate skills.</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.</li> </ul>	<p>As above- dance</p>	<ul style="list-style-type: none"> <li>• KS2 pupils all involved in leading during academic year.</li> <li>• Pupil feedback.</li> <li>• Staff feedback on confidence &amp; self-esteem in pupils.</li> </ul> <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> <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>	<ul style="list-style-type: none"> <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 with their learning partners. (Covid-19*)</li> <li>• Looking at active play times and lunch times, year 6's to help run these with the help and supervision of staff. (Covid-19*)</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> </ul>
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	<ul style="list-style-type: none"> <li>• Using Dimensions to link PE to other areas of the curriculum.</li> <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>➢ EYFS boy winner</li> <li>➢ EYFS girl winner</li> <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> </ul>	-	<p style="text-align: center;"><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 across the school. Displays.</li> <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> </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>
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			<ul style="list-style-type: none"> <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>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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>• Staff to start using the App (Primary PE Passport) for the last few weeks of term and transition to Primary PE Passport from September 2021.</li> <li>• Encourage teaching staff to observe their class during dance sessions on</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> </ul>	As above	<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>• New sports available for children in September 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to look at and trial Primary PE Passport.</li> <li>• Always thinking of new ways to introduce different sports into our school.</li> </ul>

<p>Thursday afternoons and take their class for extra PE lessons when opportunities arise.</p> <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.</li> <li>• Consistent teaching of PE throughout the school.</li> <li>• Modelling lessons and assessment for teachers from a trained PE specialist.</li> <li>• After school clubs to be offered at school by trained member of staff. This should encourage children to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• This will all be changing when using Primary PE Passport. Everything will be monitored and stored on it, also giving teachers freedom to choose the sports that their class will do.</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>• 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> <li>• Upskilling/CPS- staff member has completed Vision Ed, teaching and learning in primary PE.</li> <li>• CPD- Inclusive PE lead offered to staff.</li> </ul>	<p>As above</p> <p>Training qualification- £750 Resources for training- £69</p> <p>-</p>	<ul style="list-style-type: none"> <li>• Upskilling/CPS- staff member has completed Vision Ed, teaching and learning in primary PE.</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</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>
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			<p>from outside providers, coaches and visitors tells us that our pupils are able to demonstrate key skills and understanding of the PE curriculum</p> <ul style="list-style-type: none"> <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>	
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

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 use forest school to give children the opportunity to learn and experience the outdoors.</li> </ul> <p>Jigsaw-</p> <ul style="list-style-type: none"> <li>• A complete scheme for RSHE.</li> <li>• Learning about the body, emotions, how to keep healthy and clean.</li> </ul>	<ul style="list-style-type: none"> <li>• We have a trained Forest School teacher who will be given dedicated time to work with children.</li> <li>• To be used from September 2021.</li> <li>• Will be one lesson per week.</li> </ul>	<p>£590.23</p> <p>£956</p>	<ul style="list-style-type: none"> <li>• Children enjoy learning outside.</li> <li>• Engage some children who normally do not enjoy outdoor activities.</li> <li>• Children will learn how to keep safe, be healthy and safeguard children.</li> </ul>	<ul style="list-style-type: none"> <li>• Making sure the time is there for the teacher to work within all year groups.</li> </ul>

<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• Member of staff now trained to teach PE will be leading after school clubs, this gives us consistency throughout the school and a high standard can be achieved during school time and with extra-curricular activities too.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils experiencing new sports, there are new sports within the Primary PE Passport (dodgeball, trigolf, lacrosse and volleyball)</li> <li>• Dance specialist working on Thursday afternoons, rotating through classes every half term.</li> <li>• Increase the number of sports activities that we offer to pupils.</li> <li>• Improve and replace equipment and resources to access new/existing sports.</li> </ul>	<ul style="list-style-type: none"> <li>• A scheme for each class to follow.</li> <li>• Each part of a jigsaw to complete a whole picture.</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> <li>• Primary PE Passport gives detailed lessons for all teachers to use, this is a good way to learn new sports.</li> <li>• PE leaders audited equipment to make sure it was all usable and if anything needed replacing, also a good opportunity to clean the container.</li> <li>• Liaising with staff to check they have the equipment required to</li> </ul>	<p>As above</p> <p>£575</p> <p>-</p>	<ul style="list-style-type: none"> <li>• We haven't had any extra-curricular sporting clubs (covid-19), children are keen to participate and hopefully this will reflect in the number of children who decided to join our clubs in September 2021.</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.</li> <li>• All classes are learning new skills.</li> <li>• New equipment and PE container organised.</li> <li>• Enthusiasm towards sports shared as younger children have seen the equipment and are keen to try it all out.</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>• Teachers may require CPD in new sports, look out for opportunities to help them.</li> <li>• Look into a new gymnastics climbing apparatus September 2021.</li> </ul>
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	teach their lessons.		<b>WIDER IMPACT AS A RESULT OF ABOVE</b> <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><li>• All children have basic sporting skills that are transferrable to new sports.</li><li>• Children always come to school in PE kits.</li><li>• PE is a large part of everyday life in school.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				
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 run a covid-safe sports day for the whole school.</li> <li>House colour competition within class bubbles with a competitive edge.</li> <li>To include Pre-school in our afternoon races to be part of our EYFS.</li> <li>Create a positive competitive environment.</li> </ul> <ul style="list-style-type: none"> <li>Giving all children a chance to participate in competitive sports, this has had to be classroom based. Creating teams within a class and competing against their classmates.</li> </ul> <ul style="list-style-type: none"> <li>Virtual challenge- whole school initiative. Children were keen to win certificates (Gold, Silver, Bronze)</li> </ul>	<ul style="list-style-type: none"> <li>Children competed in house colours in the morning against another colour but in their class bubbles: egg and spoon, hoop skip, obstacle course, ladders and Frisbee throw. The purple house won!</li> <li>EYFS boy and girl winner, KS1 girl and boy winner, KS2 girls and boy winner with a special headteacher award for a child who participates and tries hard at sport throughout the year!</li> </ul> <ul style="list-style-type: none"> <li>Making sure all teachers are using P.E time to create a competitive environment at either the end of unit or lesson.</li> </ul> <ul style="list-style-type: none"> <li>All of the challenges downloaded from SSP.</li> <li>Shared resources with staff.</li> <li>Record challenges at home and at school.</li> </ul>	<p>£86.89 Trophies</p> <p>-</p>	<ul style="list-style-type: none"> <li>All children really enjoyed sports day.</li> <li>All children participated in the afternoon races: running, skipping and sack race. Equipment wiped down between bubbles.</li> <li>Pre-School participated and enjoyed it.</li> </ul> <ul style="list-style-type: none"> <li>Children have enjoyed being competitive.</li> </ul> <ul style="list-style-type: none"> <li>Children were keen to get certificates and participate in the challenges.</li> <li>Children were kept active during lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about adding a relay race using the track next year.</li> <li>Will include Pre-School again and look into having them join in with the carousel.</li> </ul> <ul style="list-style-type: none"> <li>Hoping to start up cluster events September 2021.</li> </ul> <ul style="list-style-type: none"> <li>Hopefully able to participate in competitions with other schools September 2021.</li> </ul>

(Covid-19\*) This is to show areas we will continue with when restrictions allow.

			<ul style="list-style-type: none"><li>• Children were keen to beat their own scores.</li></ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	