

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education

Created by



WELCOME TO
WOODSTON PRIMARY
SCHOOL



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 utilize 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.

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



Funding Available for 2022/23

DfE: Conditions of Grant

Budget Summary for 2021/22

Total amount of any unspent funding at
31st July, 2022, to be carried forward

-

£0.00

2021/22 Premium

-

£20,480

Total Funding
for 2022/23*

£20,680

PE Lead Self-Review (Tracking & Monitoring)

COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	YES	YES	TBC

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by 31 st July 2022?	Yes	No	NA
		NO	



COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>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>Year 6 priority given for Top up swimming due to lost time during covid. Children from year 5 who have also missed the milestones have been given the opportunity also. Rotation system put in place to ensure children meet this as a good foundation for going up to year 6.</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>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 2021.</p> <p>Please see note above.</p>	<p>76% - before top up 83.1% - after top up</p> <p>+ 6 children from top up swimming</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> <p>Please see note above.</p>	<p>76% - before top up 83.1% - after top up</p> <p>+ 6 children from top up swimming</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>76% - before top up 83.1% - after top up</p> <p>+ 6 children from top up swimming</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes see note above.</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.

Academic Year: 2022/23		Total fund (Including any Underspend):	Date Updated:21/3/23	
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:
				%
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: £20680 as of 26.6.23	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	<p>A Focus on Outdoor Opportunities</p> <p><i>Creative environment partnership</i></p> <p><u>Development and Maintenance</u> Development of all natural outdoor spaces within the school grounds.</p> <p><u>Activities with children</u></p> <ul style="list-style-type: none"> • Pond dipping. • Pond science. • Gardening and growing. • Litter picking. • Nature curiosity. • Nature Play. • Outdoor roleplay. • Forest school activities. • Nature Photography. • Meadow exploration. • Nature art. • Composting activities. • Nature games. • Supporting staff with all curriculum areas. • Muddy play. 	<p>£5114.83</p> <p>free</p>	The aim is the development and maintenance of outdoor educational spaces that support the curriculum and enable Teaching staff and children to learn in safe, natural spaces.	The relationship with Creative Environment Partnership has been well-established through several years of collaboration. The impact of this will continue through continued use of the Eco Club and their activities around the school site.

1. Develop an outdoor sustainable physical activity Golden Mile Track

- A whole school push on using the new track is in place and will be a springboard for the development of enhanced, inclusive physical activity opportunities for our children that will boost our 30 Minutes a Day programme
- All children to use the Golden Mile Track 3 – 5 times per week – develop Class Competition
- PE Lead to develop 'Running and Moving' extra-curricular opportunities – in Spring / Summer Terms - this will include a Running Club and opportunities for children to use the Track for walking / jogging to increase their daily 'Steps'
- Develop before-school, breaks, lunch-time and after-school opportunities for children to increase their physical activity levels using the Track – arrange staffing outside to facilitate this
- Movement Targets using the Track will be developed with the children
- This supports the on-going national focus on both physical health but also the mental well-being of our children and will allow us to develop a long-term, sustainable activity area designed to meet the needs of our children

Staff to use the Track with their children for 'Physical Activity Energising Bursts' during classroom teaching which will also increase 30 Minutes a Day activity

Children to gain the benefits of using the Track 3-5 times a week

- Children to become more active

• Children to be able to reach goals set for time spent running.

Increased awareness of the wide range of different types of healthy activity available.

Increased opportunities for healthy activity available.

- Increased engagement in exercise

• Increased understanding of the benefits of exercise for health

• Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities

• Increased number of children participating in school clubs

• Increased number of children enjoying taking part in school clubs

• Participation across the school has increased • Children that didn't engaged now more active

• Children are accessing structured, active games during lunchtimes.

Low maintenance costs required for sustained use. Children know what the track is for and they choose to use it at break and lunchtimes all year round.

Next Steps:

- CPD for staff on how to maximize impact
- Develop a whole-school incentive to maximize use of the track.

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	<p>2. Complete Pupil Voice survey to identify pupil interests and barriers to participation</p> <ul style="list-style-type: none"> Use pupil voice to target new areas of activity and ongoing voice on what can be improved in the school. This could be including more non-traditional sports at break times with children working in their own spaces Offer some extra opportunities to extend learning beyond the classroom. Extend after school clubs <p>Identify staffing to support delivery of Activity Programme</p> <p>PE Lead to explore more staff engagement to offer a wider range of extending. Physical activity and sports provision. To offer children a broader choice of activities on offer.</p> <ul style="list-style-type: none"> PE Lead to Liaise with all staff, Mr. Alford, Mrs. Goodwin to support activities including developing afterschool clubs Young Leaders to support delivery of some activities <p>4. Targeting non-engagement</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants Use pupil voice to target areas of non-participation. Include more non-traditional sports at break times with children working in their own spaces Offer some extra opportunities <p>5. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Continue to add to the playground markings to support children's organization of games. Pupils have asked for king ball markings which came out in feedback from last year's pupil voice. Purchase range of inclusive equipment Consumable fund for playground equipment Including goggles to support swimming programme <p>6 .Allison Consultancy to provide Active Playground Training</p>	<p>No Cost</p> <p>Funding to be arranged</p> <p>£100</p> <p>£500</p>	<p>Evidence and Impact above</p> <p><i>This will help the pe lead to gauge pupils' current interests and give a reflection on current practice.</i></p> <p>See Evidence and Impact above</p> <p>By using pupil voice feedback, we can continue to offer a range of activities that will extend physical activity opportunities at playtimes.</p>	<p>Following Pupil Voice, PE lead will use the information to develop provision.</p> <p>Next Steps: Repeat Pupil Voice at least every 2 years to measure impact of actions.</p> <p>Continuous collaboration with staff who lead sports-related clubs to ensure a range of activities are on offer.</p> <p>Next steps: Termly review the current range of sport-based clubs and revise offer based on staff skills</p> <p>Non-participation has greatly reduced since wearing PE kit all day. Having high standards and expectations will ensure this continues.</p> <p>Next steps: evaluate playtime/lunchtime resources; gain pupil voice on what they would like</p> <p>Next Steps: Annually, with support</p>
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	<ul style="list-style-type: none"> ● Playleaders training for children and lunch time staff to extend activity opportunities at lunchtimes. ● Support to include: • Training for teaching assistants Supervisors ● Support for the Active Playground Coordinator ● Training for new cohort of Young Leaders (Year 4/5's) <p>Install a new Trim Trail</p> <p>PE lead has research a number of companies who come and build a bespoke trail in order to further support pupil's opportunities to enhance physical activity opportunities for lunch and breaktimes and to enhance EYFS opportunities linked to physical development and ELG.</p>	<p>Quote</p> <p>£11,035</p>	<p>Forest log climber with climbing panels.</p> <p>A great challenge for pupils to have the opportunity to climb an angel climbing wall and to support fine and gross motor skills. This will aid motor competence.</p> <p>Glenmore Forest trim Trail</p> <p>This will enhance pupil's climbing and balancing skills. This is an excellent challenge to engage children's muscular strength and coordination to ensure they continuously progress to the next step of this challenging course.</p> <p>Stepping logs</p> <p>These are different sized stepping logs designed to improve balance and lower body strength, coordination and concentration when moving. These will support a variety of academic learning objectives through the EYFS curriculum through play and exploration</p>	<p>from PE lead, current Young Leaders will train new children to take over the roles.</p> <p>Low maintenance fees to ensure it can be used throughout the year.</p>
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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	
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p>Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> PE Lead has introduced a new scheme of work which has units based on health related fitness and has elements reflected within Relationships and health education (RHE) Curriculum for primary aged pupils. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating <p>1. Competition, Leadership and Team-Building Opportunities</p> <ul style="list-style-type: none"> This would involve developing competitive opportunities for children of all abilities to support the development of the whole child Develop internal competitive opportunities to enhance the PE curriculum offer Competition organized within OWN trust to develop a wider offering of competitive opportunities. <p>(1) Within School</p>	<p><i>Free (last years budget)</i></p> <p>(See Costs in Section 3 below)</p>	<p>Evidence</p> <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE Staff will have a greater understanding of simple, practical activities to support the development of children's well-being COVID Safe Competition opportunities developed All CPD taken place New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Active Playground Programme New Golden Mile Track in place Discussions with staff and children <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Improved confidence in teaching good and outstanding PE lessons Clear understanding of how to plan and deliver PE lessons that develop 	<p>Health-related fitness scheme of work can be used annually- no further costs.</p> <p>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</p> <p>PE lead will continue to work with external providers to offer competitions and opportunities for all children including those with SEND.</p>

	<p>PE Curriculum and Extra-Curricular Inter-House Competition Programme</p> <p>We will provide the following competitive opportunities:</p> <ul style="list-style-type: none"> • Big focus on promoting key stage 2 football clubs. New boys and girls football leagues joined. • New equipment purchased. Children can bring the equipment home so that they can extend their practice at home outside school. • Maintain and further develop competitive opportunities for children of all abilities • Extend inclusive, in-school, Inter-House Competitive Sports, and Physical Activity Programme • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Resources and programme introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>Young Leader Led – Inter-House Sports Competition Programme</p> <ul style="list-style-type: none"> • Different children to those involved in the OWN Programme below <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led ‘OWN Inter-Academy Competition Days’</p> <ul style="list-style-type: none"> • This includes 3 inter-academy sports competition events (1 x at each academy) • Each academy will host and deliver a different sport / activity • It also includes 4 days of YL training and event preparation • This is a total of 7 ‘joint’ days • The YL’s from each academy to be involved in all 7 days so they can plan and deliver all 3 competitions • YL’s can then use the training and resources to help run an inter-house activity in their own academy 		<p>children’s thinking skills whilst they are moving</p> <ul style="list-style-type: none"> • Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children • Greater understanding of role competition can play in development of whole child • Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme • Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children</u>. Increased pupil:</p> <ul style="list-style-type: none"> • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Engagement in lessons as a result of 30 minute a day activities • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialization with other children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement 	<p>This approach is embedded in PE lessons for all children to play inter-house games at least half-termly.</p> <p>This will continue to be a focus for the Sports Premium Funding to ensure it is embedded and sustainable.</p>
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	<p>3. Develop an outdoor sustainable physical activity Golden Mile Track</p> <ul style="list-style-type: none"> • See Actions in Section 1 • This supports the on-going national focus and our whole-school focus on the well-being of our children • This supports the Governments focus on the well-being of school children particularly after 'Lock-Down' due to COVID19 and also the prioritizing of children learning outdoors as much as possible <p>4. PE CPD that impacts on whole-school outcomes</p> <p>Allison Consultancy to provide Active Playground Training</p> <ul style="list-style-type: none"> • Playleaders training for children and lunch time staff to extend activity opportunities at lunchtimes. • Support to include: • Training for teaching assistants Supervisors • Support for the Active Playground Coordinator • Training for new cohort of Young Leaders (Year 4/5's) <p>FA LEVEL 1 training for PE lead</p> <ul style="list-style-type: none"> • Safeguarding children in football • Introduction to first aid in football <p>FA course</p> <ul style="list-style-type: none"> • Introduction to Futsal • Introduction to talent identification • Introduction to coaching football <p>FA Playmakers</p>	<p>See above</p> <p>£160</p> <p>free</p>	<ul style="list-style-type: none"> • Increased engagement in teamwork and exercise • Increased confidence • Improved concentration in lessons • Increased sense of belonging and engagement in whole school life • House Captains developing communication and leadership skills • Young Leaders develop communication and team-building skills • Children having more opportunities to think, discuss, evaluate and plan whilst they are moving • Development of the whole- child (personal and social skills) • Reduced behavioral problems • Increased confidence • Improved concentration in lessons • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging • Ability to transfer skills to support learning across the school <p>See Evidence and Impact above</p>	<p>Low maintenance costs required for sustained use. Children know what the track is for and they choose to use it at break and lunchtimes all year round.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • CPD for staff on how to maximize impact • Develop a whole-school incentive to maximize use of the track. <p>Next Steps: Annually, with support from PE lead, current Young Leaders will train new children to take over the roles.</p> <p>PE Lead will be able to use expertise gained throughout PE lessons in school</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:
				%
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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19</p> <ul style="list-style-type: none"> Staff will need essential guidance and support in delivering purposeful PESSPA. Informal discussions with staff, building upon the audit last year Key focus on any new staff <p>2. Staff Voice</p> <ul style="list-style-type: none"> Staff to complete audit to identify further CPD needs PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Staff re-visit their CPD audit of strength and needs Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school 	<p>Fees in indicator 2</p>	<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Staff aware of and following latest COVID19 – PESSPA Safe- Practice Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children following all latest COVID19 – PESSPA Safe- Practice Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Staff audit complete to inform targeted support. Specialist support provided to meet identified need <p>Impact / Outcomes for staff:</p>	<p>With the removal of COVID 19 limitations, PE lead will be able to ensure PESSPA is delivered fully and in line with national curriculum requirements.</p> <p>As staff changes occur, complete staff voice annually and adapt provision as needed.</p>
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	<p>1. Allison Consultancy to plan and deliver strategic Professional Learning Sessions and provide Resources for PE & School Sport</p> <p>Bespoke, In-school Support</p> <p>Support for the following key areas have been discussed and includes:</p> <p>Day 1: 21/3/23) – One-to-One with PE Lead</p> <p>Support to include:</p> <ul style="list-style-type: none"> PE and Sport Premium – writing 2022/23 Action Plan <p>Day 2: 6/9/23) – – One-to-One with PE Lead</p> <ul style="list-style-type: none"> Pedagogical support around being a PE Lead and what to expect in an Ofsted inspection 	<p>£500</p> <p>£500</p>	<ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Bespoke, training days from Allison Consultancy taken place Deadline for PE & Sport Premium Underspend met Sharing of COVID19 – PESSPA Safe-Practice guidance and requirements On-going monitoring of practice taken place (COVID19 – PESSPA Safe-Practice Learning Walks) Staff aware of and following latest COVID19 – PESSPA Safe-Practice Discussions with staff and children 2020/21 PE & Sport Premium Plan reviewed and developed Costed, 2021/22 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete Templates on website and web-compliant <p>Impact / Outcomes for staff:</p>	<p>Knowledge and expertise gained from collaboration with Allison Consultancy will be used going forwards to ensure the standards of PE provision are evaluated and areas for improvements are identified and tackled.</p>
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			<ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children <p>Evidence</p> <ul style="list-style-type: none"> • In-school training taken place • Learning walks • Discussions with staff / Staff Voice • Discussions with children <p>Impact on staff:</p> <ul style="list-style-type: none"> • Greater understanding of simple, practical activities to support the development of children's well- 	
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			<p>being</p> <ul style="list-style-type: none"> Supports PE Lead and the school with the achievement of Outcome Indicator 2 <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Development of self-esteem Children know how to use simple movements to help them relax and focus their minds Helps children to find the superhero power inside themselves, to have the confidence to tackle any situation and to understand their own behaviours <ul style="list-style-type: none"> Children's skill development through series of lessons is clear Children's enjoyment for pe lessons has increased More children participating in PE and sports clubs Staff confidence to deliver lessons has increased 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: Red = Underspent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</p>	<p>1. Develop afterschool clubs with the help of staff across the school</p> <ul style="list-style-type: none"> Identify safe-practice activity ideas from colleagues at OWN Network Group Including Boys and Girls Football and equipment to support this <p>2. Sports Lead – Arranging clubs for different year groups</p> <p>To work within both the PE Curriculum and Extra-Curricular School Sport and Physical Activity Programmes to extend opportunities available</p> <p>4. Pupil Voice - Targeting Non-Engagement</p> <ul style="list-style-type: none"> Complete student voice to identify interests and barriers to participation Complete pupil voice with KS1 and KS2 Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities 	<p>See indicator 1 and 2</p> <p>£232</p>	<p>Evidence</p> <ul style="list-style-type: none"> All Physical Activities taking place meet all COVID19 – Safe-Practice requirements All programme in place and children engaging on a regular basis Activity opportunities shared with key stakeholders Sports Lead engaged Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers Increased number of children participating in school clubs New equipment purchased and used Widened range of healthy activities developed PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Additional activity opportunities available Increased engagement in exercise 	<p>Continuous collaboration with staff who lead sports-related clubs to ensure a range of activities are on offer.</p> <p>Next steps: Termly review the current range of sport-based clubs and revise offer based on staff skills</p> <p>Non-participation has greatly reduced since wearing PE kit all day. Having high standards and expectations will ensure this continues.</p>

	<p>5. Use the Playground Markings to develop increased opportunities</p> <ul style="list-style-type: none"> Give children a wider range of activities at break and lunchtime. <p>Top up of equipment</p> <ul style="list-style-type: none"> Children to use the new equipment in lessons Purchase more skipping ropes KS1 class rooms have a bag of 34 skipping ropes KS1 classrooms have beanbags, 1 between 2 <p>6. In partnership with local School Games organizer (Samuel Sly) events for children to take part in are:</p> <ul style="list-style-type: none"> Inclusive sports such as SEND bowling Hearing impaired bowling <p>Friendship Football competitions for year 3 and 4 girls</p>	<p>See indicator 2</p> <p>£274.17</p> <p>free</p>	<ul style="list-style-type: none"> Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes. Children develop greater understanding of the health benefits of exercise Children are confident when discussing a healthy lifestyle and take responsibility for theirs Increased engagement and confidence levels of those children submitting ideas All Markings laid down and used regularly Additional equipment purchased Children to be involved in activities that may be new to them Children to socialize more through games Helping children to gain confidence when trying/playing new games Children to learn how to use the equipment <p>KS2 children to bring skipping ropes to P.E lessons</p> <ul style="list-style-type: none"> KS2 skipping ropes can also be used at break and lunchtimes <p>Maximize opportunities for girls in schools as they have been identified nationally as falling behind in activity levels compared to boys.</p> <ul style="list-style-type: none"> 	<p>Continual maintenance of the markings will be required.</p> <p>Annual review of resources and re-purchasing as necessary. Ongoing top-up funding needed.</p> <p>This relationship, once established, will continue under the PE Lead.</p>
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	<p>6. Top Up - Swimming & water-safety</p> <ul style="list-style-type: none"> • In line with new guidance, focus on safe-self rescue • Top Up Swimming opportunities for as many Year 5s and Year 6 children as possible • Book booster swimming sessions including transport. • Year 6 priority given for Top up swimming due to lost time during covid. Children from year 5 who have also missed the milestones have been given the opportunity also. Rotation system put in place to ensure children meet this as a good foundation for going up to year 6. 	£1536	<ul style="list-style-type: none"> • KS1 skipping ropes and beanbags can be used for practical maths lessons • Children can be creative using equipment when playing games • Children have improved their skipping skills <p>Evidence and Impact</p> <ul style="list-style-type: none"> • Swimming & water-safety class data • Increased number of children at Year 6 achieving the National Curriculum Swimming and Water-Safety Targets • Additional 12 Year 6 children achieved 25m. • Total of 40/60 children who attended top up swimming achieved 25m. 	This will continue annually.
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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: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Competitive Opportunities</p> <p>(1) Within School</p> <p>PE Curriculum and Extra-Curricular Inter-House Competition Programme</p> <ul style="list-style-type: none"> Maintain and further develop competitive opportunities for children of all abilities Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>(2) Between Academies (OWN Trust Programme)</p> <p>Young Leader (YL) led 'OWN Inter-Academy Competition Days'</p> <ul style="list-style-type: none"> This includes 3 inter-academy sports competition events (1 x at each academy) Each academy will host and deliver a different sport / activity YL's can then use the training and resources to help run an inter-house activity in their own academy 	Costs TBC	<p>Evidence</p> <ul style="list-style-type: none"> New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Resources to plan and deliver programme Children on Peterborough Academy Programme <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Greater understanding of role competition can play in development of whole child Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children. Increased pupil:</u></p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning 	<p>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</p> <p>PE lead will continue to work with external providers to offer competitions and opportunities for all children including those with SEND.</p>

	<p>3. Local Inter-School Competitions</p> <ul style="list-style-type: none"> OWN Trust events <p>4. Peterborough Football Club</p> <ul style="list-style-type: none"> EFL Cup – organized by POSH Support talented children to gain additional competitive experience with Peterborough United Liaise with Club regarding children in their Academy Programme In-school Mentor (PE Lead) Ensures academic and personal, social development is part of the whole programme alongside Football <p>5. Transport for Competitions</p> <ul style="list-style-type: none"> Taxi hire Coach Hire Minibus hire <p>6. Certificates and awards for children and new Inter-House Sports Cup + Sports day awards</p>	<p>free</p> <p>£120</p> <p>£608</p>	<p>and losing and the importance of good sportsmanship</p> <ul style="list-style-type: none"> Confidence Enjoyment of sport and games across the school Opportunities to participate in a wider variety of activities Awareness of the importance of physical activity and health Socialization with other children from other schools / backgrounds Experience sense of well-being and the feeling of achieving their best Experience of gaining awards and certificates and the feelings of achievement Increased engagement in teamwork and exercise Increased confidence Improved concentration in lessons Increased sense of belonging and engagement in whole school life House Captains developing communication and leadership skills Young Leaders develop communication and team-building skills Children having more opportunities to think, discuss, evaluate and plan whilst they are moving Development of the whole- child (personal and social skills) 	<p>This will run annually in collaboration with POSH.</p> <p>This will be an on-going expense as it is consumable,</p> <p>This will be an on-going expense as it is consumable.</p>
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Signed off by	
Head Teacher:	Jacki Mitchell
Date:	
Subject Leader:	Adam Gray
Date:	
Governor:	
Date:	