

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

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

2021/22 Premium

£0.00

£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	End of Term 1	End of Term 3	End of Term 5
contained in your Action Plan?	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
That any raditance characteristic has two years seen open by 67 cary 2022.		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.

Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.	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.
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	76%
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. Please see note above.	Top up percentages to be filled in End Summer 2
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? Please see note above.	76% Top up percentages to be filled in End Summer 2
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
	Top up percentages to be filled in End Summer 2
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?	Yes see note above.









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 Upd	ated: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	A Focus on Outdoor Opportunities Creative environment partnership Development and Maintenance Development of all natural outdoor spaces within the school grounds. Activities with children 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.	£5114.83 free	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.	





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' extracurricular 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 afterschool 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.

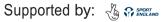
Increased awareness of the wide range of different types of healthy activity available.

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.











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2. Complete Pupil Voice survey to identify pupil interests and barriers to participation

- 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

Identify staffing to support delivery of Activity Programme

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.

- 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

4. Targeting non-engagement

- 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

5. Purchase additional equipment, resources and storage to support Healthy Active Engagement **Programmes**

- 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

Evidence and Impact above

No Cost

Funding to

arranged

This will help the pe lead to gauge pupils' current interests and give a reflection on current practice.

See Evidence and Impact above

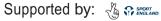
By using pupil voice feedback, we can

£500

£100

6 .Allison Consultancy to provide Active Playground Training







LOTTERY FUNDED

- 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)

Ouote

£11,035

Install a new Trim Trail

PE lead has research a number of companies wo 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.

Forest log climber with climbing panels.

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.

Glenmore Forest trim Trail

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.

Stepping logs

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









				who are younger.
Key indicator 2: The profile of	of PESSPA being raised across the school as a tool fo	or whole scho	ool improvement Impact	Percentage of total allocation:
Your school focus should be clear what you want the pupils to knowand 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	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	Strategic Approach with focus on well-being 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 Competition, Leadership and Team-Building Opportunities 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.	in Section 3		









PE Curriculum and Extra-Curricular Inter-House Competition Programme

We will provide the following competitive opportunities:

- 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

Young Leader Led – Inter-House Sports Competition **Programme**

Different children to those involved in the OWN Programme below

(2) Between Academies (OWN Trust Programme)

Young Leader (YL) led 'OWN Inter-Academy Competition Days'

- This includes 3 inter-academy sports competition events (1 x at each academy)
- Each academy will host and deliver a different sport /
- 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

- children's thinking skills whilst they are moving
- 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

Leading to the following outcomes accessible by all children. Increased :liquq

- Development of positive learning behaviours such as resilience, selfregulation, self-confidence, self-
- 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











 Increased engagement in teamwork and exercise Increased confidence 	
3. Develop an outdoor sustainable physical activity Improved concentration in lessons	
Golden Mile Track • Increased sense of belonging and engagement in whole school life	
See Actions in Section 1 House Captains developing	
communication and leadership skills Young Leaders develop	
This supports the on-going national focus and our communication and team-building	
whole-school focus on the well-being of our children skills Children having more opportunities to	
This supports the Governments focus on the well- think, discuss, evaluate and plan	
being of school children particularly after 'Lock-Down' due to COVID19 and also the prioritizing of shildren Development of the whole- child	
learning outdoors as much as possible (personal and social skills)	
Reduced behavioral problems Increased confidence	
Improved concentration in lessons	
4. PE CPD that impacts on whole-school outcomes - Experience of gaining awards and certificates and the feelings of	
Allison Consultancy to provide Active Playground See achievement Sense of belonging	
Training ■ Playleaders training for children and lunch time Ability to transfer skills to support ■ Playleaders training for children and lunch time Learning across the school	
staff to extend activity opportunities at	
lunchtimes. Support to include: • Training for teaching	
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) See Evidence and Impact above	
above above	
FA LEVEL 1 training for PE lead	
•Safeguarding children in football £160	
•Introduction to first aid in football	
FA course •Introduction to Futsal	
•Introduction to talent identification	
•Introduction to coaching football	
FA Playmakers	









Key indicator 3: Increased con	Percentage of total allocation:			
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand 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 = Underspen d	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:







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

Staff CPD Programme

- 1. Re-visit staff CPD needs and support from PE Lead particularly with reference to COVID19
- 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

Staff Voice

- 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 be poke inschool support for staff delivering PE across the school

Evidence

- Discussions with staff
- Learning walk information
- Updates from PE Lead

Impact / Outcomes for staff:

- 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

Impact / Outcomes for children:

- Children following all latest COVID19 -PESSPA Safe-Practice
- Children engaged in more effective, enhanced provision from upskilled staff
- Increased PESSPA opportunities provided by

Evidence

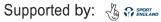
- Staff audit complete to inform targeted support.
- Specialist support provided to meet identified

Impact / Outcomes for staff:

Fees in indicator 2











Allison Consultancy to plan and deliver strategic **Professional Learning Sessions and provide Resources for PE & School Sport**

Bespoke, In-school Support

Support for the following key areas have been discussed and includes:

Day 1: 21/3/23) - One-to-One with PE Lead

Support to include:

• PE and Sport Premium – writing 2022/23 Action

Day 2: 6/9/23) -- One-to-One with PE Lead

Pedagogical support around being a PE Lead and what to expect in an Ofsted inspection

£500

£500

- Identification of strengths and areas of staff need with regards to training
- More effective subject leadership
- Subsequent CPD bespoke to meet identified needs

Impact / Outcomes for children:

- Children engaged in more effective, enhanced provision from upskilled staff
- Increased PESSPA opportunities provided by staff

Evidence

- · 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 webcompliant

Impact / Outcomes for staff:

Created by: Physical Education





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 Impact / Outcomes for children: Children following all latest COVID19 - PESSPA Safe-Practice Effective use of the funding leading to enhanced PESSPA provision and opportunities for Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children **Evidence** In-school training taken place Learning walks Discussions with staff / Staff Discussions with children Impact on staff: Greater understanding of simple, practical activities to support the development of children's well-





			-
		being	
		 Supports PE Lead and the 	
		school with the achievement of	
		Outcome Indicator 2	
		Outcome maicator 2	
		Leading to the following Impact /	
		Outcomes for children:	
		Development of self-esteem	
		Development of self-esteem	
		 Children know how to use 	
		simple movements to help them	
		relax and focus their minds	
		Helps children to find the	
		ricips children to find the	
		superhero power inside	
		themselves, to have the	
		confidence to tackle any situation	
		and to understand their own	
		behaviours	
		periaviours	
		 Children's skill development 	
		through series of lessons is	
		clear	
		Clear	
		 Children's enjoyment for pe 	
		lessons has increased	
		 More children participating in 	
		PE and sports clubs	
		i L and sports clubs	
		 Staff confidence to deliver 	
		lessons has increased	





Key indicator 4: Broader exp	erience of a range of sports and activities offered to all	ll 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 = Underspen d	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	1. Develop afterschool clubs with the help of staff across the school • Identify safe-practice activity ideas from colleagues at OWN Network Group • Including Boys and Girls Football and equipment to support this 2. Sports Lead – Arranging clubs for different year groups To work within both the PE Curriculum and Extra-Curricular School Sport and Physical Activity Programmes to extend opportunities available 4. Pupil Voice - Targeting Non-Engagement • 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		Evidence 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 Impact / Outcomes for Children: Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Additional activity opportunities	









Use the Playground Markings to develop increased opportunities

Give children a wider range of activities at break and lunchtime.

Top up of equipment

- 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

£274.17

indicator 2

See

- 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
- 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
- Children to socialize more through games
- Helping children to gain confidence when trying/playing new games
- Children to learn how to use the equipment

KS2 children to bring skipping ropes to P.E lessons

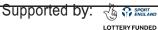
KS2 skipping ropes can also be used at break and lunchtimes

Maximize opportunities for girls in schools as they have been identified nationally as falling behind in activity levels compared to boys.

free

- 6. In partnership with local School Games organizer (Samuel Sly) events for children to take part in are:
 - Inclusive sports such as
 - SEND bowling
 - Hearing impaired bowling

Friendship Football competitions for year 3 and 4 girls





6. Top Up - Swimming & water-safety 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. £153	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 Evidence and Impact 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.
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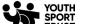




toy maiottor of morodood p	participation in competitive sport			Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the cupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions 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 you intentions:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	1. Competitive Opportunities (1) Within School PE Curriculum and Extra-Curricular Inter-House Competition Programme • 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 (2) Between Academies (OWN Trust Programme) Young Leader (YL) led 'OWN Inter-Academy Competition Days' • 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	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 Impact / Outcomes for staff: 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 Leading to the following outcomes accessible by all children. Increased pupil: 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	

		· · · · · · · · · · · · · · · · · · ·
 3. Local Inter-School Competitions OWN Trust events 4. Peterborough Football Club 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 	free	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
Programme In-school Mentor (PE Lead) Ensures academic and personal, social development is part of the whole programme alongside Football Transport for Competitions Taxi hire Coach Hire Minibus hire Certificates and awards for children and new Inter-House Sports Cup + Sports day awards	£120 £608	 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)











Signed off by	
Head Teacher:	Jacki Mitchell
Date:	
Subject Leader:	Adam Gray
Date:	
Governor:	
Date:	

