

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.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. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,240
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,240
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,240

## 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 then 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>Water Safety talk delivered to year groups. Promoted 'Drowning Prevention Week'</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 2020.</p> <p>Please see note above</p>	<p>65% from using swimming data from 2018-2019 and top up swimming Autumn term 2021.</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>65%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>65%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</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: 2021/22		Total fund allocated: £21240		Date Updated: July 2022	
<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					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"><li>- Assessment of fundamental movement skills for children starting in reception and monitored through to the end of Key Stage 1.</li><li>- Promote more active movement during the school day</li></ul>	<p>Reception Movement Checklist completed in Autumn/ Spring and Summer. Termly targets given out to children to complete at home.</p> <ul style="list-style-type: none"><li>- Teachers all signed up to imoves, the award winning resources to get kids moving no matter what they’re learning. PE Lead signed school up for ‘10 Years of Daily Mile’ event.</li></ul>		<ul style="list-style-type: none"><li>- Reception teachers and PE lead able to monitor and support those chn struggling with the different activities from the checklist.</li><li>- Teacher are using it as brain boosts during learning time. Chn are being more physically active and have a better understanding of their mental well-being and the importance exercise.</li></ul>	<ul style="list-style-type: none"><li>- Sports lead to introduce programme to Key Stage 1 teachers and integrate across the Key Stage. Continue to use Action Mats to build on fundamental movement skills. Continue to develop PE intervention and targets for the children.</li><li>- Continue to promote imoves and a The Daily Mile. Continue to liaise with Herts Sport Partnership with events.</li></ul>	

Sport Ambassadors promote being physically active to all chn.	<ul style="list-style-type: none"> <li>- Support on the KS1 playground Support and deliver fitness sessions on KS1/KS2 playground on National Fitness Day. Create active break videos</li> <li>Young leaders to deliver assemblies throughout the academic year. Help kitchen staff with preparing some of the meals being served at lunch</li> </ul>		<ul style="list-style-type: none"> <li>- Young sports leaders are trained in leadership skills and are working closely with the younger children. They run clubs and promote sport and fitness across the school. They are promoting being active and leadership skills. Chn help cut up the salad tray and create fruit cocktails to be able to share and encourage others to eat healthy.</li> </ul>	<ul style="list-style-type: none"> <li>- Young leaders to have termly meetings in order to plan and deliver high quality sessions with the support of staff where needed.</li> <li>- Continue to build relationship with local schools to develop children's understanding of being inclusive in sports and to promote inclusivity in school.</li> <li>-</li> </ul>
Year 5 Sports Ambassadors promoting mental wellbeing.	<p>Deliver virtual assemblies; Just Talk week; HelloYellow and Children's Mental Health Week</p> <p>Take part in Mental Health Champions pilot workshop</p> <p>Supporting in Nile and Jellyfish club</p>		<ul style="list-style-type: none"> <li>- Children promoted mental wellbeing across the school by informing chn of: The 5 ways to wellbeing; importance of being active; healthy eating and sharing the different ways to support your physical and mental wellbeing.</li> </ul>	Chn continuing to support in virtual assemblies. Chn to share knowledge from workshop about different ways to help your physical and mental wellbeing.
National Sports Week	<ul style="list-style-type: none"> <li>- Fit Kidz workshop</li> <li>- Tennis Workshop</li> <li>- Cricket Workshop</li> <li>- Football Workshop</li> <li>- Scooter Workshop</li> <li>- Box Fit</li> </ul>	£500	Chn to experience a wide range of activities during this week.	Continue to promote PESSPA during this week. Engage with more external agencies to help promote PESSPA.

Walk to School Week/ Bike to School Week	Promote active travel to parents and children. Inform parents about Wow travel tracker. Create challenge for parents and children Monitor active travel levels Liaise with Hertfordshire County Active and Safer Travel Team Walking Bus during the week	£350	Chn to understand the benefits of active travel. Chn to find enjoyment when coming to school other than by car.	Continue to use Living Streets for information to promote Walk to School Week. Liaise with other external providers to support active travel.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- An audit of PE equipment undertaken and new resources to be purchased to improve opportunities for children now and in the future.</li> <li>- Chn experience a range of activities at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>- Audit by sports lead. To include sports equipment for children</li> <li>- Playtime Activities rota created to make sure the chn are experiencing a wide range of activities at lunchtime.</li> <li>- PE lead delivering regular updates and changes with MSA</li> <li>- Training being delivered to MSA about different activities to help support the children</li> <li>- Teamwork card as a reward system at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>- £6000</li> <li>- £1000</li> </ul>	<ul style="list-style-type: none"> <li>- New equipment has enabled many new sports to be taught, such as Sitting Volleyball, New Age Curling and Tri-golf.</li> <li>- Chn are having a wide range of activities at lunchtime Children developing teamwork skills Children and MSA engaging together in PA</li> </ul>	<ul style="list-style-type: none"> <li>- Continued monitoring and annual audit of equipment to ensure it is kept to a good standard.</li> <li>- Pupil voice questionnaire to be shared termly with the Children to discuss their views about PE across the school.</li> <li>- Gain pupil/teachers and MSA voice about the different activities and changes outside at lunchtime. Continue to research different activities chn can do. Look at a range of loose parts that chn can use at lunchtime.</li> </ul>



<ul style="list-style-type: none"> <li>- Opportunities for disadvantaged children to experience a wide range of sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil premium and less active children to be identified by teachers</li> <li>- Teach Active intervention for PP chn.</li> <li>- Teach Active Literacy event for Year 3 PP chn PP chn invited to take part in final part of Travel to Tokyo survey.</li> </ul>	<ul style="list-style-type: none"> <li>- £210</li> </ul>	<ul style="list-style-type: none"> <li>- The school is having more success in competitions entered and have won medals in a variety of virtual competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing to make links with external services in order to provide ongoing opportunities.</li> </ul>
-Youth Sports Trust membership	<p>To gain regularly information and updates about PESSPA.</p> <p>To attend any conference and training sessions</p>	<ul style="list-style-type: none"> <li>- £125</li> </ul>	<p>Information is shared with staff members. Useful documents are shared with staff members (Supporting ASD children In PE)</p> <p>Regular information shared to school about PESSPA</p>	<p>Continue to source information to develop PESSPA across the whole.</p> <p>Continue to use resources to support the delivery of PESSPA</p> <p>Continue to use the website to support the delivery of PESSPA across the school.</p>
Afpe Membership	<p>To gain regularly information of changes in PESSPA</p> <p>To attend any conference and training sessions</p> <p>To look into achieving Quality PE Mark</p> <p>Children to have regular football activities to continue to support the delivery of girls and boys football.</p>	<ul style="list-style-type: none"> <li>- £180</li> </ul>	<p>Regular updates/ changes in legislations</p> <p>Regular CPD information</p> <p>Regular resources</p> <p>News letters</p> <p>Guidance and information about Quality PE mark</p>	<p>Continue to use to support the delivery of PESSPA.</p> <p>PE lead to regular attend webinars to keep up-to-date and upskilled in all areas of PESSPA</p> <p>Use it to gain more information and network with others about the Quality PE Mark</p>

<p>- Football Support &amp; Football League Entered</p> <p>- Half term Activities</p> <p>Gained Silver Modeshift Stars Award for Active Travel</p> <p>School Games Mark 21-22</p>	<p>To train chn and to umpire matches.</p> <ul style="list-style-type: none"> <li>- Autumn Half Term Healthy Eating challenge.</li> <li>- Spring Half Term Growth Mindset challenge</li> <li>- Commonwealth Half term challenge</li> </ul> <p>Active Travel Ambassadors (ATA) introduced. ATA Monitor and support travel tracker. Support on KS1 playground with scooters at lunch. Handing out the badges. Meeting with Hertfordshire Active Travel Advisor Design a Sleigh Competition Promoting Anti-Idling Supporting during Walk to School Week.</p> <p>Apply for this year's School Games Mark to achieve Gold.</p>	<p>£3000</p>	<p>Year 5 and 6 girls and boys team entered. Entered a Junior Team (Year 4) for the first time. It has raised the profile of football across KS2. Girls have gained more confidence from year 3 in playing football.</p> <ul style="list-style-type: none"> <li>- Children and parents have participate in the activities. Children are being more aware of physical and mental health. Responses from parents have been positive.</li> <li>- Children and parents are actively travelling to school more. Children want to get a badge and win the trophy for their class. Parents are parking further away from the school which has results in less car traffic. Chn understanding the physical and mental health benefits of active travel.</li> </ul> <p>Submitted the application and supporting evidence and gained gold for this academic year.</p>	<p>-Continue to take part in Stevenage Schools Football League for boys and girls. Coach will continue to support with umpiring, training and coaching. Continue to use FA Shooting Star- Inspired by Disney resources.</p> <p>Continue to create activities to promote physical activities for children as well as their families.</p> <ul style="list-style-type: none"> <li>- Continue to promote active travel for children and adult. Continue to promote Active Travel in achievement assemblies. Continue to liaise with Hertford County Council Active and Safer Travel Officer to achieve Gold by summer term 2023</li> </ul> <p>Continue to build on this year's successes to achieve gold next academic year.</p>
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Stevenage Sporting Future Annual Awards	Put in nominated for the following categories: -Primary School of the Year -Sports Coordinator of the Year -Innovation Award -Sports Ambassadors -Primary Team of The Year -Service to Mental Health Provision Primary -Overcoming Disability in Sport award.		Shortlisted for: -Primary School of the Year -Sports Coordinator of the Year -Innovation Award -Service to Mental Health Provision Primary -Overcoming Disability in Sport award.	Continue to build from this year's nominations and awards for the next academic year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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>- Improved quality of children's PE to ensure they are competent, independent and confident learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Lead to begin 6 – Professional Vocational Qualifications: Primary School PE Specialism and PE Subject Leadership</li> </ul>	-£1350	<ul style="list-style-type: none"> <li>- Teachers have received several training sessions which has resulted in increased confidence and</li> </ul>	<ul style="list-style-type: none"> <li>- Sports lead to support new staff in school with planning and delivering PE.</li> <li>- Arrange team teaching opportunities to</li> </ul>

<ul style="list-style-type: none"> <li>- Improved role modelling of healthy active lifestyles by all staff to reach all children.</li> </ul>	<ul style="list-style-type: none"> <li>- To embed whole school opportunities</li> <li>- Whole school professional development; including teachers, teaching assistants and lunchtime supervisors.</li> <li>- Sports lead to provide updates throughout the year during staff meetings.</li> <li>- Sports lead to observe lessons across the school. Team teaching to be carried out where appropriate.</li> <li>- Pupil voice to be carried out to discover pupil's views about PE lessons and their Knowledge and understanding of PE.</li> </ul>	<p>-£300</p>	<p>improved teaching and learning.</p> <ul style="list-style-type: none"> <li>- MSA/TA received virtual training to support the delivery of physical activity during break and lunchtime. Break/lunch time rota created with guided activities for children to take part in. The focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve. As a result pupils have made good or better progress both in lessons and over time (see teachers' planning and records).</li> <li>- Teaching assistants working with targeted groups effectively to close gaps.</li> </ul>	<p>develop the quality of teaching, learning and assessment.</p> <ul style="list-style-type: none"> <li>- Sports lead to identify staff needing further support and provide appropriate development opportunities.</li> <li>- Sports lead to monitor the assessment of children to ensure progress and attainment is maintained.</li> <li>- Increased teacher confidence when teaching tennis or a racket skill.</li> </ul>
<p>-Look into PE SOW</p>	<ul style="list-style-type: none"> <li>- Get Set 4 P.E. SOW brought in to. Giving staff exclusive access to lesson plans, schemes of work, resources, curriculum mapping and assessment, all carefully tailored to each key stage.</li> </ul>	<p>£660</p>	<p>-Children are more active during the school day. Children have a better understanding of OAA. They are consolidating their knowledge of Maths, English in an active way.</p>	<ul style="list-style-type: none"> <li>- Teacher's response have been positive. It has given teacher different ways to teach in PE. Teacher have the opportunity to engage in CPD by the company. Continue to use the program to support children learning and physical and mental</li> </ul>

CPD	<p>Completed Active Lives Survey</p> <p>NQT and ECT Dance CPD</p> <p>Gymnastics CPD</p> <p>PE lead Dance CPD</p> <p>OAA Staff Meeting</p> <p>Teach Active Staff Meeting</p>	£1000	<p>Dance and Gymnastic was and area identifies by PE lead as staff members needing support with. Teachers understanding how to keep lessons simple but effective.</p>	<p>well-being. For teacher to gain confidence when delivering PE.</p> <p>Continue to monitor and liaise with staff about areas of the NC they would like support with. Liaise with sports partnership about their teacher team teaching opportunities.</p>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional Achievements: <ul style="list-style-type: none"> <li>- To increase children's understanding of water safety by taking part in a range of sporting water events.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will be able to take part in a range of water activities using the local lake. Children will understand the basic water safety needs. They will experience a range of different water activities.</li> </ul>	£300	<ul style="list-style-type: none"> <li>- The children will learn about water safety. They will learn about the different activities that take place on the water.</li> </ul>	Monitor the success of the current Year 4 children when they complete their swimming provision and Year 3's.
<ul style="list-style-type: none"> <li>- Water Safety</li> </ul>	<ul style="list-style-type: none"> <li>- 1decision KS2 program to support the delivery of water safety to all KS2 chn Water Safety Talk by Commonwealth Athlete</li> </ul>	£300	<ul style="list-style-type: none"> <li>- Children to learning and develop their understanding of being safe when around water. Understand the different sings and symbols when around water</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to promote water safety talks and events to other year groups. Build links with local swim organisations.</li> </ul>



	Fairland Valley Water Sports Child to experience and understand a range of water and outdoor sports activities.	£220	Who to call when in danger Do's and Don'ts when around water Chn learn about the different water activities e.g. water polo, diving and Synchronized swimming. They learnt about key aspiration figures.	
- Commonwealth in Summer Term	Use commonwealth to promote PA to all chn	£600	Chn gain better understanding of competitive sports Increase chn awareness of British values in sports	<ul style="list-style-type: none"> <li>- Liaise with sports partnership</li> <li>- Research different countries involves</li> </ul> Adopted a Commonwealth theme for sports day Embed Commonwealth in the summer term
- Stevenage Football Club	Move and Learn' festival as part of their Health and Wellbeing Day		Chn to develop in five major areas: physical fitness, motor (bodily) coordination, cognitive functions, creativity (mental reasoning), and life skills.	Liaise with SBFC about their Move and Learn program
- Watford Positive Minds Program (Year 6)	Positive Minds is the Trust's mental health and well-being programme that delivers a range of provisions to support; people experiencing poor mental health, the individuals who engage with people with poor mental health, as well as promoting awareness of mental health and useful coping strategies.		The programme combines classroom and practical-based activities to engage and increase the awareness around the topic of mental health. The programme covers 10 different topics: <ul style="list-style-type: none"> <li>· Introduction to Mental Health</li> <li>· Coping Strategies and Resilience</li> <li>· Support Network and Positive Relationships</li> <li>· Internet Safety &amp; Social Media</li> </ul>	Continue to build link with large sporting organisations to raise the profile of PESSPA. Sign up for the course for next year.

<ul style="list-style-type: none"> <li>- Children to participate in an extensive list of virtual/ face to face competitions including level 2 and 3 to promote competitiveness and resilience.</li> </ul> <p>Links with a specialist teacher in inclusive PE made to improve inclusive practice. To increase children understanding of Paralympic sports</p>	<ul style="list-style-type: none"> <li>- Enter into virtual/face to face competitions delivered by the sporting partnership             <ul style="list-style-type: none"> <li>• Virtual Archery comp</li> <li>• Dodgeball Competition</li> <li>• KS1 Balance Festival</li> <li>• KS1 Rapid Fire Cricket Festival</li> <li>• KS2 Rapid Fire Cricket</li> <li>• KS2 Athletics Competition</li> </ul> </li> <li>Teach Active Literacy Festival Year 3</li> <li>• Dodgeball comp entered             <ul style="list-style-type: none"> <li>• Year 3 Development Rugby Event</li> </ul> </li> <li>Dance Festival</li> </ul> <p>Freya Levy Commonwealth Paralympic athlete attended school for the day. She delivered a range of Paralympics activities to groups of chn. She delivered and inspirational assembly</p>	<p>£250</p>	<ul style="list-style-type: none"> <li>· Body Image</li> <li>· Emotional Literacy &amp; Emotional regulation</li> <li>· 5 Ways to Wellbeing &amp; Lifestyle</li> <li>· Body, Mind and Resilience</li> <li>· Growth Mindset &amp; Transitioning             <ul style="list-style-type: none"> <li>· Talking about Mental Health</li> </ul> </li> <li>- Children have attended face to face competitions across the year. The competitions are varied and wide and inclusive to all.</li> <li>- Children have a better understanding of Inclusion and how to make sure everybody is included no matter what race, gender or abilities. Children have thought about ways to adapt their game to include everybody. Continue to build</li> </ul>	<ul style="list-style-type: none"> <li>- Partnership with SSFT to continue to offer children a variety of competitions to enter throughout the school year.</li> <li>- To offer a large range of clubs that children are eager to participate in.</li> <li>- Continue to seek support from Sporting Partnership Inclusion officer. Continue to take part in a range of Paralympic activities.</li> <li>- .</li> </ul>
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<ul style="list-style-type: none"> <li>- Fit 4 Kidz 6 Week program. Children experienced a range of HITT fitness activities.</li> <li>- Fairlands Valley Trip</li> </ul>	<p>Chn develop personal development Chn try to achieve personal best Chn experience a range of different fitness activities. Chn develop perseverance skills To give more children an experience of Fitness and understand the benefit of a healthy active lifestyle.</p> <ul style="list-style-type: none"> <li>- Using local Water Sports Activity Lake. The children experience; raft building, Pedalo and canoeing. Child to experience and understand a range of water and outdoor sports activities.</li> <li>- Teacher were able to develop their understanding and knowledge of teaching fitness PE lessons. Children to</li> </ul>	<p>£550</p> <p>£250</p>	<p>on the different Paralympic sports to give children a better understanding about Paralympic sports and being inclusive.</p> <p>Chn increased awareness of different activities that can be done to support their physical and mental wellbeing. Chn develop their confidence in PA Chn develop their teamwork</p> <ul style="list-style-type: none"> <li>- The children have understood a different type of physical activity other than traditional Sports. They are beginning to think about endurance and stamina.</li> <li>- Children tp understand more about water safety. To learn a range of life skills when in or around water. They developed their teamwork skills.</li> <li>- Children understood that being physical fit doesn't mean they have to be part of a sports team. Simple activities can keep them fit and healthy. Developed their understanding of personal best and the School Games Values.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to build HITT fitness activities into whole school.</li> <li>- Continue to build fitness activities into the PE curriculum. Continue to build on personal best challenges.</li> </ul> <p>Continue to use local organisations to support PESSPA</p>
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Empowering Young Girls Programme	<p>experience a range of Fitness activities that can be done simply at home.</p> <p>-</p> <p>-A targeted physical activity programme to for all girls in year 6. A specialist instructor delivered a 5-week block of physical activity sessions focused on aerobics, dance and fun fitness.</p>		<p>- The girl enjoyed taking part in the different range of activities. It help to support the girls who were anxious about secondary school.</p>	<p>- Continue to liaise with SSFT and support with the transition from year 6 to 7.</p>
Herts School Games	<p>A small targeted group of year 6 students attended School Games Celebration Day 'Connect Carousel'. The aims was to foster social connections and create a link with Barnwell school students.</p>	£100	<p>This help to increase those children's self-confidence, or who are worried about transitioning to Secondary School. The pupils attended the day to take part in various fun activities to help boost their confidence and work alongside pupils who also lack confidence.</p>	<p>- Continue to liaise with SSFT and support with the transition from year 6 to 7.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>- An increased participation in the number of sporting events entered. This will include friendly competitions arranged by the sports lead.</li> <li>- Young leaders to support virtual sporting fixtures/competitions as part of their role of a Sports Ambassador.</li> <li>- Virtual or league competitions which are facilitated by the SSFT but delivered within schools to offer maximum participation</li> <li>- Opportunities for participants in KS1 and KS2 to access events including a range of athletics and competitive sport.</li> <li>- Monitoring of children across the school who attend a sports competition and after school clubs.</li> </ul>	<p>Enter whole school in virtual competitions.</p> <p>PE Lead to provide training for young leaders. Sports Leaders in Year 4 and 5 to deliver Sports activities and support chn on LKS2 playground. -</p> <p>Young leaders to have half termly meetings in order to plan and deliver high quality sessions with the support of staff where needed.</p> <p>-Young leaders to delivery assemblies throughout the academic year.</p>	<p>- £4500</p>	<ul style="list-style-type: none"> <li>- All children in the school have an opportunity to participate in a competitive sport and are developing an interest.</li> <li>- Virtual Archery Competition</li> <li>- Dodgeball Competition</li> <li>- KS1 Balance Festival</li> <li>- KS1 Rapid Fire Cricket Festival</li> <li>- KS2 Rapid Fire Cricket</li> <li>- KS2 Sports Hall Athletics Competition</li> <li>- KS1 Inclusive Festival</li> <li>- Year 3 Rugby Development Festival</li> <li>- Dance Festival</li> <li>- Quick Sticks Hockey</li> <li>- Basketball Festival</li> <li>- Rounder's Festival</li> <li>- Commonwealth Day at Fairlands</li> <li>- Golf Way Festival</li> <li>- Year 6 Transition PE workshop</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to enter all competitions available.</li> <li>- Communicate with other schools to develop competitions for Key Stage 1 children.</li> <li>- Continue to work with specialist teachers in the delivery of inclusive sporting opportunities.</li> </ul>

-Stevenage Football District Trials- Boys from the Year 4 and 5 football team were put forward to attend district trails.	This raised the profile of football at Peartree Spring across Stevenage and gave those boys and opportunity to experience playing football at a higher level.		-We had an increased number of boys and girls wanting to join the football club across all of KS2. 4 boys children were chosen play for the Stevenage District Team	- Continue to identify those Gifted and Talented in football to attend the trails next year. Continue to promote local clubs for football and other sports to increase parents knowledge of sports available in the local area.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Danika Williams
Date:	07/07/2022
Governor:	
Date:	