

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

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 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 2021/2022, 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.**

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £21,240 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £21,130 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £21,130 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then 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> | Water Safety talk delivered to year groups. Promoted 'Drowning Prevention Week' |
| <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 2022.</p> <p>Please see note above</p> | 67% |
| <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> | 67% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 67% |
| <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> | No |

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 allocated: | | Date Updated: | |
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| 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: | | 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"> - Assessment of fundamental movement skills for children starting in reception and monitored through to the end of Key Stage 1. | <ul style="list-style-type: none"> - Reception Movement Checklist completed in Autumn/Spring and Summer. Termly targets given out to children to complete at home. - Action Mats delivered to KS1 and 2 chn identified as needing additional support for their fundamental movement skills | | | <ul style="list-style-type: none"> - Reception teachers and PE lead able to monitor and support those chn struggling with the different activities from the checklist. - Children have developed their fundamental movement skills | <ul style="list-style-type: none"> - Sports lead to introduce program 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. Working with SENCo when supporting children with Hypo-mobility. |

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| <p>Sport Ambassadors promote being physically active to all chn.</p> | <ul style="list-style-type: none"> - Support on the KS1 playground Support and deliver fitness sessions on KS1/KS2 playground on National Fitness Day. Create active break videos Young leaders to deliver assemblies throughout the academic year. Help kitchen staff with preparing some of the meals being served at lunch | | <ul style="list-style-type: none"> - 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. - 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. - 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. | <ul style="list-style-type: none"> - Continue to promote Imoves and a The Daily Mile. Continue to liaise with Herts Sport Partnership with events. - Young leaders to have termly meetings in order to plan and deliver high quality sessions with the support of staff where needed. - Continue to build relationship with local schools to develop children's understanding of being inclusive in sports and to promote inclusivity in school. - <p>Chn continuing to support in virtual assemblies. Chn to share knowledge from workshop about different ways to help your physical and mental wellbeing.</p> |
| <p>National Sports Week Confirmed</p> | <ul style="list-style-type: none"> - Fit Kidz workshop - Tennis Workshop - Cricket Workshop - Football Workshop | <p>£1000</p> | <p>Chn to experience a wide range of activities during this week.</p> | <p>Continue to promote PESSPA during this week. Engage with more external agencies to help promote PESSPA.</p> |

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| <p>Walk to School Week/ Bike to School Week</p> <p>Love your Heart Month</p> | <ul style="list-style-type: none"> - Scooter Workshop - Netball Workshop - Taekwondo Workshop - Fencing Workshop <p>Road Safety Poster competition 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</p> <p>Year 5 Children developed their understanding and vital life-saving skills if they were to ever find themselves in an impossible, emergency situation.</p> | <p>£350</p> | <p>Chn to understand the benefits of active travel. Chn to find enjoyment when coming to school other than by car.</p> <p>The children learnt how to safety perform CPR and use a defibrillator.</p> | <p>Continue to use Living Streets for information to promote Walk to School Week. Liaise with other external providers to support active travel.</p> <p>Monitor the government plan to provide primary schools with defibrillator and organise event for next academic year.</p> |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: %</p> |
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| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | |

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| <ul style="list-style-type: none"> - An audit of PE equipment undertaken and new resources to be purchased to improve opportunities for children now and in the future. - Chn experience a range of activities at lunchtime - Opportunities for disadvantaged children to experience a wide range of sporting activities. <p>-Youth Sports Trust membership</p> | <ul style="list-style-type: none"> - Audit by sports lead. To include sports equipment for children - Playtime activities rota created to make sure the chn are experiencing a wide range of activities at lunchtime. - PE lead delivering regular updates and changes with MSA - Training being delivered to MSA about different activities to help support the children - Teamwork stickers as a reward system at lunchtime - Pupil premium and less active children to be identified by teachers - Teach Active intervention for PP chn. - Teach Active Literacy event for Year 3 PP chn <p>To gain regularly information and updates about PESSPA. To attend any conference and training sessions</p> | <p>-£6000</p> <p>-£1000</p> <p>- £210</p> <p>- £125</p> | <ul style="list-style-type: none"> - New equipment has enabled many new sports to be taught, such as Sitting Volleyball, New Age Curling, Boccia and Tri-golf. - Chn are having a wide range of activities at lunchtime Children developing teamwork skills Children and MSA engaging together in PA - The school is having more success in competitions entered and have won medals in a variety of virtual competitions. <p>Information is shared with staff members. Useful documents are shared with staff members (Supporting ASD children In PE) Regular information shared to school about PESSPA</p> | <ul style="list-style-type: none"> - Continued monitoring and annual audit of equipment to ensure it is kept to a good standard. - Pupil voice questionnaire to be shared termly with the Children to discuss their views about PE across the school. <p>-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.</p> <p>- Continuing to make links with external services in order to provide ongoing opportunities.</p> <p>Continue to source information to develop PESSPA across the whole. Continue to use resources to support the delivery of PESSPA Continue to use the website to support the delivery of PESSPA across the school.</p> |
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| <p>Afpe Membership</p> <p>- Football Support & Football League Entered</p> <p>- Williams Wednesday Workshop</p> <p>- Home Enrichment Activities</p> <p>Gained Silver Modeshift Stars Award for Active Travel</p> | <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> <p>To train chn and to umpire matches.</p> <p>Parents and children encouraged to take part in a range of HITT activities during Wednesday Workshop</p> <ul style="list-style-type: none"> - Healthy Eating challenge - Rugby World Cup Challenge - Fifa World Cup Challenge - Personal Development Challenge - Health and Wellbeing Challenge <p>Active Travel Ambassadors (ATA) introduced.</p> | <p>- £180</p> <p>£3000</p> <p>£400</p> <p>£200</p> | <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>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> <p>This has seen an increase in number each week and parents and children enjoy taking part. It has inspired some families to go and purchase some of the equipment for their own use.</p> <p>- Children and parents have participate in the activities. Children are being more aware of physical and mental health. Responses</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>-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 and mental wellbeing activities for children as well as their families.</p> <p>- Continue to promote active travel for children and adult. Continue to promote Active Travel in achievement assemblies. Continue to liaise with</p> |
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| | <p>ATA Monitor and support travel tracker. Support on KS1 playground with scooters at lunch. Pedestrian training Workshop Year 4 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>from parents have been positive.</p> <ul style="list-style-type: none"> - 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. | <p>Hertford County Council Active and Safer Travel Officer to achieve Gold by summer term 2023 HCC Travel advisors has confirmed the information submitted will achieve us the Gold Award, but information will not be shared to us until after the closing date 31st July 2023.</p> |
| <p>School Games Mark 22-23</p> | <p>Apply for this year's School Games Mark to achieve Gold.</p> | | <p>We achieved Gold award 22-23, which is a huge success and has helped to raise the profile of sports across the school.</p> | <p>Continue to engage with the School's Games Mark year ending 23-24 to aim for platinum year ending 24-25</p> |
| <p>TES Annual Award</p> | <p>Put in a nomination for Pupils Mental Health Initiatives to highlight the effectiveness and the extra opportunities we are providing the children through a range of physical and wellbeing initiatives.</p> | | <p>Nomination was not successful, however it contributed to the school receiving School of the Year Award.</p> | |
| <p>Stevenage Sporting Future Annual Awards June 2023</p> | <p>Put in nominated for the following categories: - School of the Year -Sports Coordinator of the Year -KS2 Young Leaders Award - KS1 School Award</p> | | <p>We have been shortlisted for; School of the Year The Against All Odds Award Service to Mental Health Provision Active School Award</p> | <p>Awarded Highly Commended for Against All Odds, School of the Year and Active Schools. Winners of Service to Mental Health</p> |

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| | -KS2 Inspire and Engage Award -Couldn't Do Without Award -Service to Mental Health Provision Primary - The Against All Odds Award | | | |
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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 | |
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| 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?: |
| <ul style="list-style-type: none"> - Improved quality of children's PE to ensure they are competent, independent and confident learners. - Improved role modelling of healthy active lifestyles by all staff to reach all children. | <ul style="list-style-type: none"> - Sports Lead to begin 6 – Professional Vocational Qualifications: Primary School PE Specialism and PE Subject Leadership - To embed whole school opportunities - Whole school professional development; including teachers, teaching assistants and lunchtime supervisors. - Sports lead to provide updates throughout the year during staff meetings. | <ul style="list-style-type: none"> -£1350 -£400 | <ul style="list-style-type: none"> - Teachers have received several training sessions which has resulted in increased confidence and improved teaching and learning. - MSA/TA received virtual training to support the delivery of physical activity during break and lunchtime. Break/lunch time rota created with guided activities |
| | | | Sustainability and suggested next steps: |
| | | | <ul style="list-style-type: none"> - Sports lead to support new staff in school with planning and delivering PE. - Arrange team teaching opportunities to develop the quality of teaching, learning and assessment. - Sports lead to identify staff needing further support and provide appropriate development opportunities. - Sports lead to monitor the assessment of children to ensure |

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| <p>-CPD</p> | <ul style="list-style-type: none"> - Sports lead to observe lessons across the school. Team teaching to be carried out where appropriate. - Pupil voice to be carried out to discover pupil's views about PE lessons and their Knowledge and understanding of PE. - Taken part in Eat Them To Defeat Them campaign <p>NQT and ECT Dance CPD Gymnastics CPD PE lead Dance CPD FA Girls Football CPD GetSet4PE CPD Cardiac Arrest CPD Dodgeball CPD PE conference PE Stevenage Cluster Meeting Heads PE Day Orienteering</p> | <p>£420</p> | <p>for children to take part in. The focus of lessons are child centered 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).</p> <ul style="list-style-type: none"> - Teaching assistants working with targeted groups effectively to close gaps. <p>Staff PE questionnaire used to gain an insight to teacher confidence in delivering PE. Dance and Gymnastic was an area identified by the PE lead as staff members needing support with. Teachers understanding how to keep lessons simple but effective.</p> | <p>progress and attainment is maintained.</p> <ul style="list-style-type: none"> - Increased teacher confidence when teaching tennis or a racket skill. - 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 well-being. For teacher to gain confidence when delivering PE. |
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| | | | | 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. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| Additional Achievements: - To increase children's understanding of water safety by taking part in a range of sporting water events. | - 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. | £300 | - The children will learn about water safety. They will learn about the different activities that take place on the water. | Monitor the success of the current Year 4 children when they complete their swimming provision and Year 3's. |

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| <ul style="list-style-type: none"> - Water Safety | <ul style="list-style-type: none"> - Drowning Prevention Week 1decision KS2 program to support the delivery of water safety to all KS2 chn Water Safety Talk by Commonwealth Athlete | <p>£300</p> | <ul style="list-style-type: none"> - Children to learning and develop their understanding of being safe when around water. Understand the different sings and symbols when around water 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. | <ul style="list-style-type: none"> - Continue to promote water safety talks and events to other year groups. Build links with local swim organisations. |
| <ul style="list-style-type: none"> - Stevenage Football Club | <p>Fairland Valley Water Sports Child to experience and understand a range of water and outdoor sports activities.</p> | <p>£220</p> | <p>Chn to develop in five major areas: physical fitness, motor (bodily) coordination, cognitive functions, creativity (mental reasoning), and life skills.</p> | <p>Liaise with SBFC about their Move and Learn program for next academic year</p> |
| <ul style="list-style-type: none"> - Watford Positive Minds Program (Year 6) | <p>6 week Year 5 Joy of Moving Program Move and Learn' festival as part of their Health and Wellbeing Day</p> <p>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.</p> | | <p>The program combines classroom and practical-based activities to engage and increase the awareness around the topic of mental health. The programme covers 10 different topics:</p> <ul style="list-style-type: none"> · Introduction to Mental Health · Coping Strategies and Resilience | <p>Continue to build link with large sporting organisations to raise the profile of PESSPA. Sign up for the course for next year.</p> |

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| <ul style="list-style-type: none"> - Children to participate in an extensive list of virtual competitions including level 2 and 3 to promote competitiveness and resilience. <p>Links with a specialist teacher in inclusive PE made to improve inclusive practice. To increase children understanding of Paralympic sports</p> | <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>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"> - Using local Water Sports Activity Lake. The children experience; raft building, Pedalo and canoeing. Child to | | <ul style="list-style-type: none"> · Support Network and Positive Relationships · Internet Safety & Social Media · Body Image · Emotional Literacy & Emotional regulation · 5 Ways to Wellbeing & Lifestyle · Body, Mind and Resilience · Growth Mindset & Transitioning <ul style="list-style-type: none"> · Talking about Mental Health <ul style="list-style-type: none"> - Children have attended face to face competitions across the year. The competitions are varied and wide and inclusive to all. <ul style="list-style-type: none"> - Children have a better understanding of Inclusion and how to make sure everybody is included no | <ul style="list-style-type: none"> - Partnership with SSFT to continue to offer children a variety of competitions to enter throughout the school year. - To offer a large range of clubs that children are eager to participate in. - Continue to seek support from Sporting Partnership Inclusion officer. Continue to take part in a range of Paralympic activities. - . Continue to raise awareness of disability and equality and diversity in sports. |
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| <ul style="list-style-type: none"> - Fit 4 Kidz 6 Week program. Children experienced a range of HITT fitness activities. | <p>experience and understand a range of water and outdoor sports activities.</p> <ul style="list-style-type: none"> - Teacher were able to develop their understanding and knowledge of teaching fitness PE lessons. Children to experience a range of Fitness activities that can be done simply at home. | | <p>matter what race, gender or abilities. Children have thought about ways to adapt their game to include everybody. Continue to build 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.</p> <p>Chn develop their confidence in PA</p> <p>Chn develop their teamwork</p> <ul style="list-style-type: none"> - The children have understood a different type of physical activity other than traditional Sports. They are beginning to think about endurance and stamina. | <ul style="list-style-type: none"> - Continue to build HITT fitness activities into whole school. - Continue to build fitness activities into the PE curriculum. Continue to build on personal best challenges. <p>Continue to use local organisations to support PESSPA</p> |
| <p>Empowering Young Girls Program</p> | <p>-A targeted physical activity program 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> | | <ul style="list-style-type: none"> - The girls enjoyed taking part in the different range of activities. It help to support the girls who were anxious about secondary school. This help to increase those children’s self-confidence, or who are worried about transitioning to Secondary | <ul style="list-style-type: none"> - Continue to liaise with SSFT and support with the transition from year 6 to 7. |

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| - | | | 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. | |
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| Key indicator 5: Increased participation in competitive 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"> - An increased participation in the number of sporting events entered. This will include friendly competitions arranged by the sports lead. - Young leaders to support virtual sporting fixtures/competitions as part of their role of a Sports Ambassador. - Virtual or league competitions which are facilitated by the SSFT but delivered within schools to offer maximum participation | <p>Enter whole school in virtual competitions through the SSFT</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. - Young leaders to have half termly meetings in order to plan and deliver high quality sessions with the support of staff where needed.</p> | - £4500 | <ul style="list-style-type: none"> - All children in the school have an opportunity to participate in a competitive sport and are developing an interest. - Virtual Archery Competition - Virtual Athletics - Cross Country Competition - Dodgeball Competition - KS1 Balance Festival - KS2 Badminton Engage and Inspire Event - KS1 Rapid Fire Cricket Festival - KS2 Rapid Fire Cricket | <ul style="list-style-type: none"> - To continue to enter all competitions available. - Communicate with other schools to develop competitions for Key Stage 1 children. - Continue to work with specialist teachers in the delivery of inclusive sporting opportunities. |

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| <ul style="list-style-type: none"> - Opportunities for participants in KS1 and KS2 to access events including a range of athletics and competitive sport. - Monitoring of children across the school who attend a sports competition and after school clubs. | <p>-Young leaders to delivery assemblies throughout the academic year. Younger leaders delivering Change4Life lunch club</p> <p>-More children wanted to take part in a range of sports which has allowed us to enter more sporting events across the school year.</p> | | <ul style="list-style-type: none"> - KS2 Sports Hall Athletics Competition - Year 4 Tag Rugby - KS1 Inclusive Festival - KS2 Mixed Cricket Festival - KS2 Girls Dynamo Cricket - Basketball Festival - Rounder's Festival - Stevenage Borough FC Girls Year 3 Festival - Year 6 Transition PE workshop - Football league entered for Years 4,5 and 6 boys and a girls team - Sports Festival at Giles for non- A team children for girls and boys football and rounders. - Nobel Girls Football Tournament - Personal Best Challenges | <ul style="list-style-type: none"> -Children been selected for trial for Stevenage Swim Squad -Children selected and trialing for the district football team- Two children selected |
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| Signed off by | |
| Head Teacher: | T Skeggs |
| Date: | Juky 2023 |
| Subject Leader: | Danika Williams |
| Date: | July 2023 |
| Governor: | |
| Date: | |