

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



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 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



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 transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p> | 30% |
| <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> | 25% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 25% |
| <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> | Yes |

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.



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| Academic Year: 2022/23 | | Total fund: £20,480 | | Date Updated: 18/7/23 | | |
| 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: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</p> | | <p>1. A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning Purchase OAA activities to help support this. Engage Martin Smith from GAT to provide a day of support in this area (See Indicators 2 and 3 below) Continue with pupil voice to ensure listening to children feedback <p>2. Engage in more physical activity opportunities</p> <ul style="list-style-type: none"> Provide lunchtime and after school activities YDP to provide activities for KS1 and KS2 Include additional, new activities for children Continue to involve the new sports captains from each year group to promote sports within the school Promote 5 a day within the school and track with data with 30 minutes a day data | | Part of equip costs below | <p>Evidence</p> <ul style="list-style-type: none"> External providers engaged including YDP and Martin Smith All training taken place Increased outdoor opportunities being prioritised All programmes in place and children engaging on a regular basis Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Pupil and Staff voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue to liaise with other GAT academies to look at OAA opportunities Purchase equipment, resources and storage to support Healthy Active Engagement during playtimes and lunch times Purchase class set of pedometers Use pedometers throughout the academy from Reception to Year 6 to improve participation in physical activity, to count the number of steps taken during exercise and take opportunities to promote the importance of a healthy lifestyle. Carry out pupil voice and see what equipment children would like to play with |

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| | <p>3. YDP After-School Clubs – extending physical activity opportunities</p> <ul style="list-style-type: none"> • Provide additional healthy, physical activity opportunities outside of curriculum time • Engage YDP coaches to further develop healthy, physical activity opportunities • Fund 3 x YDP after school clubs to make them accessible to all each half term, 3 terms YDP £3 per session per child for 37 weeks = £6500 <p>4. RE-audit and further develop 30 Minutes a Day provision across the academy.</p> <ul style="list-style-type: none"> • Continue to develop 30 minutes a day across the school • Track and monitor 30 Minutes a Day activity and extend opportunities across academy • Use resource from Allison Consultancy to re-audit and identify existing practice for every class and the academy as a whole. • Target and support any classes not achieving 30 Minutes • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class <p>5. 'Go Noodle'</p> <ul style="list-style-type: none"> • Further develop the Introductory Level across the Academy and track engagement <p>6. '5 a Day' Scheme</p> <ul style="list-style-type: none"> • Develop the Programme across the Academy and track engagement using % sent across. • Scheme involves a range of activities lasting 5 minutes to improve health and fitness in a dance style format that can be used in short snippets throughout the day. <p>7. Targeting non-engagement</p> <ul style="list-style-type: none"> • Review participation registers to identify non-participants – use one note to carry out this. • Re-visit Pupil Voice on Microsoft Forms to identify and target non-participation and barriers to non-participation. • Offer some extra opportunities | <p>£6500</p> <p>Part of £2400 GDFT package</p> <p>Part of £2400 GDFT package</p> | <p>benefits of exercise for health</p> <ul style="list-style-type: none"> • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with physical activity opportunities • Increased number of children participating in, and enjoying, school clubs • Children are accessing structured, active games during lunchtimes. • Children are confident when discussing a healthy lifestyle and take responsibility for theirs. | <ul style="list-style-type: none"> • Purchase range of inclusive equipment • Use the 30 Minutes a Day e-Tracker from Allison consultancy • Establish new baseline • All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress • Pre-populate new class templates to support staff • Identify existing practice for every class and the academy as a whole. • Target and support any classes not achieving 30 Minutes • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Continue with the YDP programme of support and activity opportunities |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: | |
|--|---|---------------------------------------|---|--|
| | | | % | |
| Intent | Implementation | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <p>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</p> | <p>1. Strategic approach with focus on well-being</p> <ul style="list-style-type: none"> 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 continue to work with kitchen staff to work along side. <p>2. Ensure PE and sports premium plans are embedded throughout the school using the progression of skills.</p> <ul style="list-style-type: none"> These are available for all teachers on the server and parents on the academy website <p>3. Work with Allison Consultancy to review and develop 2022-23 Action plans to support this</p> <ul style="list-style-type: none"> Part of the GDFT package to have 2 days with Allison Consultancy as CPD Add in an extra support day with Allison Consultancy <p>4. Extend the competition opportunities for all children so more children engaged in and experience competition against self and others</p> <ul style="list-style-type: none"> (See Section 5 below for further actions, evidence and impact / outcomes statements but includes the development of a range of personal and social skills and the engagement of Sports Captains to help identify the activities) | <p>See costs in indicator 3 below</p> | <p>Evidence and Impact</p> <p>Also see statements in Section 5 below, but these would include:</p> <ul style="list-style-type: none"> Day of support taken place on the review and development of the plans. Competition opportunities developed Olympian engaged Children inspired by Olympian story and achievements Pupil Voice data Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Key Strategic Actions identified that will have the greatest, most sustainable outcomes 30 Minute strategies in place and enhanced engagement in lessons Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour Increased understanding of the benefits of exercise for health | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Ensure the 2023-24 plans continue to support and drive forward the achievement of whole-school priorities Continue to Include in this indicator reference to the competition opportunities (in indicator 5) that develop range of personal and social skills This would involve continuing to develop competitive opportunities for children of all abilities to support the development of the whole child Host a well-being and health week to encourage staff and pupils to develop positive life-style choices <ul style="list-style-type: none"> ✓ Listen to podcasts-motivational ✓ Healthy eating ✓ Mental well-being ✓ Exercise and health <p>10. Develop additional leadership and team building opportunities.</p> |

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| | <ul style="list-style-type: none"> Continue to talk to other academies in the Peterborough area to arrange competition opportunities against self and others to develop range of personal and social skills <p>5. 5 a day subscription within the classroom</p> <ul style="list-style-type: none"> All staff to regularly use the 5 a day subscription in their classes. Allow pupils choice to engage them further. <p>6. Use other online resources to help support i.e Supermovers etc</p> <p>7. After school clubs</p> <ul style="list-style-type: none"> Make sure that Sports Clubs timetables are reviewed, updated and distributed at the beginning of each term to parents and pupils <p>8. Academy Website</p> <ul style="list-style-type: none"> Update the website with curriculum map and share academy achievements in PE and Sport through Twitter. <p>9. Get in Olympian Gymnast to the Academy to talk about journey</p> <ul style="list-style-type: none"> Date booked for 5th June Complete assembly. Children to take part in sponsored work out with them | <p>Part of the £2400 GAT package below</p> | | <ul style="list-style-type: none"> This would include buying in support for Staff meeting – based on OAA will allow opportunities for staff to experience the programmes in the eyes of the pupils. They will also experience team building opportunities. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|--|---|----------------------|--|---|
| | | | % | |
| Intent | Implementation | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| <p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p> | <p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead</p> <ul style="list-style-type: none"> Re-visit staff voice to identify CPD needs PE Learning Walks to help identify both individual needs and any patterns of need across the academy Ensure future actions support current Physical Activity requirements / recommendations from the Department for Education Guidance. <p>2. Check knowledge gained from previous CPD through YDP sessions.</p> <p>Complete learning walks to check success of YDP CPD sessions from last year.</p> <p>3. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> GAT PE QA Days Sharing of best practice to support pupil well-being PE and Sport Premium preparation for inspection: | <p>£2,400</p> | <p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Membership purchased 2 x in-school training days from Allison Consultancy taken place Extra, remote day of support from Allison Consultancy taken place All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete Templates on website and web-compliant PE Learning Walk sheets PE Lead sharing 'One-Note' support with staff | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue with GAT Membership which includes high quality CPD opportunities Engage YDP for further support Continue to network and share resources Ensure that CPD that has taken place this year is cascaded to any new staff next year Ensure that as many staff across the academy are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Staff to complete audit to identify further CPD needs PE Lead to monitor impact of the CPD – PE Learning Walks / Pupil and Staff Voice. Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional |

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| | <p>RAG Review and identification of key actions</p> <ul style="list-style-type: none"> • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of Planning and delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>2 x In-school days of support</p> <p>Day 1: (10/01/23) QA Prep Day Day 2: (31/01/23) GAT PE QA Day</p> <p>4. Allison Consultancy</p> <p>Purchase one additional day of support from Allison Consultancy</p> <p>Virtual Day of One-to-One support for the PE Co-ordinator and subsequent write up (3/5/23)</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Teams Meeting • PE and Sport Premium – Reviewing and developing 2022/23 Action Plan • Remote write up of Plan <p>5. YDP to work alongside and provide the following in-school support for staff</p> <ul style="list-style-type: none"> • Use specialist Sports Coaches to carry out team teaching of a sequence of lessons alongside Newark Hill Academy teachers during PE sessions. • Working alongside teachers with the children to plan and deliver high quality lessons • On-going monitoring of practice via PE Learning Walks • Coaches in 3 afternoons | <p>£500</p> <p>£7,020</p> | <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Enhanced subject leadership • Identification of key strengths and priorities for development in relation to the PE Curriculum Journey provided • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Staff upskilled to deliver enhanced provision in PE lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Children engaged in enhanced, more effective PE lessons • Greater pupil progress and attainment in PE against national, age-related expectations • Increased pupil progress in PE • Enhanced quality of learning • Improved challenge and engagement across all pupils <p>Evidence</p> <ul style="list-style-type: none"> • YDP Coaches engaged • Training arranged • Lesson Plans • Lesson Observation • Paired PE Learning walks • Discussions with staff • NFL Flag training taken place and cascaded to staff <p>Impact on staff :</p> <ul style="list-style-type: none"> • Teachers using lesson plans – increased confidence, knowledge and understanding to | <p>schemes or units of work)</p> |
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| | <p>6. PE Lead providing support for staff through 'One Note'</p> <p>Provide any additional help on One Note, all policies, feedback, CPD notes will be shared on here.</p> <p>7. Purchase equipment / resources to support Professional Development</p> <ul style="list-style-type: none"> Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work) <p>8. NFL Flag training</p> <ul style="list-style-type: none"> PE Lead to attend national training Cascade training to staff so they can use with their children Provide after school club – work with children to prepare for local competition Free equipment for schools | <p>£1000</p> | <p>deliver more effective PE lessons</p> <ul style="list-style-type: none"> This will support enhanced planning and delivery of PE lessons based on targeted needs of our children Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity More effective planning skills including clearer differentiation within lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons Improved quality in teaching, learning and assessment in PE for all children Increased pupil progress in PE Pupils developing enhanced Fundamental movement skills Improved challenge and engagement for all pupils | |
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| 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?: | |
| Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children | <ul style="list-style-type: none"> • Pupil Voice <ul style="list-style-type: none"> • Use Microsoft Forms to complete pupil voice to identify interests and barriers to participation • Complete pupil voice • Sports captains to organise this • Identify and target children not engaging with interventions to meet their needs • Engage Sports Coaching Company to extend physical activity opportunities <ul style="list-style-type: none"> • This includes Youth Development Programme (YDP) • Coaches to use classroom spaces if wet and adapt lessons to get children involved in activities to engage children in physical activity • Look at curriculum map to ensure that a variety of sport is given to the children | | Included in YDP costs above | <p>Evidence</p> <ul style="list-style-type: none"> • External providers engaged • OAA day taken/taking place for all children • Children engaging on a regular basis • 30 Minutes a Day activity timetabled in for every class • Extended Extra-Curricular Sport and Physical Activity Programme • Active Playground Programme in place • Participation Registers • Increased number of children participating in school clubs • Pupil voice survey completed • Sports Captains in place <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • 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 enjoying taking part in school clubs • Children are accessing structured, active games during lunchtimes • Equipment available to ensure children are able to access active lunchtimes. • More children able to access equipment at lunch time and be involved in active lunches • Children experience leadership and team building opportunities and develop new skills. | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Re-engage additional expertise / staffing to extend opportunities • Complete pupil voice to identify interests and barriers to participation in activities • Target children not engaging • Strategically link new opportunities to the 30 minute a day programme • Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website • Engage with children to provide additional opportunities using equipment <ul style="list-style-type: none"> ✓ Sports Captains to work with YDP and support delivery of play time activities. ✓ Sports captains to take more of role within the academy on equipment we buy and how we use it |

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| | <ul style="list-style-type: none"> • Provide additional 'Top-Up' swimming sessions for Year 6 pupils to increase children achieving national curriculum requirements • Additional sessions to enhance progress and attainment in relation to the national targets. • In line with new national guidance, due to lack of access to swimming because of COVID, the focus is now on Self-Safe Rescue and Water-safety • Pupils who are identified as not achieving the NC requirements particularly in relation to safe-self rescue and personal survival are able to access top up sessions at the conclusion of Year 6. • Book booster swimming sessions including transport. | <p>£1660</p> | <ul style="list-style-type: none"> • All children have the opportunity to participate – costs are not a barrier <p>Evidence</p> <ul style="list-style-type: none"> • Increase in Top-Up Swimming sessions • Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> • More children achieving national Swimming and Water-Safety targets particularly safe-self rescue • School performance against national targets improved | <ul style="list-style-type: none"> ✓ To use new resources to get more children involved in additional sports at lunch times. • Purchase sports equipment to support new activity opportunities including active playgrounds and the lunchtime programme ✓ Pedometers – enough for a whole class (one per child) ✓ Develop Inter-Class Pedometer Challenge ✓ Each Class to have Pedometers for a week – keep record of total steps Class take over the week ✓ Divide by number of children in the Class to get Class Average ✓ Purchase Heart-Rate Monitors – supports learning in Science and Health / Exercise areas of learning ✓ Purchase stop-watches – children see how many Star – Jumps they can do in 30 seconds etc - running on sport for a minutes ✓ Many of these things can be done in the classroom or on playground in an 'Active Break' from classroom activity |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---------------------|--|--|
| | | | | % |
| Intent | Implementation | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | 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: |
| <p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p> | <p>1. Participate in GAT and External Provider Competitions</p> <ul style="list-style-type: none"> Organise and take part in an increased range of competitive opportunities such as; Sports Days, GDFT Inter-Academy Athletics, COPA competitions. Enter School Games competitions Enter all events as possible <p>2. Youth Dreams Project (YDP)</p> <ul style="list-style-type: none"> Enter any of the Youth Dreams Competitions throughout the year. Football, multi skills and SEN tournaments etc <p>3. Travel Costs</p> <ul style="list-style-type: none"> Use Sports Premium funding so that all travel to/from sports competitions is provided ensuring equal opportunities for all pupils. Travel costs with the exception of the transport to/from swimming which the Academy pays for separately <p>4. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities | <p>£1000</p> | <p>Evidence</p> <ul style="list-style-type: none"> Physical activity competitive opportunities in place Participation Registers Sports Captains in place Celebration Assemblies Medals / Certificates awarded Children have taken part in competitions such as SEN bowling, YDP football tournament. <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Confidence Enjoyment of sport across the school Opportunities to participate in a wider variety of activities Awareness of the importance of physical activity and health Socialisation with other children from | <ul style="list-style-type: none"> Continue to enter external competitive opportunities including GAT events Continue to support staff to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all. Ensure individuals and teams are celebrated within class assemblies for children who have: <ul style="list-style-type: none"> ✓ taken part in competitions remotely ✓ gained certificates Staff should acknowledge their success within lessons and class/bubble competitions e.g. for: <ul style="list-style-type: none"> ✓ team work ✓ leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience |

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| | <ul style="list-style-type: none"> • Sports captains to identify what sports they may want to look into first • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all • Competitions must involve ALL children • Develop new templates for scoring etc. • Talk to other Academies within the area to create competitions between schools. • At the end of each term will do a competition between both classes with what ever skills they have been learning. e.g. football, cricket etc. • Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year <p>5. Sports Day / Week</p> <ul style="list-style-type: none"> • Purchase medals and certificates to recognise and celebrate pupil's achievement <p>6. Continue to develop the Sports Captains Programme</p> <ul style="list-style-type: none"> • Identify one person per class • Can help to identify children's interests and ideas for new activities and competitions across the academy • Can help to advertise the activities available • Purchase new sports captain badges <p>7. Celebrating Engagement and Achievement</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within class assemblies for children who have: <ul style="list-style-type: none"> ✓ taken part in competitions remotely ✓ -gained certificates ✓ -achieved star of the lesson in PE/club. | <p>£300</p> <p>£100</p> | <p>other schools / backgrounds</p> <ul style="list-style-type: none"> • Experience of sense of well-being and the feeling of achieving their best | <ul style="list-style-type: none"> ✓ showing focus ✓ encouragement of others • Use registers to target any pupils with non-participation/ engagement • Continue with Sports Day / Week and develop the Sports Captains Programme |
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Budget Summary as of 30/6/23

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| Total Funds Allocated | - | £20,480 |
| Total Spend Identified in Plan ('Yellow' figures) | - | £TBC |
| Balance (Underspend) | - | £TBC |