

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 needs. 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 judgement, 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 offers.
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 on your spending. 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. A final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£20,629
Total amount allocated for 2022/23	£18,740.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£195.27
Total amount allocated for 2022/23	£39,369.00
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 18,676.00

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 as best you can. For example, you might have practiced 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>	
<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 2023.</p> <p>Please see note above</p>	100 %
<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>	80 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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 -TOP UP swimming

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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: 2023/24	Total fund allocated:	Date Updated:	
<p>Key indicator 1: The engagement of all 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.</p>			<p>Percentage of total allocation:</p> <p>38%</p>
Intent	Implementation		Impact
<p>Your school’s focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>
<p>To offer plenty of opportunities for engaging children in physical activity and promoting active break and lunch times.</p> <p>Purchase new equipment to replenish and replace damaged items.</p> <p>Midday Supervisor training by SCSSP</p> <p>PESSPA opportunities throughout the school year.</p>	<p>Purchase a wide range of playground equipment for all year groups to access, replacing and replenish any which is damaged.</p> <p>SCSSP spend an afternoon of training with Midday Supervisors, providing ideas to keep the school physically active during lunchtimes and explaining how the role of the sports leaders will support this daily.</p> <p>Store equipment to sustain life in a lunchtime shed.</p> <p>Have Year 5 ‘shed monitors’ to be responsible for removing and replacing ‘tubs’ at break and lunchtime.</p> <p>Shed monitors ensure that equipment is not broken and let PE Lead know if more supplies are required.</p>	<p>£1394.44</p> <p>£220</p>	<p>All children have a wide variety of appropriate equipment to access at break and lunchtime.</p> <p>All areas of the field and playground are in constant use.</p> <p>Significantly greater numbers of children engaged in a variety of physical activities at lunchtime.</p> <p>Midday supervisors feel more confident in their role, encouraging physical activity.</p> <p>Pupils have more opportunities to be active.</p> <p>Behaviour issues are low level.</p> <p>Engagement of children in different classes and year groups, playing together.</p> <p>Older children are engaging with younger children to help them access games and equipment.</p>
			<p>Sustainability and suggested next steps:</p> <p>‘PE- Lead’ to continue to ensure a wide range of high quality PESSPA opportunities are made available throughout the year.</p> <p>Continue to promote sport throughout the school with specific celebration assemblies, website and newsletter articles, school sports boards.</p> <p>Monitoring the amount of activity and engagement at break and lunchtime and accessing the SCSSP playground crazes e.g., skipping week.</p> <p>To research areas of the playground where playground game markings could add to participation of physical activity.</p>

			Children are actively engaged in meaningful activities during unstructured playtimes, facilitated using appropriate equipment.	
Year 5s trained in the summer term as Sports Leaders and 'shadow the current Year 5 Sports Leaders for the final two weeks of the summer term, before taking over in September 2023.	<p>Sports leaders have a timetabled 2-week Rota to cover all lunchtimes. They have access to their own equipment shed and can choose the games they wish to play and source the equipment, set up, prior to R / KS1 finishing lunch in the hall.</p> <p>SCSSP and PE Lead train Sports Leaders with the intention of taking over in the summer term from the existing Year 6 SL and gaining experience before taking over in September 2023.</p> <p>Daily feedback from SL if required, with PE Lead, but a half termly meeting to check that they are happy and if there are any issues which have not previously been raised.</p>	£200	<p>Celebrate the newly trained SL and thank the existing SL in a celebration assembly. Ask the SL to tell the whole school what they have learnt and what their new role will be. Younger children are familiar with the concept and the new SL.</p> <p>Group based games, encouraging mixed year groups to take part in activities and games together.</p> <p>Children who are new to school are encouraged to participate to help form friendship groups.</p> <p>Behaviour, at break and lunchtime, has improved as children are focused on different activities in all outside areas.</p> <p>Leadership roles have encouraged Year 6s to 'make up' their own games rather than use the SL games pack.</p> <p>Children can develop their social, communication and organisational skills through their leadership role and for the children collaborating with their peers.</p> <p>SL confident to become a 'Pupil Voice' report to gauge pupils' views on events and activities they have taken part in, within school and with the SCSSP.</p> <p>Children were supported by their peers, in small groups and their self- esteem and confidence was raised.</p> <p>Sports leaders support staff during sports day, taking responsibility for leading activities and scoring.</p>	<p>Continue leadership roles and train Sports Leaders in the Summer Term, in order that there is a smooth changeover the following school year.</p> <p>Continue to involve SL throughout the year in assemblies and to help events in school, where appropriate.</p> <p>Continue with regular meeting with SL and use them for pupil voice feedback.</p>

Equipment for curriculum PE and outdoor play equipment to be audited and repaired / replaced for safety.	New equipment purchased and existing fixed equipment repaired where necessary and moved to a larger area, so children can access safely.	£13,285.79 for large, fixed equipment repair, replacement, and surfacing	All children can access large, fixed apparatus and learn how to play on it safely and their own risk assessment. Additional purchases support greater access to physical activity during breaktimes and lunchtimes.	Maintain the use of small and fixed equipment.
Head teacher to run a gardening club and have a rota of 'chicken monitors' to help keep the grounds / chicken coop tidy and clear of debris.	Volunteers on a rota undertake roles, working together and with guidance from Head teacher,		Children in all year groups gain confidence working with others. Increased responsibility and physical activity in a variation of non-sporting tasks e.g., digging, sweeping, weeding etc.	Continue each year.
To run daily small intervention groups, for SEND and targeted children in all year groups	Provide a range of accessible activities for SEND children and targeted children, with support from allocated members of staff.		Increased confidence, more engagement in the session / classroom. Promote a healthy lifestyle, communication skills, teamwork, and social skills. Children look forward to attending the sessions.	To continue but look at introducing a weekly 'Panathlon' session for SEND children.
After school clubs / breakfast clubs to be offered throughout the week.	Staff can offer a variety of extracurricular clubs and expose children to playing with other children in their key stage, they may not have played with before. Autumn Term / Spring Term: Netball club Year 5 and 6 GIRLS ONLY football club Year 3-6 Gail Henry School of Dance Year R-6 BOYS ONLY football club Year 3-6 Golden Mile Running Club Year 1-6 Summer Term: GIRLS ONLY football club Year 3-6 Gail Henry School of Dance Year R-6 BOYS ONLY football club Year 3-6 Golden Mile Running Club Year 1-6 To maintain links with local clubs and feeder schools to arrange 'friendly' matches.		Commitment to attending ASC is high with attendance always between 95-100% weekly. Children can use skills learnt in curriculum PE games, during after school club and have freedom to do so in a different environment.	Continue to offer a variety of extracurricular clubs – if possible, extend the offer to include KS1 opportunities in the summer term. Finish football at the end of the Spring Term, to introduce some summer-based sports, e.g., archery, dynamo cricket, rounders, or tennis.

Use 'Golden Mile' daily as a 'wake up tool' during lesson time, as well as school led extracurricular club.	Teaching staff use Golden Mile during or at the end of lessons to enable children to have fresh air and run off some energy before returning to the classroom. This may be for 5-15 minutes, depending on the classroom activity and whether appropriate.		Children really enjoy this short break and return to the classroom with a 'ready tom focus' attitude. Celebration of Golden Mile distance certificates in a fortnightly celebration assembly, encourages children to actively participate, to reach their next distance target.	Continue promoting and celebrating achievements. Participate in the SCSSP 'Run for Fun' week, promoting a healthy and active lifestyle, whilst gaining distance towards a certificate.
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Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.

Percentage of total allocation:

7%

Intent	Implementation		Impact	
Your school's focus should be clear on what you want the pupils to know and be able to do. What do 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>Ensure access to high quality local support and provision for PE and Sport</p> <p>Maintain the School Games 'Platinum' Award</p> <p>Celebrate every child through PE and School Sport in a weekly Sports Celebration assembly.</p> <p>Entering the SCSSP programme of competition and targeted events for specific children.</p> <p>Children participating in events wear SPS team kit.</p> <p>To recognise and celebrate sporting achievement on Sports day and across the whole school.</p>	<p>Core membership with the SCSSP and additional bolt-on opportunities.</p> <p>Continue to achieve a high number of children accessing PE and School Sport throughout the year. Use the School Games criteria as a guide.</p> <p>Celebrate events that have taken place in the SCSSP calendar and allow those who participated in them to share in a whole school assembly, their thoughts about their experience,</p> <p>PE Lead to update PE page on the website half termly celebrating curricular PE, school sport opportunities and daily physical activity to raise the profile of PESSPA across the school and with the wider community.</p>	<p>£900 + additional bolt-on costs</p>	<p>Core membership of the SCSSP has enabled the school to participate in over 20 events, with a wide range of additional support and training.</p> <p>100% of the children will be celebrated in some way in PE assemblies, through their Golden Mile running success, whole school sporting activities or SCSSP events.</p> <p>Maintaining the Platinum Award shows that the school has maintained its profile of PESSPA.</p> <p>The whole school took part in the South Cambridgeshire Partnership's Friendship Run Week, Santa Dash, and Skipping Week.</p> <p>Skipping week – alongside the skipping challenges / craze - saw more children engaging in skipping activities during break times and lunchtimes. This</p>	<p>Maintain membership of the SCSSP</p> <p>By continuing to highlight the profile of PE, PA and SS in school, all pupils should achieve their 60 minutes a day hopefully ,7 days a week.</p> <p>Maintain the Platinum Award standard for another year.</p> <p>Continuing to celebrate pupil success will ensure PE and Sport are central to pupils' lives, in and out of school.</p> <p>Continue to create opportunities for leadership roles within PESSPA – play leader, sports leaders, sports captains.</p>

<p>To allow high quality PE lessons to be delivered with clear progression shown across a unit of work and within each lesson.</p> <p>Continue using the Golden Mile running initiative throughout the school.</p>	<p>PE Lead to ensure that sporting successes or participation are added to the weekly school newsletter and website. Use the pupil voice feedback in reports about events.</p> <p>PE Lead to keep PESSPA display boards up to date to promote PESSPA at Swavesey.</p> <p>Encourage children to bring in out of school successes into the celebration assembly and then use any evidence to display on the 'out of hours' PE board.</p> <p>Children representing the school wear team kit to show that they are part of a team and should be proud.</p> <p>The Golden Mile initiative is followed in school by all year groups. A half term competition between phase classes, to win a trophy for the greatest distance in a half term.</p> <p>Purchase 'special' sports stickers to promote and reward progress in lessons.</p>		<p>continues daily and more skipping ropes have been purchased. Sports leaders who were not on rota duty supported younger children, using different skipping alternatives to using a rope.</p> <p>The Santa Dash was conducted in one PE session of the final week of term and every child took part and received a medal, which they were very proud of, and this was celebrated in the sporting assembly. After Christmas, more children attended the Golden Mile running club, before school.</p> <p>The school newsletter and website celebrate sporting events and the display boards in the hall inspire children to look at them and encourage them to want to be active and healthy.</p> <p>Self-esteem and confidence increase when children are celebrated in a sporting assembly, and they will hopefully inspire their peers.</p> <p>Golden mile achievements celebrated in weekly assemblies with increased competition between phase classes to try and win phase trophy at the end of each half term.</p>	<p>To continue to maintain the profile of PESSPA across the school and in the wider community through the school's website, noticeboards, page, weekly newsletter, and parental letters.</p> <p>Purchase a new scheme of work to add more breadth to the curriculum, new learning activities and easier resources for teachers to access.</p>
<p>To ensure that intra house competition takes place frequently for children to show the skills they have being learning in a competitive scenario</p>	<p>Children who may not usually work together become a house team and compete with peers to win a house ribbon.</p> <p>School Games in the Summer Term. Children participate in 10 zones of activities, in house teams, earning points towards potentially winning the 'house sports day' trophy. Zones target skills taught during the school year and are fully inclusive. Fully inclusive zones are led by Sports Leaders during the Reception/ KS1 competition.</p>		<p>Those children who may not take part in the SCSSP events will experience a competitive event. This will help their communication skills, teamwork, resilience- learning how to lose but also confidence, if they win or because they have taken part in a competition.</p> <p>Children celebrate their skills learnt during the year with their peers and in front of parents / carers. Every child participates regardless of ability and all house teams are celebrated throughout the event and when team results are announced at the end of the event.</p>	<p>Increase the number of intra house events from Reception – Year 6 throughout the year.</p> <p>Continue links with local secondary and 6th Form PE departments for future events.</p>

	KS2 zones are led by feeder secondary school sports leaders and local 6 th Form College BTEC students who have previously worked with some children during the school year.		Using Primary School Sports Leaders, Secondary School and 6 th Form students inspires children for the future.	
Book an athlete visit with the SCSSP bolt on package	A visit from ex BMX Half pipe world champion Mike Mullen. Year 5 spend time with Mike in groups, challenging their fears and building confidence and resilience	£520	Children ride BMX bikes and learn tricks, jump ramps and a number were selected to produce a display to the entire school at the end of the day. Children are inspired to use a bike and try new things without worry or fear. The day was celebrated in the newsletter and PE display boards with 100% positive feedback from the children and staff involved but positive feedback from peers who watched the display and were inspired.	To book at sporting athlete next year- a year 5 BMX workshop and a Scooter workshop for year 3 / 4
Close links with Long Road Sixth Form College, enables BTEC 6 th Form students to organise and lead activities for children, during the school year.	BTEC students collaborate with pupils in 4-week blocks, based on the unit of work PE Lead has given them, generally Tag Rugby, ball on ground or cricket, depending on the term. A group of GIRLS from the 6 th Form BTEC Sport qualification led the '#Letgirlsplayfootball' event in school.		Pupils enjoy collaborating with the students and enjoy the challenges the students have planned. Students have asked to help at Sports Day in the summer term and pupils have remembered their previous meeting. 6 th Form girls were inspiring at the event, having organised age-appropriate football related drills and small games. Students attended the in-school Year 4 Mini Olympics and helped to lead activities during the afternoon.	Continue with links for future events. To attend the event next year.
Book Team Building Day with SCSSP for targeted year groups, prior to moving up to their new classes in the summer term.	In the summer term, prior to moving on to the new class teacher, a team building challenge was organised and children were grouped according to new class structures, without them knowing.	£420	Children worked with others who had not been in their current class. Confidence building, communication, resilience, and teamwork were outstanding positives. 100% of the children gave positive feedback.	Book future Team Building days for the transition period in the summer term.

Increased use of Sensory Circuits daily, in year groups.	SENDCO to organise a sensory circuit rota with class teachers and TAs. Specific room for Reception and Key Stage 2 children with equipment 'map' set up all the time. Specific area for KS1 area, with additional equipment purchased.	£556.91	Children now know their routine each morning, where to go and what to do. 100% positive feedback from children involved and staff feel this has been beneficial to the targeted children.	To continue but look at introducing a weekly 'Panathlon' session for SEND children.
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Key indicator 3: Increase confidence, knowledge, and skills of all staff in teaching PE and Sport. Percentage of total allocation: **20%**

Intent	Implementation	Impact	Sustainability and suggested next steps:	
Your school's focus should be clear on what you want the pupils to know and be able to do. What do 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>To ensure all children participate in 2 hours of high-quality PE a week.</p> <p>To offer high quality curricular PE and school sport opportunities whilst providing CPD opportunities for all teaching staff.</p> <p>PE Lead to attend termly SCSSP network meetings to receive updated information and National guidance, initiatives and the SCSSP sporting calendar of competition.</p> <p>To ensure that the quality and learning in PE will be developed through SCSSP CPD courses where class teachers have highlighted an area of support in staff survey.</p> <p>To organise a Twilight CPD training session for all staff in the summer term.</p>	<p>CPD of teaching staff, following a survey to highlight areas of support required.</p> <p>To develop staff skills through SCSSP CPD course.</p> <p>Bee Netball PE Lead and 3 teachers</p> <p>Sensory Circuits: SENDCO and TA</p> <p>KS1 Gymnastics: PE Lead and class teacher</p> <p>KS2 Gymnastics: PE Lead and Class Teacher</p> <p>Twilight staff training: Cricket including throwing and catching / multi-skills.</p> <p>Children come to school on PE days already dressed in PE kit.</p> <p>TAs observe good quality teaching and can support 1:1 child in order that they access the lesson fully.</p>	<p>£7886.90</p> <p>Staffing - where supply has been used to cover for sports training courses and overtime for staff on sports events outside of their normal working day.</p>	<p>Staff confidence and competence with additional support has improved, through verbal feedback with PE Lead.</p> <p>Upskilling staff has enabled them to have more confidence when teaching a PE lesson.</p> <p>Wearing a PE kit to school ensures that previous wasted 'changing time' is not an issue and each lesson will be an hour long, therefore achieving the target of being active on that day for at least 60 minutes.</p> <p>Children will enjoy lessons more if the teacher does and therefore have greater knowledge and understanding of PE, School Sport and Physical Activity and</p>	<p>To continue CPD for teaching staff and sharing good practice.</p> <p>PE Lead to Team Teach regularly to support teaching staff.</p> <p>An annual survey of target areas needing support.</p> <p>To purchase a current and relevant PE scheme to supplement the Cambridgeshire Scheme currently used for the delivery of curricular PE Lessons (Getset4PE)</p> <p>New teachers continue to be supported by PE Lead and CPD arranged where required.</p>

<p>Ensure all staff are aware of differentiated equipment available to use during PE lessons and where it is stored.</p> <p>Cricket specialist teaching provision to improve catching, throwing and batting skills with pupils.</p> <p>Ensure that equipment is appropriately stored, and easy access is maintained throughout the year.</p>	<p>Year 1-4 received 6 weeks of tuition. from a county cricket coach alongside teacher and PE lead.</p> <p>Storage facilities available enable PE lead to change equipment around each term, to allow space to access it, with use of a PE storage shed for rotation.</p>		<p>more children develop a love of physical activity.</p> <p>Pupil well-being improved and participation and enjoyment in PE across the year groups is positive.</p> <p>Sessions upskilled the pupils' cricket skills and enabled a selection of Year 3 / 4 pupils, the confidence to represent the school in a cricket tournament.</p> <p>Teachers and support staff are more confident in the teaching of all areas of PE and are themselves engaged in an increased level of PE. Staff able to teach PE, units of work, effectively and safely with adequate equipment. Suitable storage ensures longevity.</p>	<p>PE Lead to attend network meetings in the SCSSP and book staff on any CPD courses that are available.</p> <p>Repeat next year</p>
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<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all</p>	<p>Percentage of total allocation: 21%</p>
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Intent	Implementation		Impact	
<p>Your school's focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>To order equipment that can be used if PE cannot be outside or in the hall during the winter / or use by other Key stages,</p>	<p>Purchase table tennis equipment and free standing 'nets' for whole class in addition to the cup stacking set.</p>		<p>Children have only used these a few times but kept them active in a classroom space and maintained their attention throughout the lesson.</p>	<p>Maintain the equipment by storing it correctly.</p>
<p>To ensure that there is an opportunity for all children to enjoy some form of sport or physical activity.</p>	<p>Provide additional playtime equipment and repair replace damaged fixed large equipment in order that children can gain safe access.</p> <p>Provide Sports Leaders with their own equipment sets in order that they can access any number of games with the younger children.</p> <p>To ensure that the Archery and New Age Kurling sets are used if weather is inclement for hall-based PE lessons.</p> <p>To enter the majority of the SCSSP calendar of events, in particular those targeting specific children and SEND children.</p> <p>To ensure a 'variety' of pupils are selected to represent the school where the event may not be as competitive rather than taking a core group of children.</p> <p>Year 6 residential in the summer term enables pupils to try activities for the very first time in most cases.</p> <p>Extracurricular clubs including Golden Mile running club, netball, GIRLS ONLY football club and BOYS ONLY football club, to be on offer throughout</p>		<p>Children access unfamiliar sports with a number extending their participation in the sports further through links with local clubs.</p> <p>The whole school engagement during skipping week, as part of the half termly crazes offered and an increased participation at lunchtimes.</p> <p>Whole school engagement in the 'Friendship Run' week enabled children to run with friends, increase their Golden Mile running total and raised the profile of running which increased attendance at Golden Mile running club before school. Between 30-40 children regularly attended from Year 1-6.</p> <p>As well as physical health benefits, pupils that attended the school residential trips developed greater self- esteem and confidence, resilience, contributing to an improvement in their emotional health and wellbeing.</p> <p>Children return to school having experienced activities for the first time.</p>	<p>Continue to offer extracurricular sports and ensure a wide range of sporting opportunities are available.</p> <p>Continue to book residential trips for pupils in year 6.</p>

	<p>the year.</p> <p>To take part in school festivals and SCSSP whole school events including friendship run week, Santa Dash, skipping week, let girls play football.</p>		<p>Children who attended are celebrated in whole school assembly with certificates of achievement. Positive feedback from parents and teachers.</p>	
<p>To provide TOP UP swimming to children in KS2 who have yet to achieve the minimum required 25m with confidence.</p>	<p>Assessment of children from Year 4-6, with St Ivo swim teacher. Children who cannot swim confidently and without adequate stroke technique remain in the TOP UP programme, during the school year and beyond, if necessary.</p>	<p>Pool Hire £2024.99</p> <p>Staff £1890</p> <p>Transport £4349.79</p>	<p>Children at the end of Year 6 will show technique and confidence in their ability to swim a minimum of 25m or as close to the distance as they can.</p>	<p>Introduce 'dry land' rescue to Year 5 / 6 children, as time pressures do not allow this to occur in the allotted pool time for the number of children attending.</p> <p>Continue with the TOPUP swimming programme throughout the year, where pool bookings allow.</p>
<p>Bikeabilty training with Year 5 pupils</p>	<p>Pupils to access level 1 and level 2 programme in the summer term</p>		<p>Children are competent and confident to ride their bike safely on a road or cycle path.</p> <p>They improve skills in bike control, signaling, and bike safety.</p> <p>More pupils will be able to bike, to and from school with support as part of a healthy lifestyle.</p>	<p>Booked for next Summer 2024</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
Your school's focus should be clear on what you want the pupils to know and be able to do. What do 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:
<p>To expose a wider range of children to both friendly and competitive sporting events across a broader range of sports. This will engage new audiences and promote participation, with celebrations in sports assembly.</p> <p>To continue to access inter competitive sport through core subscription to SCSSP.</p> <p>To allow children across KS2 to participate in school competitions.</p>	<p>To continue to subscribe to the core SCSSP package to enable opportunities for a range of competitive and festival opportunities for KS2 pupils.</p> <p>To share transport where possible with a cluster school, to keep costs lower for events reduced cost as compared to coach hire.</p> <p>The school to enter competitive and non-competitive competition, provided by SCSSP, local football, rugby, and football clubs.</p> <p>Festivals in school and out of school to be accessed.eg Let girls play football, Year 4 mini-Olympics, friendship run, Santa dash.</p>	<p>£5524.90 Transport - for all sporting events</p>	<p>KS2 children experienced opportunities to take part in competitive sport, visit larger venues, perform as part of a team, practice and refine skills taught in PE lessons and experiences through school sport and physical activities, and had fun, positive experiences.</p> <p>Pupil voice feedback from events was 100% positive, regardless of where teams were positioned.</p> <p>Sporting events 2022-23, finishing in the Top 5 or higher in all events:</p> <p>5 x Boys and Girls Only football events for years 3-6, with SCSSP, Norwich City.</p> <p>4 targeted events for SEND / quieter/ low self-esteem, including Kurling, Panathlon, tennis festival, OAA.</p>	<p>Participation in sporting competitions and festivals outside of school to continue through the 2023 – 2024 academic year.</p> <p>Continue to run in school festivals and intra house competitions throughout the year groups.</p>

<p>Give children pride in representing school teams and motivate them to want to participate.</p>	<p>To select a variety of pupils who are ready to participate in inter school competition, rather than a core number.</p>		<p>One Mixed and a GIRLS only rugby tournament.</p> <p>3 teams for Hockey for year 5 / 6</p> <p>Cross Country competition for 48 Year 3-6 children.</p> <p>Three teams in a BEE Netball competition, two teams reaching the B Team finals and the A team reaching the COUNTY FINALS, finishing 7th in the County.</p> <p>Mixed dynamo cricket for Year 3 / 4, two teams of Mixed 5 / 6, two teams of GIRLS.</p> <p>Two teams for Quad Kids athletics for Year 5 / 6</p> <p>In addition, Year 4 took part in an in-house mini-Olympics and was organised by students at Long Road 6th Form, completing a BTEC in Sport.</p>	
<p>To continue to provide intra competitive sport opportunities as part of school PE lessons, lunchtime football and netball clubs and through the annual sports day.</p>	<p>All teaching staff to facilitate intra competitive sport opportunities at the end of a unit of work to celebrate and 'show' new skills to peers.</p>		<p>Midday supervisors oversee lunchtime football matches from Year 1-6 on three pitches.</p> <p>Children experience how to win but also experience losing alongside their peers.</p>	<p>Continue to develop opportunities for intra competitions / performances as part of each unit delivered throughout academic year. PE Lead to support class teachers in the delivery of intra competitions / performances.</p>
<p>To enter targeted events for SEND children and those with low self-esteem, lack of confidence etc. within the SCSSP calendar of events.</p>	<p>Children will participate in targeted events with their peers: New Age Kurling OAA Panathlon Tennis</p>		<p>Greater confidence, particularly when celebrated in whole school sporting assembly.</p> <p>Photographs of the children on the sport competition board, wearing team kits</p> <p>Pupil voice feedback was 100% positive and 100% would recommend others to attend.</p>	<p>To access more events within the SCSSP calendar 2023-24.</p> <p>Involve the new SENDCO, who will be attending specific events.</p>

Signed off by	
Head Teacher:	
Date:	July 2023
Subject Leader:	<i>ATurian</i>
Date:	July 2023
Governor:	
Date:	July 2023