

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● This year, we had an amazing sports week where lots of local clubs came to our school to deliver fantastic sessions to our children. This allowed our children to participate in new and unique sports which they may not have tried before. We had VX sports, Just dance, Quidditch, Olympic events, basketball and even a skate park! <ul style="list-style-type: none"> ○ This also gave all of our teachers and TA CPD as they team-taught each session with the specialists. ● A recent survey shows how all teachers now feel more confident when planning and delivering PE sessions, due to the purchase of our PE scheme. ● KS2 classes have had a PE specialist teach them PE once a week this year. TAs and teachers attended these sessions as CPD. ● We have purchased cross-curricular orienteering and set it up around our whole school. All teachers (TAs were invented) to a twilight CPD session where we were shown how to use this effectively across the whole school. ● We have now ensured we have high quality resources to teach each sport on our long term plan. This will ensure we have quality resources for every lesson. ● We have purchased Moki bands to track children's fitness levels next year and set challenges within the school. We have created a plan to roll this out next year. 	<ul style="list-style-type: none"> ● Next year, we need to increase the amount of competitions which our children attend and compete in. Due to Covid-19, we have had a real lack of competition and this is something we will improve next year. ● We need to ensure all children are active each day - This will be tracked and targeted through the recent purchase of Moki bands. ● We want to use local sporting clubs to build links within the community and provide pupils with pathways. Through using Koboca, it is clear that not many of our pupils attend local sporting clubs. ● It is clear from our swimming assessment that it is not being effective. We will speak with our local pool and devise a programme and assessment tool that can push our swimmers on and use some of our funding to target Year 6 if necessary. ● We are aiming to ensure that all PE sessions are of a high quality, and that our children have the opportunity to experience a wide variety of opportunities. To do this, we are planning to use the funding to ensure we have the resources which are needed to teach each session. We will order equipment for a variety of sports, to ensure our teachers have the correct equipment for each session and maximise pupil outcomes. This will be backed up with staff training on best use. ● We would like to embed an effective assessment system at Hob Moor which will allow us to track pupils and provide further support where needed. We started this, this year, with activity and competition trackers which have proved very informative.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £6,118	Date Updated: 20/07/2021		
What Key indicator(s) are you going to focus on? Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total Carry Over Funding: £6,118
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>A staff survey completed last year showed that some members of staff did not feel confident when teaching PE sessions. We want to offer them CPD to help develop their confidence in planning and teaching PE sessions. We will look to bring in a PE specialist to team teach with these members of staff.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Research sport/PE providers and see which may be good for our school.</p> <p>Speak to the company and discuss what we would like and play a long term plan.</p>	<p>Carry over funding allocated:</p> <p>£6,118</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:</p> <p>Children in year five and six are receiving quality PE sessions, taught by a specialist. Children are engaged in the sessions and learning sports which they haven't yet learnt before. Teachers and TAs who have been in the sessions have observed and team taught with the specialist. On HLTA who often delivers lots of PE sessions explained how "It has given me more confidence and ideas on teaching different areas of PE and specific skills."</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:</p> <p>This links to Key Indicator 3, where we are trying to increase confidence, knowledge and skills of all staff in teaching PE. All our year five and six teachers and TAs have had time to observe and teach with the PE specialist. This will help to develop their knowledge and confidence in delivering PE. They will take this knowledge with them into future years.</p>

<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.</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>	62%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	56%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	38%
<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: 2020/21		Total fund allocated: £ 24,500		Date Updated:20/07/21	
<p>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</p>					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:
Introduce Moki bands to all children in KS2. We would like all the children to be aware of their own amount of physical activity and to take more ownership over it. We will purchase Moki bands which will track how active each child is through different stats such as ‘active time’ and ‘steps’. We will be able to create targets/games through this to encourage the children to become more active throughout each school day. We will link it to our whole school topics to create cross curricular learning opportunities.	<p>RU will research the Moki bands and liaise with other schools who have already introduced them to their school.</p> <p>RU will purchase the bands and deliver a staff training session to model how to use them and how they can be used to promote physical activity.</p> <p>RU will trail the bands and learn how to use them effectively and we have planned to introduce them to the children in September 2021.</p>		£3,710	Due to implementing these bands in September (the next academic year) we are currently unable to evidence the impact, but will evidence it on next year's document.	<p>Purchase of new batteries each year (Around £40)</p> <p>Bands to stay in school to ensure they are not lost.</p> <p>Children to use throughout all of KS2.</p> <p>Purchase of Moki bands which school will keep.</p> <p>Yearly staff training on how to use effectively.</p>
Ask an external company to come in to deliver a skipping workshop. ‘Dan the Skipping Man’ will launch a skipping program at our school where he will deliver a skipping lesson to classes. He will also deliver a	<p>RU to liaise with ‘Dan the Skipping Man’ and to book in a ‘Dan the Skipping Man’ day session.</p> <p>All teachers will attend the ‘Dan the Skipping Man’ sessions as CPD so</p>		£2,000	Due to Covid-19 restrictions, this has had to be rescheduled until the next school year, so it will be added onto our document next year to show the impact.	<p>Every child will receive a skipping rope for them to use at school.</p> <p>Available to use during all break time sessions.</p>

skipping session to the MSAs to ensure they can promote skipping during lunch sessions. Each child will receive a skipping rope which will become theirs and it will be available for them every lunch/break time.	they can promote skipping through break/lunch times.			Teachers will be part of the skipping session as CPD and will be able to continue to promote/teach skipping skills.
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?:	Sustainability and suggested next steps:
We would like the profile of PESSPA to be raised across school. To do this, we would like to improve the cross curricular links within school with PE. This will ensure all children are accessing PE often.	RU to look into cross curricular opportunities. RU to liaise with Cross Curricular Orienteering to discuss their offer. RU to choose a suitable package for our school. RU to arrange a staff meeting for CPD for our staff. Teachers to follow the progression of skills for orienteering within each phase.	£870	During the Summer term, Cross Curricular Orienteering came to set up orienteering within our school. They then led a twilight session for all teachers (and TAs were invited), where they explained and modelled how to use the orienteering cross curricularly. Year five have begun to use the orienteering to support with learning fact surrounding their topic. The children had to navigate around our school following a map, where they would then solve problems by fact finding (relating to their topic). Mr Hinde (Year 5 teacher) explained how “The children are so engaged when learning through Cross Curricular Orienteering. They find it extremely exciting. They are very competitive against each other	RU to monitor staff’s use of cross curricular orienteering. All teachers attended the CPD session and will take this knowledge with them and continue to use it each year. New staff will have access to the training resources from our orienteering online portal.

			which drives them to complete each task efficiently.” Next year, all of KS2 will engage in cross curricular orienteering throughout the year.	
RU will attend meetings that are being held by the York cluster competitions manager across the York District.	The person who attends these meetings will liaise back to staff or the PE coach with any information gathered at the meeting. The staff member will prioritise any information gathered in the order of importance and relevance to the school.	£250 (Cover)	Information was shared between the various PE leads. From these meetings information was shared about best practice across the school.	RU will continue to attend the York cluster meetings and record any information that could positively affect the school/children in a sporting/physical aspect.
To track children’s activity levels throughout each day and set whole school challenges. To track children’s achievements within PE lessons and competitions.	Purchase 6 Ipads for staff to use alongside the Moki bands. Train all staff on how to use the ipads to access Moki within a staff meeting.	£2000	The impact will come next year once we begin to use the Moki bands. Teachers are now taking photographs of their class during PE sessions and using them for assessment purposes.	Staff to look after the Ipads. Ensure software is updated each year.

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?:	Sustainability and suggested next steps:
Purchase a scheme of work for staff to follow if they choose. We will create a long term plan for PE for the school, which will outline what each year group will teach and when. Some staff expressed lack of confidence in planning and delivering PE in a variety of skills/sports. The scheme will support them to understand what skills will be taught and how they will progress. It will support teachers planning and delivery of PE sessions.	RU to research a variety of PE schemes of work to find one which would be beneficial to our school. RU to liaise with Ebor's PE specialist to discuss schemes of work. RU to run a training session for all staff on how to use the scheme of work.	£550	All staff are accessing the scheme of work to support their teaching of PE. I conducted a new staff survey around the teaching of PE and using GetSet4PE. The responses show that 100% of the teachers believe that using the scheme has improved their teaching of PE and they would like to continue to use it next year. The results also showed that now, all teachers feel confident to teach PE (which has improved from the beginning of the year) and they are becoming more confident when planning their own sessions. One teacher explained how "The planning is well written, easy to decipher and the list of equipment is very useful/easy to resource. It gives a good starting point which I can then adapt to take further."	Purchase the scheme for three years. This will support staff in planning and delivering PE sessions. This will help develop their confidence in planning and teaching PE. Work alongside staff to look at the progression of skills throughout the year. Begin to ask staff to start adapting sessions and planning their own using the knowledge of the scheme/development of skills.

<p>A PE specialist has recently been employed by the academy trust to liaise with the RU at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.</p>	<p>RU will meet with the academy trust PE specialist on a regular basis to discuss and outline the main needs of PE for the school</p>	<p>£1000</p>	<p>The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE assessment criteria. Virtual Sessions were arranged when schools went into lockdown. Full day meetings were cancelled.</p>	<p>The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school</p>
<p>Cross Curricular Orienteering CPD</p>	<p>RU to book the cross curricular orienteering sessions for all staff when purchasing the package. Arrange a staff meeting where all teachers and TAs can attend.</p>	<p>£870</p>	<p>All teachers and some TAs attended the cross curricular orienteering CPD session. Those who were unable to attend were sent the resources online to access from home. It was a practical session which taught staff how to use the orienteering resources cross curricular. All staff enjoyed the session and planned how they would use it in their phase. During the session, we looked at how to use it in each phase to ensure there was a progression of skills throughout the school. One teacher who has been using it during our summer term explained how “The children in my class are thoroughly enjoying it! They are learning all about our topic through orienteering. Once they find each marker, they have a challenge which challenges their maths and reading skills. I am seeing more engagement for most of my class!”</p>	<p>All teachers attended the CPD session and will take this knowledge with them and continue to use it each year.</p> <p>New staff will have access to the training resources from our orienteering online portal.</p>

‘Dan the Skipping Man’ CPD	RU to liaise with DTSM and discuss CPD opportunities for staff. Ask all staff to attend a DTSM session and team teach with the member of staff delivering the sessions.	£2,000	Due to Covid-19 restrictions, this has been rescheduled until next year.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum	<p>During the course of the year RU will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions.</p> <p>RU will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list.</p> <p>RU will also ask staff to look at their long term plan for PE and use the GetSet4PE scheme to identify what equipment they may need.</p> <p>RU will then purchase this equipment and store it in our PE cupboard for the school to use.</p>	£3,500	During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport. One example of this is how the children can now learn lots of Sports hall athletic games, where they can properly measure and get an accurate score for the Vertical Wall Jump and Triple Jump, as well as learning how to use a wall turn board.	<p>All staff will look after our equipment and store it correctly back in our PE cupboard.</p> <p>RU will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year</p>

<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions.</p> <p>VX Sports</p>	<p>RU to research unique sports which our children may not have ever experienced before.</p> <p>RU will research VX sports and ensure it is applicable for children in our school.</p> <p>RU to liaise with VX sports and invite them in to deliver a session for children in our school.</p> <p>Teachers to research VX with their classes prior to their session.</p>	<p>£250</p>	<p>Two year six classes, two year five classes and one year four class attended a VX session led by one of the founders of the sport. During the session, the children learnt about VX and learnt how to play the game. Throughout, they developed basic skills before putting them all together to compete in a game. Both the pupils and teachers from all classes expressed such positive feedback from their sessions and explained how much they enjoyed VX. Lots of children asked if we could continue to have VX sessions. Paul (VX specialist) explained how during one session a girl (year six) shouted “I think I’ve found my sport! I’m really good at this!” Children have received the flyer and have asked their parents/carers to join a VX club.</p>	<p>RU to liaise with Paul (VX) and book in more session/after school clubs for next year.</p> <p>RU to distribute flyers for VX to the whole school.</p> <p>Teachers to attend each session as CPD and they can teach VX sessions next year.</p>
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions.</p> <p>Just Dance York</p>	<p>RU to research unique sports which our children may not have ever experienced before.</p> <p>RU will research Just Dance York and ensure it is applicable for children in our school.</p> <p>RU to liaise with Just Dance York and invite them in to deliver a session for children in our school.</p>	<p>£180</p>	<p>Two reception classes and all three KS1 classes attended a dance session from Just Dance York. Within the session the children learnt lots of dance moves, and how to move in time to music. They worked as a team to create their own dance routine. All teachers and children from the sessions explained how much fun they had and how much they enjoyed engaging in the dance sessions. One girl from reception explained how “I didn’t know I was really good at dancing. I need</p>	<p>RU to liaise with Stacey (Just Dance York) and book in more session/after school clubs for next year.</p> <p>RU to distribute flyers for Just Dance York to the whole school.</p> <p>Teachers to attend each session as CPD and they can teach dance sessions next year.</p>

			to show my mummy and daddy how good I am and ask them if I can go to dance school to practice.” She then practiced the dance routine throughout our choosing time sessions, teaching it to lots of her friends. Children have received the flyer and have asked their parents/carers to join a dance club.	
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions. Skate Park</p>	<p>RU to research unique sports which our children may not have ever experienced before.</p> <p>RU will research York City Knights Skate Park and ensure it is applicable for children in our school.</p> <p>RU to liaise with York City Knights and invite them in to deliver a session for children in our school.</p>	£400	<p>York City Knights came and set up a skate park in our playground. All children in years four, five and six (Six classes) were invited to have skate sessions where they would learn how to use skateboards and scooters. They would then experiment on these, going over and down lots of ramps. Every child in the years four, five, and six engaged in the sessions and found it very exciting! One child in year five explained how “This is the best thing we have ever done in school!” All children were able to develop their skills on riding scooters and skateboards, and challenge themselves to ride on/over a variety of challenging ramps. Lots of children have asked if we could purchase some of this equipment to develop their skills further.</p>	<p>School to purchase skateboards and scooters for children to use during break times.</p>

<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions.</p> <p>Basketball</p>	<p>RU to liaise with Mark Gunn (basketball specialist in our local area) and invite them in to deliver a session for children in our school.</p>	<p>£90</p>	<p>Three classes (all children in years three and four) participated in a basketball session, where a specialist basketball coach taught them basic skills such as dribbling, passing and shooting. The children practiced each of these skills before applying them in a competitive match against each other. Lots of children were very engaged within the session and asked their teachers if we could buy our own basketball hoops so they could play it during their break times. We have since bought four basketball hoops and have noticed a significantly more pupils playing basketball during their break times. This has engaged some of our less active pupils during their break times. Children have received the flyer and have asked their parents/carers to join a basketball club.</p>	<p>Purchase basketball hoops for the KS2 playground.</p> <p>Purchase a new class set of basketballs.</p> <p>RU to distribute flyers for Basketball camps to the whole school.</p> <p>Teachers to attend each session as CPD and they can teach basketball sessions next year.</p>
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions.</p> <p>Quidditch</p>	<p>RU to research unique sports which our children may not have ever experienced before.</p> <p>RU will research Quidditch and ensure it is applicable for children in our school.</p> <p>RU to liaise with York University Quidditch society and invite them in to deliver a session for children in our school.</p> <p>Teachers to research Quidditch and</p>	<p>Research undertaken by PE Lead and no cost to the school</p>	<p>All pupils in our year six classes (two classes) participated in a Quidditch session. They were introduced to a new sport, where they learnt about all of the equipment, skills to use, tactics and how to play. The children were extremely excited to learn and play quidditch as they had previously expressed an interest in the Harry Potter series. One child in year six explained how “It was so cool to play quidditch because I love Harry Potter and I have always</p>	<p>RU to liaise with York University Quidditch Society and book in more session/after school clubs for next year.</p> <p>Teachers to attend each session as CPD and they can teach quidditch sessions next year.</p> <p>RU to liaise with other schools in our academy and organise a quidditch tournament within Ebor.</p>

	<p>Harry Potter with their classes prior to their session.</p>		<p>wanted to play!” Some of our less active pupils were actively engaged within the session and enjoyed playing a new sport.</p>	
<p>Children to learn about and participate in a broader range of sports, including new sports which they have not yet. This will hopefully engage some of our less active children who do not enjoy participating in common games covered in PE sessions. Olympic Sports</p>	<p>RU to research unique sports which our children may not have ever experienced before.</p> <p>RU will research companies who will deliver Olympic sessions and ensure they are applicable for children in our school.</p> <p>RU to liaise with Ignite Sports and invite them in to deliver a session for children in our school. Discuss what sessions they could deliver.</p> <p>Teachers to research Olympic sports with their classes prior to their session.</p>	<p>£175</p>	<p>Five classes (Years one, two, three and four) engaged in Olympic sessions delivered by Ignite Sports. The children learnt lots of new track and field events and developed their skills in each of these. Lots of children have never experienced these events before and enjoyed learning new events/techniques. Children have received the flyer and have asked their parents/carers to join Ignite Sports club during the Summer holidays.</p>	<p>RU to liaise with Ignite Sports and book in more session/after school clubs for next year.</p> <p>RU to distribute flyers for Ignite Sports to the whole school.</p> <p>Teachers to attend each session as CPD and they can teach Olympic events sessions next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the amount of children who represent our school in competitions.	Sign up to the YSSN - This will provide us with lots of opportunities to enter competitions throughout the year. RU to map out a competition calendar from the given information. RU to run clubs to allow the children to learn new skills. RU to take the children to the competitions.	£455.5	Unfortunately due to Covid-19 we were unable to attend any competitions this year.	To re-sign up to the YSSN next year, and possibly extend our membership to buy in a specialist for a half term.
To increase the amount of children who represent our school in competitions.	RU to run clubs to allow the children to learn new skills. RU to take the children to the competitions.	Clubs run by PE Lead and no cost to the school	RU ran a football club for all year six pupils where 47% of the cohort signed up for a place. This club ran for eight sessions and helped the children develop their football skills. Unfortunately due to Covid-19 we were unable to compete against other schools.	To run more clubs next year and compete against other schools both local and within the academy.
Increase the amount of participation in competitive sport.	Teachers to run competitions in their phases where their class can complete sport challenges. They can then share their results within the phase for competitions.	Clubs run by PE Lead and no cost to the school	Due to not being able to participate in competitive sports against other schools or classes, we set up competitions within our phases. KS2 children participated in sports hall athletics events, where they recorded their results. They then totalled all of their scores and shared them with the phase to find out which class was the winner.	Set up intra competitions next year for the children to compete in.

Signed off by	
Head Teacher:	D. J. Cousins.
Date:	23rd July 2021
Subject Leader:	R. —
Date:	23rd July 2021
Governor:	Stephanie Windsor
Date:	23rd September 2021