

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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

Under the Quality of Education 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 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 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 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 31 July 2023.





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£ 19,650
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2022/23	£ 19,650
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 19,650

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £18,525	Date Updated: July 2023	
Key indicator 1: Increase 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 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><i>Work with CM sports to provide CPD to all staff on a rota'd basis with a personal or whole school focus.</i></p> <ul style="list-style-type: none"> <li>- Children are entitled to their best, high quality curriculum.</li> <li>- Children are entitled to a rich and broad curriculum with a variety of teaching styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to consider their weakest areas to allow for improvements. Use CM sports to support and assist this.</li> <li>• CPD to offer advice and support with planning and teaching.</li> <li>• Ensure teachers attend their additional CM slots with a particular purpose or focus.</li> </ul>	£628	<ul style="list-style-type: none"> <li>• Children attend a Tuesday PE session at least once a term.</li> <li>• CM sports coaches to be available to discuss with staff.</li> <li>• PE co-ordinator to offer any support and/or guidance if teachers need help.</li> <li>• PE co-ordinator to supply PE activity ideas and 6 – week plans ideas for teachers if they require additional support to REAL PE programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff strengths and weaknesses identified.</li> <li>• PE Team available to support staff with lesson observations and team teaching.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Book staff CPD to support staff with teaching PE.</li> </ul>
<p><i>Work with local gymnastics provider to teach pupils high level Gymnastics and to upskill staff.</i></p> <ul style="list-style-type: none"> <li>- Upskill staff so that they feel confident to teach Gym.</li> <li>- Improve children's knowledge of how to use their bodies with</li> </ul>	<ul style="list-style-type: none"> <li>• PE team to develop some planning examples to share with staff.</li> <li>• Encourage staff to become more familiar with Real Gym.</li> </ul>	£695	<ul style="list-style-type: none"> <li>• Children are exposed to high quality lesson content and teaching – therefore their skills are improving and developing.</li> <li>• Some staff are more confident at doing 'any' PE</li> </ul>	<ul style="list-style-type: none"> <li>• Workload reduced as teachers are not planning PE lessons. Effective PE planning is provided in an accessible to all format.</li> <li>• Children are appropriately challenged in every</li> </ul>

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control and purpose. Also, to ensure Real PE subscription includes Real Gym to allow teachers to have more focused PE lessons.			<p>as they have been provided with the necessary skills.</p> <ul style="list-style-type: none"> <li>• REAL PE Gym implemented. Implementation to continue next year</li> <li>• Staff continue to make links between curriculum areas and their own PE. eg: Year 3 Egyptians – Egyptian dance</li> </ul>	<p>lesson.</p> <ul style="list-style-type: none"> <li>• Staff are becoming more confident at teaching PE and are now more likely to actively teach PE. This was a sustainable approach as PE has longevity and will continue to be taught.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Staff to implement what they have learnt into their own lessons.</li> </ul>
Ensure staff have access to “Safe Practice in PE, School Sport and Physical Activity” from AfPE.	<ul style="list-style-type: none"> <li>• Purchase a copy of the AfPE “Safe Practice in PE, School Sport and Physical Activity”</li> <li>• Advise staff that a copy has been purchased and make available for staff to read it if required – located in Staff Room and another copy is located in PE Co-ordinator’s room.</li> <li>• Ensure CM Sports are aware too.</li> </ul>	£800	<ul style="list-style-type: none"> <li>• PE co-ordinator to offer any support and/or guidance if teachers need help.</li> <li>• Teachers have been able to look up recommended safe practice and have been able to put some of this research into practice to improve their lessons. Therefore, improving the quality of PE that the children are receiving.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability – the book has been purchased and is kept on site and available at all times.</li> <li>• Teachers are more aware of safe practice for their PE lessons.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Use articles and snippets from the book to share with staff during CPD or staff briefings as appropriate.</li> <li>• Use staff briefings to remind staff of best practice and location of “Safe Practice in PE, School Sport and Physical Activity”.</li> </ul>

Subscription to Active Surrey to help with staff confidence through the CPD sessions they run throughout the year and the annual Active Surrey conference.	<ul style="list-style-type: none"> <li>PE team to attend CPD sessions throughout the year that have been put on by Active Surrey.</li> <li>PE Co-Ordinator to attend the Active Surrey conference to network and learn new strategies to implement at school.</li> </ul>		<ul style="list-style-type: none"> <li>Best practice and new initiatives shared during staff briefings and staff CPD by PE team.</li> </ul>	<ul style="list-style-type: none"> <li>Look to reinvest in this subscription for the following year to support new PE Co-ordinators with their subject knowledge for leading this subject.</li> </ul>
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Key indicator 2: 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				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school 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><i>Develop a good working relationship with CM Sports (children and staff)</i></p> <p><i>CM Sports LTP linked to skills and to offer a variety of ‘usual’ and ‘unusual’ sports</i></p> <ul style="list-style-type: none"> <li>Children to be taught a range of different skills and activities by specialist teachers.</li> <li>Specialist teachers to be teaching indoor or outdoor based PE lessons to each class on alternating weeks.</li> </ul> <p><i>Staff provided the opportunity to improve their confidence and upskill their PE knowledge and teaching skills through communication with CM Sports.</i></p>	<ul style="list-style-type: none"> <li>Meetings to discuss LTP (September ‘22). Followed up with emails and regular communication with CM staff.</li> <li>Communication folder with CM sports to embed them into the staff team by supporting them with ‘knowing’ our children and working with class teachers effectively.</li> <li>Research into skill variation to link to new sports.</li> <li>Develop a LTP of skills and ability for invasion games, team games and gym.</li> <li>Regular timetable and learning walk checks</li> </ul>	£2,871	<ul style="list-style-type: none"> <li>LTP established and reviewed with CM staff.</li> <li>Children are starting to learn and establish new skills.</li> <li>Noticeably children are more confident in PE lessons and are actively engaged in most lessons.</li> <li>Children come into school wearing their PE kit on appropriate days. Therefore, most children wear the full PE kit and partake appropriately.</li> <li>Staff are embedded into the school, following rules and procedures.</li> <li>A good working relationship developed with CM staff.</li> </ul>	<ul style="list-style-type: none"> <li>Classes receive an additional PE lesson with CM Sports every two weeks. These Tuesday morning PE lessons provide the class teacher with an opportunity to observe, team-teach or ask for support from specialist PE teachers to support their development. This shows sustainability as teachers are more confident with Physical Education lessons going forwards.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>PE learning walk with PE Co-ordinators in 2023-24</li> <li>PE lesson observations of</li> </ul>

			<ul style="list-style-type: none"> <li>Children are respectful and considerate towards the CM staff.</li> </ul>	CM and class teachers to support staff.
<p><i>Every child is to receive a second hour of PE each week (outside of PPA time).</i></p> <ul style="list-style-type: none"> <li>Staff supported by use of Real PE Jasmine programme. This supports teachers to develop high quality planning and teaching to improve teacher led PE lessons.</li> <li>Provides children with a wide range of opportunities for children to be more active and engage in differing activities.</li> <li>Staff are upskilled to feel confident to and have the skills to plan/teach effective Physical Education lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Progression of skills for gym and dance provided to each year group – using REAL Gym, REAL Dance and REAL PE resources.</li> <li>Children's PE days are to be shared with parents during Meet the Teacher and to be published weekly in the Marist Mail (newsletter)</li> <li>Ensure children and parents are aware of PE days to ensure children are prepared for PE learning (PE Kits.)</li> <li>PE Team to implement REAL gym. Staff to be trained on the programme and use the planning for their second lesson.</li> </ul>	£4,788	<ul style="list-style-type: none"> <li>Majority of staff were feeling more confident about teaching PE.</li> <li>Reduced teacher workload due to all PE planning being provided.</li> <li>Staff to put skills learnt from CM Sports into practice.</li> </ul> <p>As the year progressed, we had gymnastic specific teachers to run lessons which meant REAL PE was no longer used regularly.</p>	<ul style="list-style-type: none"> <li>Sustainability – staff are provided with the tools to upskill their teaching and learning.</li> <li>Children are taught correctly using correct vocabulary and teaching points – therefore all benefit.</li> <li>The programme offers differentiation for all abilities therefore all children are challenged.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>PE Co-ordinator to reassess the need for REAL PE if it is no longer being used.</li> <li>Use gymnastics specific teacher to uplevel staff. Can they provide CPD opportunities.</li> </ul>
<p><i>Work alongside the Clubs and After School Provision staff to observe those children who partake in after school activity.</i></p> <p><i>Find ways to engage more children in after school activities.</i></p> <ul style="list-style-type: none"> <li>Promote physical after school clubs to children to encourage them to be more active.</li> <li>Help impact for children who need</li> </ul>	<ul style="list-style-type: none"> <li>Analyse who has signed up for clubs and identify any patterns or trends.</li> <li>Provide opportunities for those who wish they could take part (Class teachers to identify areas and discuss with head about providing discounted or free clubs.)</li> <li>'Learning walk' of after school clubs to ensure a high standard</li> </ul>	£4,801	<ul style="list-style-type: none"> <li>Children are familiar with extra-curricular providers as they provide curriculum PE too.</li> <li>Questionnaire and Pupil voice revealed opinions and information which we are able to adjust.</li> <li>Learning walks of ASC provision highlighted areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Information about clubs is shared with parents via email, newsletters and social media.</li> <li>Information handed to PPG children's parents about supporting them for ASC and holiday camps.</li> <li>Sustainability – using PPG money to ensure</li> </ul>

<p>more opportunities to be more active.</p> <ul style="list-style-type: none"> <li>• In turn, this will improve children's confidence and encourage them to improve participation competitively in school sport and during PE lessons.</li> <li>• This will help improve children's behaviour, attitude and mental health throughout the school day.</li> </ul>	<p>of delivery.</p> <ul style="list-style-type: none"> <li>• Offer ASC provider (school) a bank of ideas of physical activity games that could be played both indoors and outdoors.</li> <li>• 'Learning walk' of ASC provision.</li> </ul>		<p>Discussions with staff had.</p> <ul style="list-style-type: none"> <li>• Monitoring of extracurricular clubs and or activities to ensure high quality clubs are provided. Feedback and ideas provided to club leaders when required.</li> </ul>	<p>everyone can access clubs.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• More "physical" teacher-led clubs for 2023-24.</li> <li>• More variety in the clubs being offered for all children (eg. Netball, Frisbee, running)</li> <li>• More use of Pupil Voice to find out what the children want.</li> </ul>
<p><i>Class teachers to provide activity for all:</i></p> <ul style="list-style-type: none"> <li>• Active lessons</li> <li>• Daily Mile</li> </ul> <p><i>Least active children from each class to be identified to PE co-ordinator.</i></p>	<ul style="list-style-type: none"> <li>• Engage staff in the purpose of active lessons. Use government statistics and documents.</li> <li>• Discuss / teach the necessity of active lessons and the impact it can have.</li> <li>• Provide a bank of ideas about how to make lessons more active in a safe environment.</li> <li>• Discuss with PE team effective, fun and engaging ways which will encourage children to take part in the daily mile.</li> <li>• Least active identified to be supporting in school and extracurricular</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Incorporating physical activities Christmas activities and Winter Fair (eg. Santa Run, Football tournament for all).</li> <li>• Provided teachers with a selection of active lesson and brain break ideas to support children who might find the return to school difficult.</li> <li>• Jasmine platform supports with active lessons, offering ideas and strategies to use in 'day to day' lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are generally more active, throughout the day and at playtimes. The use of PE equipment at playtime and more space due to staggered breaks supports this.</li> <li>• Children were more familiar with taking part in physical activity although this mindset still needs promoting with some children remaining less active – particularly with the Daily Mile.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Identify least active children in each class and run a teacher-led club for these individuals.</li> <li>• Remind staff of the importance of active lessons and movement breaks. Use government statistics to support in Staff CPD.</li> </ul>



				<ul style="list-style-type: none"> <li>Consider parental involvement. (Daily Mile in the morning before school.)</li> </ul>
<p><i>Purchase a range of resources and equipment to engage more children in physical activity at play times.</i></p> <p><i>Encourage staff to participate in the children's games and guide children to be creative / develop fair play.</i></p>	<ul style="list-style-type: none"> <li>Staff to create a bank of resources for playtimes which staff can get out each break; eg. Balls, hoops, bats, ribbons.</li> <li>Encourage staff to support and guide play during playtimes to help children learn how to use the equipment.</li> <li>Purchase some new playtime equipment designed to get the children more active at playtimes including less strenuous sports such as cheerleading, skipping ropes (French skipping).</li> <li>Purchase new PE equipment which will provide pupils with the opportunity to try new sports and activities.</li> </ul>	£2,527	<ul style="list-style-type: none"> <li>Increased participation in active play during break times using the provided sports equipment.</li> <li>Staff are now more actively participating and supporting children's play.</li> <li>After school club – more active as they use the equipment and have their own storage shed now.</li> <li>Less arguments at playtimes due to increased participation in games and more space because of staggered plays.</li> <li>SLT on duty to support staff and children as required.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability – children are more active and the new playground equipment meets a range of needs. Children are encouraged to be more active.</li> <li>Playtime staff are more involved in the children's play and therefore promoting physical activity.</li> <li>Impact: less children sitting around and more children are up moving. This has helped improve behaviour in classrooms after lunch.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>SEND specific sports (Boccia / Goalball) equipment to be implemented.</li> <li>Renew playground equipment due to some being broken or misplaced.</li> <li>Purchase equipment to create more variety in clubs / curriculum using unfamiliar / New Age sports – eg. Ultimate</li> </ul>

				Frisbee.
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school 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><i>To share successes of PE fixtures in celebration worships and via social media.</i></p> <p>Children's achievements both in and out of school are celebrated resulting in appreciation of a sport which may engage others and boosts confidence of the participating child.</p>	<ul style="list-style-type: none"> <li>Remind children to bring in any sporting achievements they have received so that it can be shared during Worships and Show &amp; Tell.</li> <li>Results of school fixtures to be shared during Celebration Worships.</li> <li>Use social media to share results of school fixtures or other successes within school (eg. Daily Mile or Inter-House competitions).</li> <li>Certificates to be made and given to children for representing the school at different events (eg. Football tournaments or swimming</li> </ul>	£0	<ul style="list-style-type: none"> <li>Used Twitter and school newsletter to share successes of Winter Fair football tournament and Santa Run etc.</li> <li>Children are asking about fixtures for different sports.</li> </ul> <p>Continued to use School Ping to inform about Santa Run to ensure parents are still familiar with the system.</p>	<ul style="list-style-type: none"> <li>Throughout the year we have competed in a variety of different independent fixtures and large scale events. Photos of these have been shared on the school's social media.</li> <li>Share evidence of Santa Run, Sport's Day and Winter Fair tournament on Social Media.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Organise both inter and intra school fixtures.</li> <li>Organise more house competitions.</li> </ul>

	galas).			Encourage children to write “match reports” which can be shared via social media, on PE noticeboard and during worships.
<i>Increase the role of the Sports Captains.</i>	<ul style="list-style-type: none"> <li>• Pupil vote to elect sports captains from Year 6.</li> <li>• Provide a variety tasks, roles and responsibilities for them to carry out throughout the year (eg. supporting on events, inter-house competitions and organise equipment)</li> <li>• Children to be trained / supported in their role in the Autumn term.</li> <li>• Develop the role of Sports Leaders to include playtime equipment.</li> <li>• Meet with Sports Captains once per half term (minimum)</li> </ul>	Separate budget	<ul style="list-style-type: none"> <li>• Sports captains were elected at the start of the year.</li> <li>• Use Sport’s Captains to support during House Competitions and KS1 Sports Day.</li> <li>• Sports Captains given more responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Captains were able to support with house competitions and Sports Days.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Train the new sports captains with how to set up playtime equipment and appropriate activities.</li> <li>• Encourage sports captains to run and organise house competitions for next year.</li> <li>• Promote opportunities for sports captains to “teach” KS1 children games or how to use equipment – eg. ActivAll</li> </ul>
<i>To promote sports / active lifestyle to the least active children in the school (Joining an after school club or via PE / sports section)</i>	<ul style="list-style-type: none"> <li>• Engage staff with delivery of school sports vs physical activity, (including lunch times)</li> <li>• Regular updates on Twitter and school newsletter</li> </ul>	Separate budget	<ul style="list-style-type: none"> <li>• A more positive relationship with PE has been developed.</li> <li>• Children’s thoughts about being active are improving. Children are more interested in participating and less</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability – the activities and sports taught are all sustainable as all equipment is in house.</li> <li>• Staff PE uniform creates a</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a sports display board to show a definition of what PE is.</li> <li>• PE Team staff to regularly visit PE lessons during PPA sessions.</li> <li>• Celebrate sporting achievements during celebration workshops.</li> <li>• Encourage children to bring in their achievements, completed outside of school, to such assemblies.</li> <li>• Links with other local schools.</li> <li>• PSHE and Science curriculum to promote healthy lifestyles and healthy diet. Teachers to promote this with their choice of snacks and lunch.</li> <li>• Staff to wear school PE kit when teaching PE.</li> <li>• Provide opportunities to Least Active specific events.</li> </ul>		<p>worried about getting “hot and sweaty”.</p> <ul style="list-style-type: none"> <li>• PSHE lessons have increased with a more structured curriculum, therefore exposing the children to thinking about their health and wellbeing.</li> <li>• More conversations taking place about how exercise is good for your mental health.</li> <li>• Entered into Surrey schools “Physifun” event which is an event specifically targeting the least active children.</li> <li>• Also entered a SEND specific event through WASPs.</li> </ul>	<p>higher profile for PE.</p> <ul style="list-style-type: none"> <li>• Children are excited by PE and want to do a PE lesson. We have created a ‘buzz’ for PE and therefore created a sustainable impact upon their lives.</li> <li>• The new PSHE curriculum supports teaching within PE lessons and adds to re-enforcing children about the benefits of PE.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to organise fixtures – specific for Least Active children (Aspire events)</li> <li>• Run after school clubs to support least active children to participate in an unthreatening and fun environment.</li> </ul>
<p><i>To promote an active lifestyle to the children via different whole school initiatives at varied times of the year (eg. Winter Fair Football tournament and Santa Run)</i></p>	<ul style="list-style-type: none"> <li>• Run different whole school initiatives to promote and support children with maintaining an active lifestyle.</li> </ul>	<p>Separate budget</p>	<ul style="list-style-type: none"> <li>• Proposed and organised the whole school Santa Run where children were supplied with hats and stickers etc to promote physical activity and taking part.</li> <li>• Proposed and organised an inclusive Winter Fair football tournament which encourage mixed football teams of children in each phase. This encouraged all children to</li> </ul>	<ul style="list-style-type: none"> <li>• Children were actively engaged and conversations were taking place around being active.</li> <li>• Children took hats home to promote discussions with family about what they had done.</li> <li>• Photos of events shared on social media to promote active lifestyles.</li> </ul>



			participate and be active.	<b>Next Steps:</b> <ul style="list-style-type: none"> <li>Look to re-organise the same / similar events for next year.</li> </ul>
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school 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:
Work with CM sports to ensure a LTP has a range of sports covered.	<ul style="list-style-type: none"> <li>Communicate with CM Sports to ensure that their LTP meets our expectations and provides a broad and varied range of activities for the children to participate in.</li> </ul>	£0	<ul style="list-style-type: none"> <li>PE co-ordinator and CM staff to meet and discuss expectations.</li> <li>CM Sports to share LTP and half termly progression of skills to ensure pupils partake in a broad variety of sports.</li> <li>Pupils seem more engaged in PE and have a broader experience of activities across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>LTP initially implemented.</li> </ul> <b>Next Steps</b> <ul style="list-style-type: none"> <li>Look to implement more "New Age" sports into our curriculum across the coming year to provide children with more opportunities.</li> </ul>

Use Sport Premium funding to purchase new equipment to provide children with the opportunity to experience new sports.	<ul style="list-style-type: none"> <li>Purchase of new equipment for sports which pupils may not previously have had access to; for example, ultimate frisbee or SEND sports.</li> <li>Provide taster sessions for pupils to take part in these activities.</li> </ul>	£600	<ul style="list-style-type: none"> <li>New PE equipment has been purchased to support these new activities.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Run clubs to help promote these activities and provide taster sessions.</li> <li>Encourage CM sports to try to incorporate some of these activities into their long-term plan.</li> </ul>
Organise for an expert to come into school to teach a whole school initiative/experience day to promote a new sport.	<ul style="list-style-type: none"> <li>Skip2Bfit were booked and attended during the Summer term. This was a whole school workshop which each child took part in – culminating in a whole school worship to praise and celebrate success from the day.</li> </ul>	£420	<ul style="list-style-type: none"> <li>All children attended the Skip2Bfit workshop.</li> <li>Children enjoyed the activity and skipping has started to become a more popular activity during break-times and lunchtimes.</li> <li>Children's confidence with skipping increased.</li> </ul>	<ul style="list-style-type: none"> <li>Skipping is now a more popular activity.</li> <li>Children are being more active during break-times.</li> <li>Children are more confident with this skill.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Rebook this event for the 2022-23.</li> <li>Look at booking more whole school initiatives / workshops for 2022-23.</li> </ul>
Following the success of Skip2Bfit, organise for a different expert to come into school to run a whole school workshop.	<ul style="list-style-type: none"> <li>Organised for a Football Freestyler (Ash Randall) to come into school and provide a workshop for all children. The day began with a Worship to promote resilience and explain/show that football can be expressed in different ways (not just matches).</li> </ul>	£1,200	<ul style="list-style-type: none"> <li>All children attended the football freestyle workshop.</li> <li>Children really enjoyed the activity and teachers have started noticing children performing tricks / skills during break-times and lunchtimes.</li> <li>All children took part and enjoyed the activity despite it being football.... A sport which some children have not previously enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>Children are now performing skills at playtimes.</li> <li>Some children have shared that they have gone home and have practiced their own skills and researched Ash Randall at home for inspiration.</li> <li>Children are more confident with this skill.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Look at booking more whole school initiatives / workshops for 2022-23.</li> </ul>

Encourage house competitions to provide children with the opportunity to participate in new activities.	<ul style="list-style-type: none"> <li>Run inter-house competitions to participate in these new sports.</li> <li>Use House captains and Sports Crew to help organise and run these events.</li> </ul>			<ul style="list-style-type: none"> <li>Run inter-house competitions for various events. Make sure these events are for sports / activities not directly in the curriculum.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Ensure competitions are run next year.</li> </ul>
Ensure that all children are able to participate in a variety of different activities during EYFS / KS1 / KS2 School Sports days.	<ul style="list-style-type: none"> <li>Ensure that all children are able to participate in School Sports days.</li> <li>Run sports days with age appropriate activities that provided a balance and varied range of sports.</li> <li>Ensure there is a competitive but fun element so that all pupils can participate without fear.</li> <li>Ensure that Sport Days includes as much continuous activity as possible to avoid children “waiting” and “being idle” for long periods.</li> </ul>	Separate budget	<ul style="list-style-type: none"> <li>Separate EYFS &amp; KS1, KS2 sports days were run.</li> <li>Key Stages were set appropriate activities based around age and developmental expectations.</li> <li>Children were given a broad range of activities to include balance, speed, agility, jumping, throwing and running etc.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Sports Days were successful and children enjoyed participating. Look to develop and improve sports days for 2022-23 by incorporating new ideas.</li> <li>Ensure activities are adapted appropriately for all SEND children by communicating with class teachers and support staff.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school 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	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:

through practice:				
<p><i>Active lessons</i>  <i>To encourage all pupils to be physically active for 60 minutes per day.</i></p> <ul style="list-style-type: none"> <li>- <i>Active lessons</i></li> <li>- <i>More playtime equipment</i></li> <li>- <i>ActivAll</i></li> <li>- <i>Encourage teachers to use active brain breaks/transitions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Promote the need for active lessons to teachers during CPD and encourage use of free resources such as...  <a href="https://www.activeschoolplaner.org/">https://www.activeschoolplaner.org/</a></li> <li>• Provide staff with ideas how to make their lessons more active by having a folder on the computer system.</li> <li>• Promote active playtimes by encouraging sports captains to promote active play.</li> <li>• Purchase additional equipment for playtimes to ensure activity.</li> <li>• Note staff who are actively getting involved and praise good practice.</li> <li>• SLT to model and promote playing with the children.</li> </ul>	Separate budget	<ul style="list-style-type: none"> <li>• Playtimes were identified as a time when children were not as active as they could be and so a range of equipment for playtimes was purchased to encourage more children to participate in an active playtime.</li> <li>• Teachers then sorted playtime equipment into easily accessible bags / boxes for lunchtime supervisors to get out during breaks.</li> <li>• Children actively played more at break and lunch times using the new equipment; including the ActivAll.</li> <li>• Some staff have been participating in children's games more during break times.</li> <li>• Pupil Voice identified a few sports and pieces of equipment that children would like to use during playtimes.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Maintain the PE and playtime equipment. Encouraging the children to be more respectful and careful with the equipment so that it will last longer.</li> <li>• Continue to highlight good practice of staff joining in with the children when playing.</li> <li>• Instruction sheets to be created and put into the PE shed to support Sports Captains and staff with ideas for how to use equipment effectively.</li> </ul>



<p>To encourage children and staff to participate in the Daily Mile.</p> <p>Link this in to various whole school initiatives (eg. Santa Run)</p>	<ul style="list-style-type: none"> <li>Promote the daily mile via social media, school newsletter, poster, worship.</li> <li>Reward for class and teacher who complete most daily miles per year.</li> <li>Include Daily Mile into whole school initiatives; eg. Santa Run.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Classes have been taking part in the Daily Mile to provide children with opportunities to be active during the school day.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Continue to implement the Daily Mile to increase stamina for running that has been lost due to lockdowns.</li> <li>Re-implement a 'competition' / reward for the classes to encourage them to participate.</li> <li>Reconsider a method to encourage parents to take part that does not influence on teacher time or workload.</li> </ul>
<p>Aim to continue intra-school competition (class vs class) and inter-school competition (vs different schools).</p>	<ul style="list-style-type: none"> <li>Join WASPs and organise regular fixtures with other attached schools for: football and netball (winter) Cricket, rounders, athletics (summer)</li> <li>PE Team to attend fixtures.</li> <li>Contact other local schools for additional competitive opportunities such as: Dodgeball, Boccia</li> <li>Organise intra-school events to promote competition in school.</li> <li>New netball posts were also ordered and fitted permanently into the ground to provide an opportunity for competitive netball fixtures to take place at the Marist.</li> </ul>	£320	<ul style="list-style-type: none"> <li>Variety of competitive fixtures have been attended this year for many different year groups – including football, netball, rugby, swimming, athletics</li> <li>Attended some independent fixtures, some small competitions between a couple of schools and larger scale tournaments between many schools – eg. Greenfield football tournaments, athletics meets, WASPs swimming gala.</li> <li>Also attended Aspire events such as Physifun to provide competitive opportunities for least active / Pupil Premium children.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Try to attend more variety of sports during school year – including Rounders, Cricket, Dodgeball etc.</li> <li>Host more fixtures next year – particularly Netball now we have functioning netball posts.</li> </ul>

Ensure that all children have the opportunity to participate in competitive events during School Sports days and house competitions.	<ul style="list-style-type: none"> <li>Run sports days with age appropriate activities that provided a balance and varied range of sports.</li> <li>Ensure there is a competitive but fun element so that all pupils can participate without fear.</li> <li>House competitions held during the school year for children to compete against their peers.</li> </ul>	Separate budget	<ul style="list-style-type: none"> <li>Key Stages were set appropriate activities based around age and developmental expectations.</li> <li>Children were given a broad range of activities to include balance, speed, agility, jumping, throwing and running etc.</li> <li>Ensure that there is a competitive element to all activities. Winning houses are to be awarded points and have qualifying and finals for particular events; eg. Sprint races.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils all enjoyed Sports Days and there was high levels of engagement from all children.</li> <li>Children enjoyed the competitive elements and were keen to represent their houses and classes. This promotes being physically active and encourages them to have confidence to take part in competitive activities moving forward.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Sports Days were successful and children enjoyed participating. Look to develop and improve sports days for 2022-23 by incorporating new ideas.</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	