

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Reviewed July 2021

Commissioned by



Department
for Education

Created by



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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](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding 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.

. 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 2021:	Areas for further improvement and baseline evidence of need:
<p>Professional coaches successfully running lessons building on children's skills and preparing them for competitions.</p> <p>Children have competed in a variety of virtual competitions.</p> <p>Level 4 qualification in improving pupils wellbeing through P.E achieved by P.E co-ordinator.</p> <p>Sports coaches and teachers have observed and supported lessons to build on their knowledge.</p> <p>During Covid lockdown, we still had basketball, gym and tennis coaching in school.</p> <p>During Covid lockdown, we offered activity links on the children's Google Classroom.</p> <p>5 lessons a week of being active (at least 30 minutes a day of outdoor time) - PE or Active maths and English - being taught throughout the school giving the children plenty of physical exercise and opportunities to be outside.</p> <p>Active maths and English being used in every year group weekly.</p> <p>New scheme of work introduced to ensure coverage throughout both key stages.</p> <p>Deep dive in PE (school done not an outside agency) - showed how well PE is</p>	<p>Continue to work on all our current targets highlighted below and continue to give our children the best possible experience in all areas of PE. Particularly encourage the less active and promote active travel wherever possible.</p> <p>Continue to run 5x active sessions weekly for at least 30 minutes.</p> <p>Arrange for professional athletes to come into school to raise the profile of sport.</p> <p>Continue to develop maths and English through P.E, monitor these to ensure they are high quality.</p> <p>Ensure clear progression of skills across the year groups is in place and evident.</p> <p>Provide challenge for the more-able and ensure staff are aware of how to meet the needs of the more-able.</p> <p>Develop personal growth curriculum and develop children's understanding of healthy eating and how to cook healthy meals.</p> <p>Offer various enrichment activities in P.E</p> <p>Continue work on mental well-being.</p> <p>Develop healthy eating and work with parents on this.</p>

being taught and how our children are very knowledgeable of skills and where they are progressing to.

Variety of clubs have been offered for KS1 and KS2 when we were able to making sure there were no crossing of bubbles and equipment was cleaned appropriately.

Less active children have been encouraged to take part in a variety of physical exercise – GALS and LADS days did not run as normal but we were given activity bags instead that we were able to give to children highlighted as less active.

Awards for a variety of achievements linked to PE given termly.

Celebration board, newsletter all included sporting achievements.

Beat the street – Glenmere participated more than other schools in the Wigston area.

Glenmere competed in a wide range of virtual competitions.

All classes had a sports day.

Promoted enjoyment in P.E by having Jamie Knight a free style footballer, who ran workshops for the whole school.

Promoted different cultures by having Chinese dance workshop throughout the school.

Four children trained as sports ambassadors.

School P.E co-ordinator attended half termly training sessions on providing high quality P.E.

P.E co-ordinator attended termly meetings with cluster schools and looked at ways to promote sport and activity across the school.

Continue to offer links to clubs through our professional coaches and we have had children join basketball and running clubs.

Swimming 20/21 Normally our children swim in year 5 and 6, this cohort only got to swim in year 5 as the pools were not offering any swimming session because of COVID restrictions.	
Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	Unfortunately, due to covid we have been unable to take the children in year 6 for their usual weekly swimming lessons. This data has been taken from Year 5.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020.	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Due to lockdown this did not take place this year % They were taught some of this during year 5.
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?	No

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: £5239.93=29%0
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:
Providing targeted activities or support to involve and encourage the least active.	<p>Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/disadvantage girls. The activity bags have designed to inspire children to be active at home during the summer holidays. We gave 6 bags to year 6 and 6 bags to year 5.</p> <p>We took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</p> <p>We participated in the Energise Club. The 6 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 pupils. The sessions included fun physical games and mindfulness.</p>	<p>£2600 (South Leicestershire SLSSP Membership)</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Children given the bags have been encouraged to be more active and have tried some of these activities at home – 100% of these children were excited and motivated to be active.</p> <p>14 reception children took part in Big Moves – 12 of these children showed significant improvements with core stability, physical strength and listening skills – 86% benefitted from taking part in Big Moves.</p> <p>A member of staff shadowed the sessions to ensure these activities can be sustained and embedded. The member of staff learnt a lot about delivering sessions to the target group. This will ensure the impact is sustainable.</p>	<p>Continue to encourage these children to be active and take part next year in the activities offered to us through SLSSP.</p> <p>The member of staff that shadowed the sessions will be delivering sessions to a new target group next school year.</p>

<p>To continue to offer a variety of sports activities and clubs to both Key stage 1 and Key stage 2.</p>	<p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6-week club alongside a member of staff.</p>	<p>SLSSP Membership</p>	<p>15 Year 3 children took part in Energise. 100% of these children showed more motivation towards physical activity and became more involved in their normal PE lessons.</p>	<p>Continue to work with SLSSP and participate in Energise club and continue implementation during the school year.</p>
		<p>SLSSP Membership</p>	<p>10 Year 5 children took part with this club and enjoyed all the sessions. 100% of the children took part actively.</p>	
	<p>Football, basketball, tennis, multiscale, gymnastics were the clubs offered this year.</p> <p>Every year group was allocated a 30-minute slot either – hall, field, playground. Observations showed the 30-minute session really engaged pupils and we also found fewer active children really engaged in maths and English in P.E.</p> <p>PE timetable – 5 x 30 minute sessions a week to ensure children are active daily – this includes active maths and English for 1 session each – 3 PE sessions.</p>	<p>Active maths and English lessons=£1170</p>	<p>KS1 - 38/60 children participated in clubs – 63%</p> <p>KS2 – 69/122 children participated in clubs – 57%</p> <p>All classes had 5 x 30-minute slot for active learning – this worked very well and the children enjoyed the different sessions offered to them. It also ensured all of the children were able to be active in the daytime which has a positive impact on their health and well-being.</p> <p>For 100% of the timetabled sessions a week 98% of key stage 2 children are active for a minimum of 30 minutes.</p> <p>For 100% of the timetabled sessions a week 100% of the key stage 1 children are active for a minimum of 30 minutes.</p>	<p>A variety of clubs will continue to be offered to the children run by staff.</p> <p>PE timetable to incorporate opportunities for all year groups to continue with active and outdoor learning daily for a minimum of 30 minutes.</p>

<p>Develop active travel to school – take part in the active months, beat the street</p> <p>Cycling proficiency</p>	<p>Every child/family given a key fob to take part in Beat the street.</p> <p>Every year group given recording sheet for the active months given through SLSSP.</p> <p>Children in year 5 took cycling proficiency award so that they are able to travel to school themselves. Offer rewards and incentives.</p>		<p>90% of year 5 children passed their cycling proficiency.</p> <p>Both KS1 and KS2 children have the opportunity to cycle and scoot to school – area designated to the safe keeping of their bikes or scooters.</p> <p>161 children out of 212 took part in Beat the Street – 92%.</p>	<p>PE coordinator to continue to develop active travel – ensure participation in any activities offered and include incentives and rewards.</p> <p>Continue to develop active travel and take part in any initiatives.</p> <p>Balance ability and cycling proficiency will continue to be offered as we find this to be so valuable.</p>
<p>All children to be actively engaged in PE lessons and dinner activities.</p>	<p>We purchased a variety of resources to ensure we were offering high quality PE lessons and we also purchased new equipment for dinner times so that children are inspired to be active. Each class had a set of equipment for lunch times, the equipment was rotated each half term.</p>	<p>Resources= £1469.93</p>	<p><u>Wider impact</u></p> <p>Pupils are more active in PE lessons and are able to explain what and where they are going within their sessions.</p> <p>Children are very positive about active and outdoor learning time – active English and maths sessions have also been implemented within intervention sessions.</p> <p>Children are developing maths and English skills, whilst keeping active. Observations have shown how well children engage in these lessons and less active participate really well.</p> <p>More children are coming to school either biking, walking and scooting so therefore being more active.</p> <p>Observations on return from lockdown showed that we have very resilient children.</p>	

			<p>Regular physical activity lessons helped pupils stay alert through the day. The daily Go Noodle sessions also helped engage the children if there was a dip in energy levels, which in turn leads to more focus in other lessons.</p> <p>We have also developed a culture, where no matter what the weather the children go outdoors for P.E and this has definitely helped build their resilience.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

=£334.16=2%

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 engage student voice and use student leaders to raise the profile of PE and School Sport.	<p>The school trained 4 children to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sports organising crew and devised action plan to promote PE and physical activity in school.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p>	<p>SLSSP Membership</p> <p>£2600</p>	<p>We took part in the training for both sporting and well-being ambassadors – normally these children would run a club for KS1 and take part in the organising of different sporting activities. However due to covid restrictions a lot of this has not been possible.</p>	<p>We will continue to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer</p> <p>The lunch time supervisors will be trained to put on a range of activities/games during lunch. The lunchtime supervisors will create zones to ensure a variety of activities can take place during</p>

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<p>School noticeboard in the hall to raise the profile of PE and sport.</p> <p>Celebration assemblies each half term with sports award for participation.</p> <p>Section on the noticeboard/website to celebrate personal achievements.</p> <p>Twitter used to highlight any sporting achievements.</p> <p>Encourage active travel to school.</p> <p>Embedding Physical Activity and Well-being into the school day</p>	<p>We continued to use the School sport noticeboard - The notice board includes photos of the children taking part in physical activity out of school, sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated a sports trophy was given every half term in each class.</p> <p>The school newsletter contained information about physical activity, sports clubs and fixtures.</p> <p>Took part in two Active Travel Months. During October 2020 and May 2021, students and families are encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active and a variety of resources were purchased to support this.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Parents continued to send in achievements of children, the office put these in the newsletter/website and on the achievement board</p> <p>We ran termly celebration assemblies each term and had a celebration sports board and this has helped all children no matter what level they are aspire to try hard and do their best as the awards are for pupils of all levels in sport.</p> <p>Staff tweeted events and even added video clips to show the children's sporting achievements and this raised the profile of sport across the school.</p> <p>More children are aware of how important it is to be active and can encourage their families to make different choices with regards to travelling to school.</p>	<p>lunch. The Playground Leaders will continue to put on a lunch time club for KS1 children.</p> <p>Implement a full year of the personal growth curriculum as COVID disrupted this.</p> <p>We will continue to promote active travel through school newsletters and social media. The school will continue to work closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>
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<p>Continue to develop pupil's health and wellbeing and their self-esteem, which in turn will make pupils happier and healthier individuals.</p> <p>Children will learn how to develop a positive self-image, healthy lifestyle choices techniques to develop self-esteem. This will help the children see the positive benefits of sport and exercise.</p> <p>Develop healthy eating and aim to work towards the silver award, so children understand how healthy eating and sport are linked.</p>	<p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>These included:</p> <p>5 minute videos focusing was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</p> <p>Also, active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5-minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p> <p>Gonoodle used daily to give the children an active burst of energy between lessons and it was also used at the start of the day to wake children up.</p> <p>Healthy food options – linked to science and personal growth curriculum.</p>		<p>Playground leaders training was put into place however due to covid restrictions they were unable to run a club for KS1</p> <p>Health and well-being was a massive focus for us as a school due to covid restrictions and various lockdowns, bubble closures etc.</p> <p>Various resources were utilised by staff in each year group to ensure children felt secure and happy in their environment – feelings board etc.</p> <p>Staff training in place specifically focussing on health and well-being and the links to PE and being physical.</p> <p>Links were made within the curriculum where possible to promote health and well-being.</p>	<p>School counsellor and emotional wellbeing group to be continued through other budgets. Personal growth curriculum will work on developing resilience.</p> <p>Develop parent support on health, well-being and activities to develop self-esteem.</p> <p>Through the curriculum continue to encourage a healthy lifestyle. Through cooking etc. allow children to try out recipes etc.</p> <p>Events can still be offered as the grant pays towards them and parents make contributions. When grant stops parents will have the option to pay the full cost. This will obviously depend on the social distancing in place.</p>
<p>Provide whole school events for parents to attend.</p>	<p>We ran a sports day for each class that parents attended.</p>	<p>Go noodle subscription came out of curriculum.</p> <p>Resources for sports day £300</p> <p>Medals for sports day=£34.16</p>	<p>Due to lockdown, the children were unable to attend the usual</p>	

<p>Arrange for the children to watch sports events like wheelchair tennis, national athletics, Aeon tennis and work with professional athletes. This in turn will inspire pupils and show what dedication and hard work in area can lead to.</p>	<p>We were unable to implement most of this.</p> <p>We had Jamie Knight, who is one of England's top free styling footballer, who put on a show and ran a workshop for every class.</p> <p>Year 6 had an inspiring morning rock-climbing working with a world Paralympic climber, who was blind and deaf.</p>		<p>summer sporting events that help raise the profile of P.E. However, the free style football workshop showed children you don't have to be good at sport to find different sporting activities you can be good at.</p> <p>Working with the blind and deaf climber, showed the children that you can achieve anything. The children were also shown the video of the instructors climbing achievements.</p> <p><u>Wider Impact</u></p> <p>Children are proud to be involved in assemblies, which is impacting on confidence and self-esteem. Huge uptake of clubs, which means the children are all keeping active. Keeping active on daily basis helps mental well-being and weight management.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£8293=47%
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:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	PE co-ordinator has taken part in local PE Subject Leader meeting and a PE and School Sport Conference. The PE co-ordinator has shared the training with all staff during inset days and meeting. P.E co-ordinator trained all staff on delivering maths and English through P.E.	SLSSP Membership SLSSP Membership Gym £5088	By knowing what is available to school will give the children more opportunities to take part in training, competitions etc. P.E deep dive showed that P.E lessons provide high quality teaching. Interviews with children about their lessons show that children clearly know what they have learnt and why they are learning it.	PE coordinator continue to attend meetings and sessions. SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops if needed. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
Continue to develop staff knowledge in gymnastics and other areas of PE.	The PE co-ordinator took part in the virtual Leicestershire and Rutland PE CPD week, taking part in a variety of workshops. The PE Co-ordinator shared the learning points with all staff.	Tennis=£2600	Taking part in workshops allows the information to be given to other staff within the school. Observations of gymnastics lessons after gymnastic training, shows staff have become better and keeping all children active and they now know how to break down different gymnastic movements.	Professional coaches are continuing to train staff so that this can be sustained and used in our own clubs. Clubs will still be available for the children.
Staff to run tennis and basketball sessions for clubs, using the skills they have learnt from professional coaches.	We arranged professional coaching in gym, Basketball, running and tennis. Staff worked alongside coaches and then ran			

<p>School sports coaches to work alongside professional coaches to develop their knowledge and provide high quality P.E for the children.</p> <p>Teachers to observe and support in gym, basketball and running</p> <p>To develop health and wellbeing through P.E</p> <p>To develop the P.E co-ordinators knowledge in completing a deep dive in P.E in order to gain an understanding of P.E across the school.</p>	<p>their own P.E lesson.</p> <p>We also organised clubs in these out of school or at lunch to develop these skills further.</p> <p>Teachers were able to develop their knowledge by watching lessons delivery. We also used demonstration lessons for year groups where the delivery needed developing.</p> <p>P.E co-ordinator completed level 4 qualification in improving health and wellbeing through P.E.</p> <p>P.E co-ordinator attended subject development training and then alongside the headteacher conducted a P.E deep dive.</p> <p>Deep dive showed the children had a strong understanding of what they had learnt and how it linked with previous learning.</p>	<p>SLSSP Membership</p> <p>Level 4 qualification=£420</p> <p>P.E network=£90</p> <p>Association of PE=£95</p>	<p>School staff to use the skills they have learnt in their lessons.</p> <p>Observations of clubs shows that these are well structured and that staff technical knowledge has improved.</p> <p>High quality P.E in all lessons. Children gaining high quality teaching leading to enhanced performance.</p> <p>Observations in competitions, lessons and clubs, show that the improved teaching knowledge is improving the skill level of our children and their ability to apply this is in competitions.</p> <p><u>Wider Impact</u></p> <p>Good quality first teaching for pupils.</p> <p>Teachers delivery improved from the input given after the deep dive.</p> <p>Staff confidence in P.E teaching improved.</p> <p>Skills knowledge of pupils improved through the good quality first teaching.</p> <p>Children are enjoying P.E lessons and showing a desire to improve.</p>	<p>Teachers to have the knowledge to run their own lessons confidently.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3448=19%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1). Our KS1 pupils took part in a virtual multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.	SLSSP Membership	The percentages and benefits have all been outlined in Key indicator 1. Virtual competitions were great for children to have the opportunity to take part when perhaps they might not have the opportunity to. Therefore, higher number of children able to take part.	Continue to take part in sessions and activities offered to the school. Take part in virtual competitions for both KS1 and KS2.
Basketball coaching for Year 4 and 5. Develop team sports, hand eye co-ordination.	Due to Covid we offered clubs per class and this was really successful and we felt more children engaged as they were with their class.	Basketball=£2790	Children learnt active running games, increasing speed stamina. Children learnt new throwing and jumping skills. More children wanting to come to running and athletics club. Increased stamina and fitness were observed in the school sports day distance races and also in the number of children volunteering to run in the distance races.	Resources purchased, lunch time clubs and after school clubs run. Sports coaches to work alongside professional coaches so that these skills can be used in P.E lessons.
Continue to offer a range of after school clubs for KS1 and 2 pupils. Make more clubs for all pupils and not just squads.	A range of after school activities for KS1 and KS2.			Arrange a pot in the budget to continue this.
Offer a gym club for year 3 and 4 and then sessions to develop the gym squad from a professional coach.	The gym club was very successful and observations showed the children were acquiring a variety of skills and development basic gymnastic movements and		Children improved their core strength through balance ability	Arrange this each year, parents to pay.

<p>Offer enrichment activities like Indonesian music, animals, African drumming, painting.</p> <p>Professional running and athletics coach for year 1, 2, 3, 4 and 6.</p> <p>To run balance ability workshops for year 1.</p>	<p>becoming more efficient at these over the course of lessons.</p> <p>A variety of different opportunities and experiences were offered to the children. We had an African drumming workshop across the school, we had Chinese dance across the school.</p> <p>Year 5 and 6 had a fun morning participating in laser tag in an inflatable dome.</p> <p>Children experienced a range of running games and fun athletic activities.</p> <p>Ks1 and ks2 had running and athletics sessions for by England athletics coaches. Children learnt a variety of throws and jumps and worked on running technique.</p> <p>We ran KS1 balance ability workshops, these again helped develop core strength, encourage non-competitive activity and showed how physical activity is fun.</p>	<p>African drumming and dance came out of PP grant.</p> <p>Jamie Knight Freestyle footballer= £658</p> <p>Bike ability and cycling proficiency came out of PP grant.</p>	<p>classes. This then improves posture in class.</p> <p>Children passed bike ability and became safer on the roads and this gave them more freedom to get to school. During lockdown, we saw an increase in children riding to school.</p> <p><u>Wider impact</u></p> <p>A greater variety of activities offered which means more children are active.</p> <p>All our clubs are oversubscribed, which shows the enthusiasm towards all sports.</p> <p>A willingness to try new activities, once inspired, for example by African</p>	
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Bike ability workshops to enable pupils to become more mobile and safe on the road. – year 5.	Year 5 children participated in a week of cycling proficiency lessons.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£514.19= 3%
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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	<p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in the following virtual competitions: Quadkids, rugby, cricket</p> <p>Pupils took part in personal challenges and were encouraged to practice skills and improve them.</p> <p>The SLSSP put on a series of virtual Key Stage 1 competitions. The participants took part in activities designed to improve agility, balance and co-ordinator (physical literacy). Particularly the multiskills competition.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p><u>KS2</u> Year 5 took part in all virtual competitions. Year 3,4 and 6 took part in at least one virtual competition.</p> <p><u>KS1</u> Year 1 and 2 took part in the virtual competition offered to us.</p>	<p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions.</p>
<p>Provide children with high quality tennis, running, gym and basketball coaching and enable them to have links to outside clubs.</p> <p>To prepare children for school games competitions.</p>	<p>Coaches provided high quality teaching which then enabled them to have links outside of school.</p> <p>Coaches trained and coached year groups but unfortunately due to covid restrictions normal competitions were not available.</p>	<p>Athletics, jumping, running and throwing and after school clubs coaching= £514.91</p> <p>Some athletics came out of PP</p>	<p>Hand eye co-ordination improved from the specialised coaching. Children developed their Understanding of competitive sports and the different rules.</p> <p>Staff gained valuable training from working with coaches.</p>	<p>School staff to work alongside coaches and gain valuable experience.</p> <p>Sports drills to then be used in normal P.E lessons</p>

<p>Develop hand eye co-ordination, fitness and spatial awareness.</p> <p>Offer more clubs and don't make squad selections till later in the year so more children have a chance and this will be good for progression planning.</p> <p>After school or dinner coaching costs for team squads for competition teams in gym, tennis, football, basketball, rugby and netball.</p> <p>Develop understanding of rules, learn attacking and defending drills, develop co-ordination.</p> <p>Arrange tournaments within school and with other schools</p> <p>Professional athlete to train the running squad</p> <p>Develop able group in swimming, in year 6 and 5 to enable a squad to enter in the school games.</p>	<p>Clubs were put in place as soon as possible these were kept as bubbles. Squad selections did not take place due to the situation.</p> <p>Competitions did not run as they usually would, but the school took part in many virtual competitions.</p> <p>Through all sessions children were given the opportunity to build on these skills.</p> <p>We took part in virtual competitions. Football tournaments were arranged but due to the restrictions in place linked to covid had to be cancelled.</p> <p>Swimming unfortunately did not take place this year.</p>	<p>We employ a member of staff for four hours a week to run clubs, this comes out of staffing.</p>	<p>Children developed skills and confidence that will enable them to compete in the school games next year as long as things get back to normal.</p> <p>A wider variety of children were able to take part in competitions as they were virtual it was possible for whole classes to take part instead of a select few.</p> <p>Working with professional athletes and coaches developed their Understanding of the training and dedication needed to become an athlete.</p>	<p>Staff to run clubs. Staff to gain experience working alongside the coaches.</p> <p>Swimming to continue in year 5/6 as parents already pay for this.</p> <p>Look into planning sessions to develop speed and stamina in swimming.</p> <p>Continue to offer links to outside clubs.</p>
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			<u>Wider impact</u> Developed team work skills. Developing resilience to cope when things do not go right. Develop sportsmanship. Develop respect for others and the rules they had to play to. Develop physical well-being Improved standards in curriculum invasion games.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	