

ports

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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£6,000
Total amount allocated for 2022/23	£17,840
How much (if any) do you intend to carry over from this total fund into 2023/24?	£2,726
Total amount allocated for 2023/24	£17,780
Total amount of funding for 2023/24.	£26,506

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. 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	
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 2023. Please see note above	37%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%

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?

Yes/No

Top up swimming groups in Summer term

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:		Date Updated:		
<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?:		
Trim trail – outdoor physical activity.	<ul style="list-style-type: none"> PE Lead to research and design Trim trail – including costings. Bid to MAT to extend spend for bigger project. PE Lead to liaise with school caretaker/grounds manager for suitability and placing. PE Lead to place order. When fitted, timetable put in place to ensure all classes/children access across the school week. 		£6,995.00	<p>Intended:</p> <ul style="list-style-type: none"> Increased opportunity and range of activities to meet the required 30 minutes physical activity. Meet the needs of school/pupils to support development of fundamental skills- including core and upper body strength. <p>Impact: Equipment has been carefully selected to support upper body/core strength development. <i>This is due to be installed over the Summer holidays – impact to be observed.</i></p>		<p>KS1 children to access daily within playtime and lunchtimes.</p> <p>Timetables for other classes to access regularly.</p> <p>Overtime there will be positive impact on time spent being physically active and development of fundamental skills.</p>
Bike and scooter racks (These have been ordered and waiting for instillation)	<ul style="list-style-type: none"> PE Lead to liaise with MAT estates manager to secure purchase of bike racks. Children and parents to be informed through newsletters. 		£1,300.00	<p>Intended:</p> <ul style="list-style-type: none"> All children will have adequate storage for bikes and scooters. This will result in children and parents being more likely to use active ways to travel to school. Children and families will develop 		<p>Use HRBS to ascertain how children come to school and if more support is needed to encourage healthier choices.</p> <p>Pupil voice across school to gain opinions on bike rack installed and if</p>

			<p><i>healthy lifestyles and ways to travel to school.</i></p> <ul style="list-style-type: none"> • <i>Support for children to meet the recommended 60 minutes a day to be active.</i> • <i>Improve PE and school Games profile within school and amongst parent and carers.</i> <p>Impact: Pupils are actively using the bike racks. We have seen an increase in numbers during the summer term which we have linked to improved weather. The bike/scooter rack is full on average half of the school days.</p>	<p>more are needed or different support required.</p>
<p>Increase opportunities for pupils to take part in extra-curricular physical activity.</p>	<ul style="list-style-type: none"> • Balance-Ability – Reception Summer term • Extra-curricular clubs – giving children opportunity to embed skills they are learning in PE lessons, to be active and take part in competitions. • Child questionnaire to support club choices. • Provide opportunity for children who have not accessed a club. • A range of planned Lunchtimes activities and sports across all year groups to support 60 minute per day activity (30 in school). • Subject lead to source outside school contacts to provide clubs/extra-curricular activities: eg cricket • Use of cross-curricular interventions - Maths On the MOVE, Primary stars Story Telling. • Play Leader training for Year 5 children. • Play Leader licence secured. 	<p>£1950 £4,126</p> <p>MOTM - MOTM</p>	<p>Intended:</p> <ul style="list-style-type: none"> • <i>Reception children will develop fundamental skills as well as a life-long skill. This will support early development of fundamental skills.</i> • <i>All children will have opportunity to take part in extra-curricular activities, increase activity levels and opportunities.</i> • <i>Lunchtimes will provide children with opportunities to be active and improve wellbeing.</i> • <i>Cross-curricular activities and interventions will allow children to increase activity across a school day, whilst developing a range of skills.</i> • <i>EYFS will support development of fundamental skills but will also ensure that all children are meeting the required active minutes.</i> <p>Impact: All children passed at least level 1 balance ability. Children have increased number of minutes physically active across all clubs/activities.</p>	<p>Continue to source other opportunities.</p> <p>Embed opportunities such as Girls football club.</p> <p>Use Summer term pupil voice to drive clubs and activities.</p> <p>Introduce understanding of the difference between being active/enjoying sports/competition. Pupils recognizing that playing sports does not have to lead to competition if they do not want it to.</p>

	<ul style="list-style-type: none"> • Cross-curricular orienteering license purchased to support access to physical activity across other lessons. 	<p>£3424</p> <p>£114.00</p> <p>£1200.00</p>	<p>Girls football club has been identified as priority. Pupil voice showed they wanted to take part but reluctant with no experience. Attendance to the club was 100% every week across the year. EKO club – 100% attendance across the year. Play leader training - all children completed and supporting active play during lunchtimes.</p>	
Understanding of Physical Literacy	<ul style="list-style-type: none"> • PE Lead to research Physical Literacy. • PE Lead to deliver staff training on physical literacy • Staff to begin to use this language within PE Lessons. • PE Lead to deliver assembly based to inform children of physical literacy and impacts on life. 	NA	<p>Intended:</p> <ul style="list-style-type: none"> - Pupils and staff will have an understanding of the term physical literacy. - Pupils and staff will recognise the positive impact physical literacy will have on our lives. - Staff and pupils will associate physical literacy with personal best and strive to live healthy lifestyles. <p>Impact</p> <p>PE lead has an understanding of Physical Literacy and discussed with SLT. PE Lead is now better equipped to build this into the Curriculum and make PSHE links for life long habits. This is being carried forward to autumn term and will link with physical literacy drive through curriculum.</p>	<p>Share with all staff and begin to use language of physical literacy within lessons, planning and discussions.</p> <p>Pupils will strive to lead healthy lifestyles that will be life-long habits.</p>
Achieve Silver School Games Mark	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar. • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of PE area to school website page. • Subject Lead to complete website construction. 		<p>Intended:</p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</i> • <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> 	<p>Use the SGO development comments to inform and drive for school games mark the following year.</p> <p>More intra competitions planned across the year, including 1 off events and built into the curriculum.</p> <p>PE Lead to make links with secondary schools to support KS3 next steps.</p> <p>New School Games lead to drive intra competition through WASPS.</p>

	<ul style="list-style-type: none"> House captains to take an active role in regular meetings with PE Lead and leading competitions within school. PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school. PE Lead to make links with secondary schools to support KS3 next steps. 		<ul style="list-style-type: none"> <i>School House Captains taking an active leadership role.</i> <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i> <p>Impact: <i>Bronze award achieved. Pupils have taken part in inclusive clubs, sporting competition and active choices. House captains have had opportunity to Lead events and voice.</i></p>	House Captains leadership to continue to develop and embed.
Engage in Paris Olympics opportunities.	<ul style="list-style-type: none"> PE Lead to sign up for Wolves Paris Olympics Torch run. PE Lead to sign up to Path to Paris Olympics initiative. Summer Term assembly to introduce Path to Paris Olympics Staff and children to take part in Path to Paris. 		<p>Intended:</p> <ul style="list-style-type: none"> <i>Pupils will engage in cultural capital experiences.</i> <i>Pupils have opportunity to be active and achieve 60 minutes per day.</i> <i>Pupil will take part in community events.</i> <p>Impact: <i>Pupils took part in city event, representing their school and had opportunity to be active for the recommended times. Pupils were exposed to knowledge of different sporting events as well as cross-curricular links to other areas of learning.</i></p>	<p>Take part in other city/country events.</p> <p>Use post Olympics links to provide further opportunities for pupils.</p>
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:

<p>Trim trail – supporting fundamental skills and core strength across school.</p>	<ul style="list-style-type: none"> • PE Lead to research and design Trim trail – including costings. • PE Lead to liaise with school caretaker/grounds manager for suitability and placing. • Bid to MAT in order to complete larger project. • PE Lead to place order. • When fitted, timetable put in place to ensure all classes/children access across the school week. 	<p>As above</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> - Meet the needs of school/pupils to support development of fundamental skills- including core and upper body strength. - Strength ad FS development will have a positive impact on cognitive learning and other subject areas. <p><u>Impact:</u></p> <p>Equipment has been carefully selected to support upper body/core strength development.</p> <p><i>This is due to be installed over the Summer holidays – impact to be observed.</i></p>	<p>KS1 children to access daily within playtime and lunchtimes.</p> <p>Timetables for other classes to access regularly.</p> <p>Overtime there will be positive impact on time spent being physically active and development of fundamental skills.</p>
<p>Embed assessment and use of STEP to support differentiation and AfL.</p>	<ul style="list-style-type: none"> • Swimming Self-Assessment to be introduced to staff and pupils. • SWIM England assessment tools and certificates used with all pupils. • Assessment certificates given tracked and logged. • New Assessment log created and used by staff to inform overlearns/physical literacy and next Year’s teacher. • Adapt PE policy and assessment requirements. • Inform staff of assessment requirements. • Monitor completed assessments – what do they tell us? • Include STEP in PE policy non-negotiables and inform staff. • Create STEP display in hall as visual reference for staff and children. 	<p>As above</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Over a 3 year time frame – the percentage of children leaving Year 6 with the required swimming objectives will increase, with all children meeting the objectives.</i> • <i>Gaps in fundamental skills are highlighted and addressed, diminishing the gap and providing the opportunity for children to making better than expected progress.</i> • <i>Development of fundamental skills will have a positive impact on cognitive learning across all lessons – particularly handwriting.</i> • <i>Children an staff are able to use AfL and self-assessment to support them to make progress.</i> <p><u>Impact:</u></p> <p>Some lessons observed are differentiated to meet the needs of all pupils using STEP. Pupils have a better understanding of their next steps, particularly in swimming. Pupil voice</p>	<p>STEP to be reintroduced to staff (new staff in particular).</p> <p>Staff to recognise STEP as a form of adaptations within PE lessons.</p> <p>STEP focus so that pupils have the understanding of STEP as adaptations they can use independently.</p>

	<ul style="list-style-type: none"> Require KS2 staff to teach children how to use STEP independently within lessons. 		showed that pupils do not have the knowledge of STEP to aid their independent learning.	
Enthuse children to attend school and impact on school attendance - raise to meet national averages 96%	<ul style="list-style-type: none"> PE Lead to introduce after school clubs across all days to encourage children to attend school regularly. Conduct parent voice on clubs to ensure clubs offered reflect pupil and parents voice. Map out morning and lunchtime provision and ensure activities and opportunities are inclusive. End of half term sports rewards for House Point winners. Introduce parent PE workshops. <ul style="list-style-type: none"> Extended club finishing times. 		<p>Intended:</p> <ul style="list-style-type: none"> School attendance to meet national averages. Children to be enthused to come to school through the curriculum and widening opportunities they access. Parents to feel their voice has support school decisions – strengthening parent and school relationships. Clubs to support parents' childcare/out of school commitments and therefore support attendance. <p>Impact:</p> <p>Parent voice and pupil voice has improved some club attendance. Of those pupils that attend clubs, they are happy and enthused to attend school. In some instances, parents have requested some clubs continue and this has been achieved and supported relationships. These clubs have also seen 100% attendance.</p>	Pupil study to ascertain if there is a direct correlation between clubs/physical activity and attendance.
Top up swimming.	<ul style="list-style-type: none"> PE lead to identify focus group/class. PE Lead to organize and book extra swimming class and transport in order to access. Staff to take identified group/class in Summer term. 	£1983.00 £32.00	<p>Intended:</p> <ul style="list-style-type: none"> The % of pupils meeting the NC required level by the end of Year 6 increases. Last year's data: 50% for all indicators. <p>Impact:</p> <p>Data shows that number of pupils who have left Y6 this year has increased for indicators 2 and 3 to 67%. (However has lowered for indicator 1 to 37%.) Most importantly, the % of children able to</p>	Self-safe rescue to continue to be prioritised. LTP/MTP continue to reflect the focus in years 4 and 5. Top up swimming for Year 6 groups. PSHE curriculum to be adapted to include swim safety.

perform self-safe rescue has increased.

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:
Understanding of Physical Literacy	<ul style="list-style-type: none"> PE Lead to research Physical Literacy. PE Lead to deliver staff training on physical literacy Staff to begin to use this language within PE Lessons. PE Lead to deliver assembly based to inform children of physical literacy and impacts on life. 	NA	<p><u>Intended:</u></p> <ul style="list-style-type: none"> <i>Pupils and staff will have an understanding of the term physical literacy.</i> <i>Pupils and staff will recognise the positive impact physical literacy will have on our lives.</i> <i>Staff and pupils will associate physical literacy with personal best and strive to live healthy lifestyles.</i> <p><u>Impact</u> PE lead has an understanding of Physical Literacy and discussed with SLT. PE Lead is now better equipped to build this into the Curriculum and make PSHE links for life long habits. This is being carried forward to autumn term and will link with physical literacy drive through curriculum.</p>	<p>Share with all staff and begin to use language of physical literacy within lessons, planning and discussions.</p> <p>Pupils will strive to lead healthy lifestyles that will be life-long habits.</p>
Staff CPD in Physical Education (Staff moving year groups/new staff).	<ul style="list-style-type: none"> PE Lead to send out a questionnaire asking staff for specific CPD requirements. PE Lead to seek/arrange CPD for staff through ConnectEd Staff to carry out CPD PE Lead to monitor impact of CPD. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> <i>Staff will have the knowledge and skills to deliver the PE Curriculum.</i> <i>Pupils will gain the knowledge and skills required for ARE and gain a love of sport/being active.</i> <p><u>Impact</u> Staff have highlighted dance and gymnastics as a required area for</p>	<p>Consider staff CPD for gymnastics and dance through Connect ED.</p> <p>Complete questionnaire with any new staff.</p> <p>Continue to embed STEP.</p>

			support in general. All staff have had extensive gymnastics CPD.	
Continue to develop staff understanding of assessment and use of STEP to support differentiation and AFL.	<ul style="list-style-type: none"> Swimming Self-Assessment to be introduced to staff and pupils. SWIM England assessment tools and certificates used with all pupils. Assessment certificates given tracked and logged. New Assessment log created and used by staff to inform overlearns/physical literacy and next Year's teacher. Adapt PE policy and assessment requirements. Inform staff of assessment requirements. Monitor completed assessments – what do they tell us? Include STEP in PE policy non-negotiables and inform staff. Create STEP display in hall as visual reference for staff and children. Require KS2 staff to teach children how to use STEP 		<p>Intended:</p> <ul style="list-style-type: none"> Children will gain a wider breadth of experiences and skills. Staff will develop and use training and skills across the curriculum – such as differentiation. Children will be able to use self-assessment to support their learning, understanding of next steps and progress. <p>Impact:</p> <p>Some lessons observed are differentiated to meet the needs of all pupils using STEP. Pupils have a better understanding of their next steps, particularly in swimming. Pupil voice showed that pupils do not have the knowledge of STEP to aid their independent learning</p>	<p>STEP to be reintroduced to staff (new staff in particular).</p> <p>Staff to recognise STEP as a form of adaptations within PE lessons.</p> <p>STEP focus so that pupils have the understanding of STEP as adaptations they can use independently.</p>
Use of PE Passport to support staff knowledge and delivery of PE	<ul style="list-style-type: none"> PE Lead to purchase PE Passport scheme of work. PE Lead to provide login details to new staff and support to use. 	£300.00	<p>Intended:</p> <ul style="list-style-type: none"> Staff to have the knowledge and skills to deliver PE Curriculum. Teaching and Learning is at least consistently good across school 	<p>PE Lead to research effective up to date curriculums based on the PE Journey format.</p> <p>PE Lead to purchase gymnastics</p>

	<ul style="list-style-type: none"> PE Lead to adapt and update LTP/MTP in line with pupils needs. 		<ul style="list-style-type: none"> PE Curriculum meets the needs of all pupils. <p>Impact: Teaching and learning observed has been consistently good across school.</p> <p>Some staff have reported finding PE Passport difficult to follow.</p>	<p>specialist training for a staff member to ensure sustainability of all gymnastics CPD for staff. (current primary gymnastics specialist has left)</p> <p>Gymnastics curriculum researched and purchased.</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:

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:
Making links to wider community/clubs/secondary schools.	<ul style="list-style-type: none"> PE Lead to research different opportunities/companies that can work with the school to enhance children's experiences. Balance-ability to continue in Reception class Staffordshire Cricket links established – including engagement day, cub and curriculum time. Home links made with leaflets regarding out of school opportunities. Outdoor EKO club – links with Weston Park. 	As above	<p>Intended:</p> <ul style="list-style-type: none"> Children will be given access to wider opportunities and experiences. This will have a positive impact on both physical and mental wellbeing as well as enabling them to develop life-long skills and experiences to help them develop as individuals. Children will develop fundamental skills which will support cognitive learning. <p>Impact: All children passed at least level 1 balance ability. Children have increased number of minutes physically active across all clubs/activities.</p>	<p>Continue to source other opportunities.</p> <p>Embed opportunities such as Girls football club.</p> <p>Use Summer term pupil voice to drive clubs and activities.</p>

			Girls football club has been identified as priority. Pupil voice showed they wanted to take part but reluctant with no experience. Attendance to the club was 100% every week across the year. EKO club – 100% attendance across the year. Play leader training - all children completed and supporting active play during lunchtimes.	
Achieve Silver School Games Mark	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of PE area to school website page. • Subject Lead to complete website construction and use to publicise • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. • PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school. • PE Lead to make links with secondary schools to support KS3 next steps. 		<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</i> • <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> • <i>School House Captains taking an active leadership role.</i> • <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i> <p><u>Impact:</u> Bronze award achieved. Pupils have taken part in inclusive clubs, sporting competition and active choices. House captains have had opportunity to Lead events and voice.</p>	<p>Use the SGO development comments to inform and drive for school games mark the following year.</p> <p>More intra competitions planned across the year, including 1 off events and built into the curriculum.</p> <p>PE Lead to make links with secondary schools to support KS3 next steps.</p> <p>New School Games lead to drive intra competition through WASPS. House Captains leadership to continue to develop and embed.</p>

<p>Afterschool sports</p>	<ul style="list-style-type: none"> • PE Lead to plan clubs across the year to ensure a breadth of opportunity. • PE Lead to link clubs with PE curriculum in some instances – providing children the opportunity to apply the skills they have learnt. • PE Lead to work with other companies that can work with the school to enhance children’s experiences and opportunities. • PE lead to audit equipment and purchase resources required. • PE Lead to track participation and provide targeted clubs for specific groups/children. • Carry out parent questionnaire for preferred days and times for clubs. 	<p>£1,097.03</p>	<p><u>Intended:</u></p> <ul style="list-style-type: none"> • <i>Gaps in children’s activity levels, including health, will be diminished.</i> • <i>Reception children to take part in extra-curricular, life skill activity – helping to improve balance and, over-weight and obesity rates.</i> • <i>A wider range of clubs offered compared to previous years.</i> • <i>All groups of pupils are represented within extra-curricular activities. 50% of identified groups (Girls/SEN/PP) accessing an extra-curricular club.</i> • <i>Those children identified as less active targeted to attend active clubs/lunchtime activities to support 60 minutes per day activity – supporting healthy lifestyle choices and lowering obesity rates.</i> <p><u>Impact:</u></p> <p>Children have increased number of minutes physically active across all clubs/activities.</p> <p>Girls football club has been identified as priority. Pupil voice showed they wanted to take part but reluctant with no experience. Attendance to the club was 100% every week across the year.</p> <p>EKO club – 100% attendance across the year.</p>	<p>Continue to source other opportunities.</p> <p>Embed opportunities such as Girls football club.</p> <p>Use Summer term pupil voice to drive clubs and activities.</p> <p>Introduce understanding of the difference between being active/enjoying sports/competition. Pupils recognizing that playing sports does not have to lead to competition if they do not want it to.</p> <p>Update how club attendance is tracked.</p>
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<p>Outside of school achievements/links</p>	<ul style="list-style-type: none"> • PE Lead to gain pupil/parent voice on sports/clubs that are attended by children outside of school. • Celebration letters home to include achievements outside of school. • Outside school achievements to be displayed on PE board in corridor. • PE Lead to contact clubs and ask to attend school for workshops/assemblies. • Club links shared with pupils, parents and carers. 		<p>Intended:</p> <ul style="list-style-type: none"> - <i>The profile of sport and being active will be increased.</i> - <i>Links to clubs and pupil voice/interests can be pursued and used to support attendance and profile of PE and sport across school.</i> - <i>Links made with clubs improve opportunities for pupils in school and outside of school.</i> <p>Impact:</p> <p>Celebrations of sports outside of school have taken place in assemblies. Pupils have been enthused to share their achievements. School have used this to inform other pupils of the clubs in the local area. PE Lead has shared Yo! Free sports/activities with FSW and parents. However – attendance on these are not tracked. Links made with 2 local clubs for tennis and cricket so that signposts can be given to parents.</p>	<p>Build on celebration of achievements outside of school by:</p> <p>Improving the profile with parents. Including on monthly newsletter. Parent questionnaire to find details of clubs/places attended by pupils.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Achieve Silver School Games Mark</p>	<ul style="list-style-type: none"> • Subject lead to sign up to School Games competitions and use of calendar. Liaise with DB to complete competitions calendar • Use of minibuses for travel. • Staff cover for school day competitions. • The introduction of PE area to school website page. • Subject Lead to complete website construction and use to publicise events and inform parents. • House captains to take an active role in regular meetings with PE Lead and leading competitions within school. • PE lead to plan intra inter competitions within school to support the attendance of intra competition out of school. <p>PE Lead to make links with secondary schools to support KS3 next steps.</p>	<p>£420.00</p>	<p>Intended:</p> <ul style="list-style-type: none"> • <i>Participation in clubs is sustained, meeting the School Games Mark criteria - children taking part in extracurricular activity, including all groups represented and opportunities for all.</i> • <i>Opportunities to take part in competitions – supporting children to be active and develop resilience and aspirations – supporting personal development.</i> • <i>School House Captains taking an active leadership role.</i> • <i>The website helps to higher the profile of and celebrate PE and Sports in school. Support parent and school relationships.</i> <p>Impact: <i>Bronze award achieved. Pupils have taken part in inclusive clubs, sporting competition and active choices. House captains have had opportunity to Lead events and voice.</i></p>	<p>Use the SGO development comments to inform and drive for school games mark the following year.</p> <p>More intra competitions planned across the year, including 1 off events and built into the curriculum.</p> <p>PE Lead to make links with secondary schools to support KS3 next steps.</p> <p>New School Games lead to drive intra competition through WASPS. House Captains leadership to continue to develop and embed.</p>
<p>School competition</p>	<ul style="list-style-type: none"> • PE Lead to plan Athletics Sports days. • PE Lead to plan in competitive Intra sports competitions within each class linked to an 'area of sport' they have learnt in PE lessons. (Scores count towards house captains cups) • PE lead to plan introduce personal best charts for chosen lunchtime sports and activities. • PE Lead to introduce term, 'physical literacy'. 	<p>£61.00</p>	<p>Intended:</p> <ul style="list-style-type: none"> • <i>Children to take part in competitions across the year as well as working towards personal best goals.</i> • <i>Children will evidence their personal best/scores.</i> • <i>Children will take part in a greater number of competitions – allowing them to take part in a range of experiences and develop life skills such as working as a team.</i> <p>Impact:</p>	<p>PE Lead and School Games Lead to plan out intra competitions as part of the Curriculum and wider opportunities calendar.</p> <p>Physical literacy and personal best introduced and embedded.</p>

			<i>Pupils have taken part in competitive sports in different situations. They have been able to consider their personal best, as well as see the value as working as a team in events such as netball, orienteering and sports day. This is linked to the recognition of our mental health and the 5 ways to well-being.</i>	
Engage in Paris Olympics opportunities.	<ul style="list-style-type: none"> • PE Lead to sign up for Wolves Paris Olympics Torch run. • PE Lead to sign up to Path to Paris Olympics initiative. • Summer Term assembly to introduce Path to Paris Olympics • Staff and children to take part in Path to Paris. 		<p>Intended:</p> <ul style="list-style-type: none"> • Pupils will engage in cultural capital experiences. • Pupils have opportunity to be active and achieve 60 minutes per day. • Pupil will take part in community events. <p>Impact:</p> <p><i>Pupils took part in city event, representing their school and had opportunity to be active for the recommended times. Pupils were exposed to knowledge of different sporting events as well as cross-curricular links to other areas of learning.</i></p>	<p>Take part in other city/country events.</p> <p>Use post Olympics links to provide further opportunities for pupils.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	