

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,540
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,540
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,540

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section 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.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Data was collated from the Y6 cohort, who has swimming lessons as Y3s. Catch up was interrupted by Covid19, but an assessment of swimming ability was made in Summer 21 through parent questionnaire (in conjunction with Carlton Lodge catch-up OAA trip June 21).</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020 (we presume this means Summer 2021)</p> <p>Please see note above</p>	<p>95% (this data includes one pupil where swimming is not appropriate)</p> <p>See 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>93% (this data includes one pupil where swimming is not appropriate)</p> <p>See above</p>

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<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93% (this data includes one pupil where swimming is not appropriate)</p> <p>See above</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes... a planned budget for just this reason was put in place. Unfortunately, it was not possible for this fund to be used as intended due to swimming pool closures.</p>

Action Plan and Budget Tracking

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

Academic Year: 2020/21	Total fund allocated:	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: 25%	
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?:
Pupils take part in 2 hours of scheduled, high quality P.E. lessons weekly.	<ul style="list-style-type: none"> All pupils from years 1 to 6 take part in 2 hours of scheduled P.E. lessons a week. Additional Sports Specialists utilised in order to support and develop current teaching staff in the delivery of high quality P.E. lessons; 	YSSN buy in (share of £7000 buy-in)	P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. End of unit photos and videos recorded and stored on the school system for each year group.	This approach to be maintained. Members of the P.E. team are spread across all phases in order to ease work load and adopt shared accountability across relevant year groups.
	<ul style="list-style-type: none"> PB to support and guide quality P.E. delivery across the school; 	Release time costs taken from P.E. Leadership time allocation (share of £2000 budget)	Staff clear on key parts that every P.E. lesson should include. Recorded end of unit competitions through photographs stored on the system. Videos of dance and gymnastics units recorded and stored on the school system.	P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system for in house competitions.

	<ul style="list-style-type: none"> Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted and Talented, Low Ability, Least Active); 	YSSN buy in (share of £7000 buy-in)	All groups across all year groups targeted through careful timetabling. Added emphasis on least active pupils as a result of evolving government and dfe guidelines.	Gifted and Talented children have more extracurricular sporting opportunities in Year 6 than in any other year group, and this must continue to be sure that all targeted groups get equal opportunity to achieve a 'broad and balanced' approach towards all subjects (we know some year groups are more overloaded than some years).
Improve physical activity levels in our most inactive pupils and provide a wide range of sporting opportunities for all pupils across the school.	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups... specifically least active; 	YSSN buy in (share of £7000 buy-in)	Average attendance at extra-curricular clubs is 20+	Yearly YSSN buy in to be renewed. Level of buy in to be impact assessed yearly. Due to Covid19 restrictions, lunch time clubs were unable to run (although other provision was put in place). Currently, the standard pre Covid19 timetable has been reinstated.
	<ul style="list-style-type: none"> York School Sports Partnership buy in ensures that every opportunity is taken to partake in extracurricular sporting opportunities; 			
Provide additional lunchtime and after school clubs for pupils to access their 60 minutes of	<ul style="list-style-type: none"> External providers sourced in order to provide a wide mix of 	YSSN buy in (share of £7000 buy-in)	External provider club list.	An equal balance to be drawn between paid for and free clubs. Staff to be

<p>physical activity. Engage the least active pupils in meaningful activity and give them the confidence to move on to regular extra-curricular and community clubs to ensure lifelong participation.</p>	<p>extracurricular sporting opportunities (paid for clubs);</p>			<p>accountable for offering a variety of free clubs throughout the academic year. This to be timetables/monitored by SLT next year.</p>
	<ul style="list-style-type: none"> Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); 			<p>Staff run clubs run throughout the year with aim to engage as many pupils as possible.</p>
	<p>*The above all changed due to Covid restrictions... External clubs were able to run after school as normal but not during lunchtimes. Staff were able to run clubs within their bubbles but not outside of a bubble. Areas for clubs to take place at were also restricted (Hall, Racecourse carpark etc...)</p>			
<p>Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines.</p>	<ul style="list-style-type: none"> Sporting provision provided at break times and lunch times for each individual phase (Covid bubble) to encourage daily activity for all pupils; 	<p>‘Friends’ utilised to top up playground provision spending to cater for increased non shared equipment for each phase - share of large PE resource</p>	<p>Lunchtime activities provided by adults rather than playground leaders due to Covid restrictions and bubbles. (Boogie Box dancing, Bubble machine games etc...)</p>	<p>Relaunch playground leaders and zone park after school restrictions have been lifted. PB to train young leaders and lead assemblies to relaunch. This saves the school money through virtue of not having to pay for an external provider (YSSN buy in option) to complete this. Midday supervisors to be</p>

		budget of £5000 will support this		encouraged as much as possible to take part in activities to further encourage pupil participation in activity. Active All training
	<ul style="list-style-type: none"> Active ALL Board purchased to target pupils at breaks and in lessons. 	Split funded over 2 years. £3,500 (reallocated from lower spend due to covid19)		
Mini bus lease ensures that transportation to and from events for Knavesmire and MAT pupils is made easier.	<ul style="list-style-type: none"> Covid19 restrictions have meant that the majority of intra competitions between schools were cancelled. 	Mini bus petrol (£500)	Children less reliant on whether adults are available to provide lifts. The capacity to take more than one team to an event has increased.	Mini bus lease to continue (school budget) with the hope of relaunching intra-competition.
Children actively encouraged to engage in active lifestyle choices.	<ul style="list-style-type: none"> Local club links displays encourage pupils to pursue sporting interests and develop active lifestyle choices; 	P.E. Team release time (part of £2000 budget)	Phase displays promoting sporting success, healthy lifestyle choices, inspiring sports people and diet choices conducive for leading a healthy, active lifestyle.	Phase displays and boards to be updated periodically by P.E. team members of that phase.
All children active for at least 60 minutes every day.	<ul style="list-style-type: none"> Year 5 pupils trained by PB to become play leaders who help us provide an active playground and contribute to the 30 minutes physical activity per day target. Covid restrictions have meant that this has been put on hold until next 	'Friends' utilised to top up playground provision spending to cater for increased non shared equipment for each phase - share of large	Despite restrictions, all pupils have been supplied with lots of provision within their respective bubbles to have active lifestyles. Impact is physical health and MWB.	From September, PB to relaunch zone park leaders and zone park provision.

	<p>September at least. Please see above for how we have paid for and sourced additional resources for each phase bubble during Covid;</p>	<p>PE resource budget of £5000 will support this</p>		
<p>Be a lead school in the delivery of sport and its provision.</p>	<ul style="list-style-type: none"> We complete the Sainsbury's School Games Mark every year. After 5 consecutive years of achieving the 'Gold' mark, the highest award possible, in 2018 Knavesmire achieved the Sainsbury's School Games 'Platinum' mark and has maintained this level of sports delivery and provision; 	<p>YSSN buy in (share of £7000 buy-in)</p>	<p>Sainsbury's School Games Awards. The platinum award was achieved by less than 2% of Schools nationally and is the culmination of 5 years hard work. Impact on pupils is the high profile of PE means the high level of resource and provision.</p>	<p>Hold MAT and cluster meetings to discuss approaches to P.E. and offer support for fellow schools. Offer to host informal competitions between schools. Will continue with this approach going forward.</p>
<p>Be accountable for targeting least active pupils and promoting a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> 'Fit for 30 (60)' initiative maintained in order to keep track of least active children and ensure that all children are taking part in at least 30 minutes of physical activity every day; 	<p>Resource budget of £500</p>	<p>Impact to be measured using 'Fit for 30 (60)' classroom chart. Koboca survey used to gauge yearly improvement.</p>	<p>Koboca survey used to plan subsequent provision. This model to continue. However, the frequency of which both tools will be used to form measurements will have to increase in order to comply with new expectations.</p>

	<ul style="list-style-type: none"> Additional P.E. equipment purchased throughout the year in consultation with young leaders to further promote active lifestyle choices and ensure that every child achieves at least 60 minutes of activity a day (giant connect 4s, football goals, netball posts restock of all equipment as and when needed; 	PE resources budget of £5000	Children increasingly engaged in sporting activity. Each phase bubble bought their own sports equipment to ensure that despite Covid restrictions, the provision provided was still maintained.	Now we are returning to a semi-normal timetable and daily structure, additional resources can be used to provide even more sporting stimulus and opportunities throughout the school day. Pupil voice to continue in this way although whole cohort responsibility rather than a small group as per latest guidance referring to child participation.
	<ul style="list-style-type: none"> Each year group plays an active role in shaping parts of the curriculum to be taught. 	No additional cost	Each year group's P.E. timetable contains an 'open' slot. This slot is to be decided on (within reason) by the children of that cohort. A unit of work is then planned for around these ideas.	Continue to take part in 'active' local and national initiatives. There is an ever increasing emphasis on tracking activity levels for all children. Class trackers will be used alongside the kobocca survey.
Take part in local 'keeping active' initiatives.	<ul style="list-style-type: none"> All classes took part in the 'Walk to school week' initiative. 	No additional cost	'Walk to school week' data.	tracking activity levels for all children. Class trackers will be used alongside the kobocca survey.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18%
Intent	Implementation		Impact	

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure pupils are healthy and happy students.	<ul style="list-style-type: none"> Phase displays inform children of healthier food choices. Information taken from the 'Change for Life' scheme; 	P.E. Team release time (part of £2000 budget)	Pupils more alert. Brain function improvements, better concentration and learning.	Give teachers ideas of how to implement active breaks within the classroom. E.g. X table tennis, Dance/movement breaks etc...
	<ul style="list-style-type: none"> Key information displayed concerning the benefits of staying active; 			
Celebrate pupil's sporting achievements and successes from both internal and external clubs.	<ul style="list-style-type: none"> Special mentions in assembly for any teams or individuals who have represented the school or who have achieved any sporting success outside of school; 	No additional cost	Children's self-esteem raised. Links with internal school clubs or local club links highlighted in order to promote pupil participation. Obviously, due to Covid, limited to no intra competitions or external competitions occurred.	Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies. Special mentions concerning sporting achievements to resume in whole school assemblies.
Ensure all staff have an accountability for school sport.	<ul style="list-style-type: none"> Phase displays showcase end of unit competition across the school; 	No additional cost	Phase displays, P.E. big books. Platinum award.	P.E. phase specialists to keep phase displays updated and continue to raise the profile of in school inclusive competitions.
	<ul style="list-style-type: none"> School newsletter highlights sporting 	No additional cost	Children's self-esteem raised. Links with internal school	Continue to highlight the need for end of unit

	<p>achievements and updates;</p> <ul style="list-style-type: none"> Staff to ensure that end of unit performances and competitions occur and are evidenced through photographs and/or videos; 	No additional cost	<p>clubs or local club links highlighted in order to promote pupil participation. Children view P.E. as having a purpose and end result/goal. Just like in any other lesson in school. This provides children with a goal to work towards.</p>	<p>performances to be recorded and celebrated with staff. P.E. phase specialists to be accountable for their phase.</p>
<p>Children play an active role in school sport competitions. Develop pupil's social skills and facilitate their involvement in making a contribution towards school sport. Develop and enhance leadership, communication and origination skills in young people.</p>	<ul style="list-style-type: none"> Adjudicator bibs and whistles stored in the P.E. shed ready for children to help in officiating school based competitions across classes at the end of every games unit; 	PE resources budget of £5000	<p>Children more responsible for knowing the rules and regulations for different sports. Communication skills developed. Conflict resolution skills developed. More children are actively involved during competition phase of a unit.</p>	<p>Ensure all staff are utilising these resources effectively and are aware of them. There is an added emphasis on child led competition next year.</p>
<p>Any child who wishes to represent the school through competing or taking part in a sporting event will be given the opportunity to. Build confidence and feeling of belonging to the school through ensuring all pupils represent the school in some form.</p>	<ul style="list-style-type: none"> A Register of year 6 pupils who haven't represented the school who want to is kept. Unfortunately, Covid has meant that limited to no competition outside of school has occurred; 	No additional cost	<p>These children are first on the list for 'B and C team' competitions that the YSSN put on. This results in an increase in pupils competing for school teams. To keep pupils active and healthy, more in bubble competitions were held.</p>	<p>Continue to consult the school sports committee when selecting playground equipment. Children, through discussion, evaluate successes and failures and feedback what they have found for the next group of children who become the sports committee.</p>
<p>Playground Leaders/sports committee (Zone park) rewarded</p>	<ul style="list-style-type: none"> Zone park leader's role is seen as an important 	No additional cost	<p>Pupil engagement in sporting activity increased due to</p>	<p>Continue to consult the school sports committee</p>

for their hard work. Develop and enhance leadership, communication and origination skills in young people.	position. These children are selected carefully either in order to encourage their own engagement in sporting activity or to act as a sporting ambassador and encourage others. Due to Covid restrictions, this has been paused but children within each phase bubble were given roles for the equipment within their phase;		guidance from playground leaders, staff and midday supervisors. Pupils as zone park leads get the opportunity for sports leadership and leadership development.	when selecting playground equipment. Children, through discussion, evaluate successes and failures and feedback what they have found for the next group of children who become the sports committee.
Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects	<ul style="list-style-type: none"> Cross curricular opportunities for P.E. embedded. E.g. Whole school bought skipping ropes in order to take part in skipping x table games during Maths sessions; 	Share of PE resources budget (of £5000)	More active curriculum for all pupils across all subjects meaning active pupils.	As an aim, continue to ensure that P.E. as a subject is involved in 'The Big Idea' and it's planning whenever possible, exploiting opportunities.
Staying active and living a healthy to be used whenever possible across the school as part of 'The Big Idea'.	<ul style="list-style-type: none"> The profile of P.E. and sport is raised through cross curricular links being utilised wherever possible across the school. 	No additional cost	Profile of sport and how it fits into pupils lives is raised.	Big Idea books. Portfolios.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	24%

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:
Improve the knowledge and skills of staff in teaching PE to ensure high quality PE Lessons (staff specific target areas)	<ul style="list-style-type: none"> Access mentoring for up to 6 teachers for 6 weeks each (36 hours of mentoring). Mentoring to take place with teacher's class with school resources to give real life examples. PB to supplement training by leading practical staff meetings and feeding back information from any skills courses or new initiatives; 	YSSN buy in (share of £7000 buy-in)	YSSN is a mentoring plan NOT cover teaching. Teacher mentoring means high quality lessons delivered in engaging activities. Happy engaged pupils in Physical Education.	Renew buy in at element 2 through YSSN with additional purchase of sports partnership specialist's time.
Improve the quality of delivery of invasion games and striking and fielding through accessing National Governing Body CPD mentoring such as Chance to shine and FA Skills.	<ul style="list-style-type: none"> Engage in Chance to shine and FA skills programme to upskill teachers in delivery of invasion games Due to Covid, these have not run this year; 	P.E. Team release time (part of £2000 budget)	Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.	

Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.	<ul style="list-style-type: none"> Each year group to listen to pupil voice and act upon this with a unit of work taught during the 'Free Choice' slot allocation shown in the long term plan for that phase. 		Children feel empowered and see that they indeed play a role in shaping the curriculum just like they do in other subjects through 'The Big Idea'.	Kobocca survey could also be utilised to gain an idea of what other sports children would like to take part in. This would be in addition to what is currently in place however
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
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:
Offer a range of sports and activities across the school and throughout the academic year.	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; 	Sports Specialist time £2280	Average attendance at extra-curricular clubs is 20+	Ensure that there is a balance of paid and unpaid clubs available throughout the year.
	<ul style="list-style-type: none"> External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); 	No additional cost	External club provider lists and registers. Data from Sainsbury's School Games Mark... E.G. 50% of all children engaged in extracurricular sport each week.	Ensure that there is balance of extracurricular sporting clubs provided as well as other clubs. Obviously, Covid restrictions have had a massive impact on what

	<ul style="list-style-type: none"> Staff and/or sports specialists provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); 	Sports Specialist time £2280		the school could offer. Despite this, paid and unpaid sports clubs were still offered. A return to standard timetable slots means that all staff have more time to offer clubs than before.
Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.	<ul style="list-style-type: none"> Identify local clubs in the area where pupils attend and promote clubs to offer a wide range of external opportunities; 	No additional cost	Club links boards. Sainsbury's School Games Mark data.	With Covid restrictions partially lifted, this will be an area to relaunch come September.
Promote local clubs that offer sports not provided for by YSSN	<ul style="list-style-type: none"> Hand out flyers for local specialist sports clubs. Promote any that already have an active club link (Child from school who attends the club) through assemblies. 	No additional cost	Active club links data from Sainsbury's School Games Mark.	Maintain up to date club links. P.E. phase specialists to be accountable. Golf (as opposed to Tri golf) taster sessions planned for by the school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure all pupils receive the opportunity of in school competition.	<ul style="list-style-type: none"> All pupils from years 1 to 6 take part in 2 hours of scheduled P.E. lessons a week. Additional Sports Specialists utilised in order to support and develop current teaching staff in the delivery of high quality P.E. lessons; 	YSSN buy in (share of £7000 buy-in)	P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. End of unit photos and videos recorded and stored on the school system for each year group.	This approach to be maintained. Members of the P.E. team are spread across all phases in order to ease work load and adopt shared accountability across relevant year groups.
	<ul style="list-style-type: none"> PB to support and guide quality P.E. delivery across the school; 	P.E. Team release time (part of £2000 budget)	Recorded end of unit competitions through photographs stored on the system. Videos of dance and gymnastics units recorded and stored on the school system.	P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system.
	<ul style="list-style-type: none"> Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted 	Sports Specialist time £2280	All groups across all year groups targeted through careful timetabling.	Gifted and Talented children have more extracurricular sporting opportunities in Year 6 than in any other year group, and this must continue to be sure that all targeted

	and Talented, Low Ability, Least Active... this being the major focus);			groups get equal opportunity to achieve a 'broad and balanced' approach towards all subjects (we know some year groups are more overloaded than some years).
	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; 	Sports Specialist time £2280	Average attendance at extra-curricular clubs is 20+	Yearly buy in of Sports Specialist to be renewed. Use and QA of this reassessed yearly.
	<ul style="list-style-type: none"> External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); 	No additional cost	External provider club list.	An equal balance to be drawn between paid for and free clubs. Staff to be accountable for offering a variety of free clubs throughout the academic year.
	<ul style="list-style-type: none"> Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs). Due to Covid, these opportunities have been limited; 	No additional cost		Review most popular clubs. Continue to ask sports committee and pupils (through PAG groups) their thoughts. Promotion of these clubs is the key by ALL staff... Especially by those in that year group!

	<ul style="list-style-type: none"> York School Sports Partnership buy in ensures that every opportunity is taken to partake in competitive extracurricular sporting opportunities; 	YSSN buy in (share of £7000 buy-in)		Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	