

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2022

Commissioned by

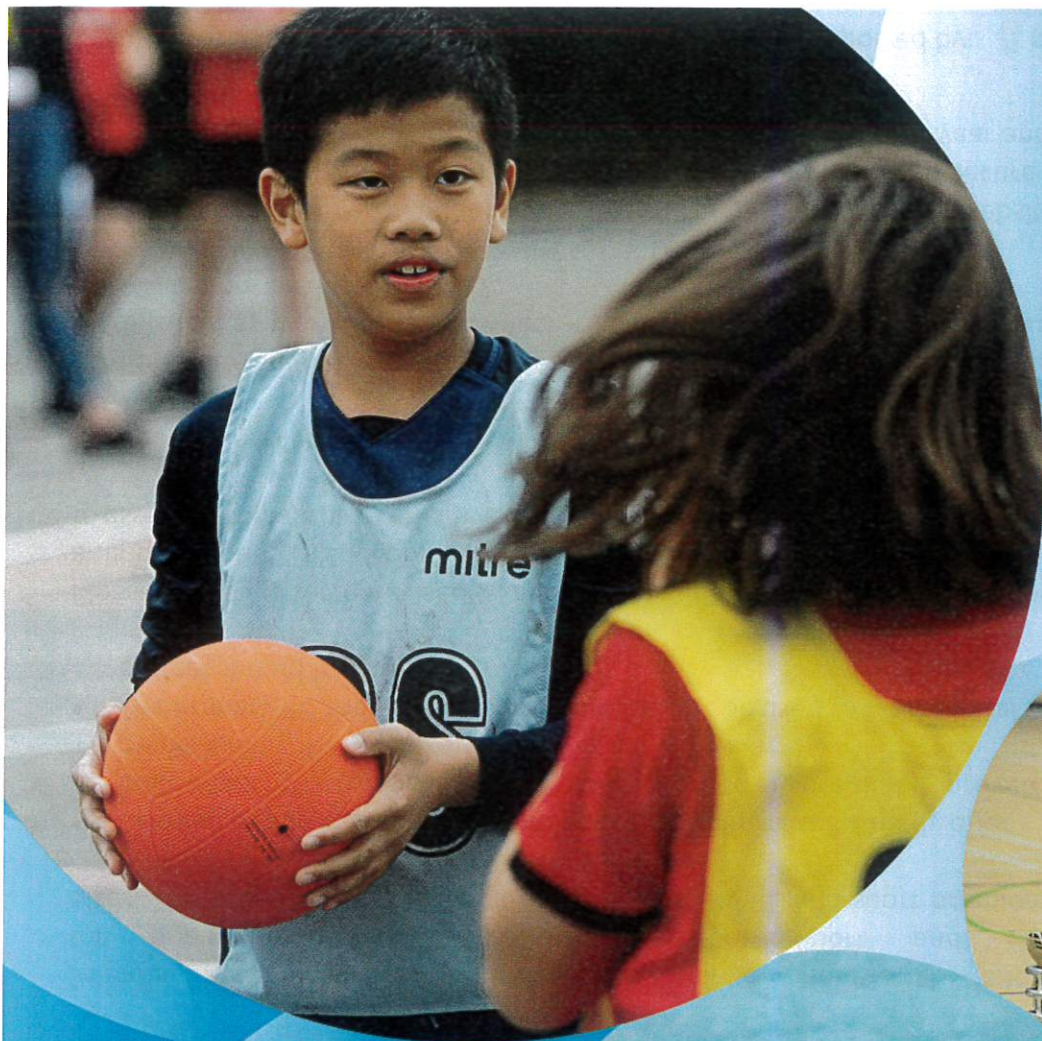


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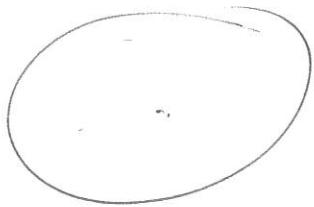
Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19560 (based upon 2021 census)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£19560

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. 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>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 2022. Please see note above</p>	95%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	Yes, see Sports premium funding spending document on the school website.

<p>Improve physical activity levels in our most inactive pupils and provide a wide range of sporting opportunities for all pupils across the school.</p>	<ul style="list-style-type: none"> • PB directs and plans for use of additional sports specialists across the school. • PB to support and guide quality P.E. delivery across the school; 	<p>YSSN buy in and Sports Premium Funding.</p>	<p>stored on the school system.</p> <p>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.</p>	<p>Year 6 children no now receive these additional opportunities despite SATS preparations through careful timetabling. Gifted and Talented children have more extracurricular sporting opportunities in year 6 than in any other year group. This approach to be maintained in order to achieve a 'broad and balanced' approach towards all subjects, irrespective of which year groups children are a part of.</p>
<p>Improve physical activity levels in our most inactive pupils and provide a wide range of sporting opportunities for all pupils across the school.</p>	<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); 	<p>YSSN buy in and Sports Premium Funding.</p>	<p>Average attendance at extra-curricular clubs, 15+</p>	<p>Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly. Lunch time clubs now possible due to COVID restrictions being lifted.</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 to encourage daily activity for all pupils; 	<p>'Friends' utilised to top up playground provision spending.</p>	<p>Lunchtime activities provided by adults (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 encouraged as much as possible to take part in activities to further encourage pupil participation in activity.</p>
<p><i>Ensure pupils are active in lessons other than PE.</i></p>	<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; 	<p>To be taken from P.E. Resources budget.</p>	<p>More active curriculum for all pupils across all subjects. Additional sporting opportunities within curriculum time provided.</p>	<p>One 'Big Idea' yearly in each cohort to contain a P.E. element.</p>

<p>Be a lead school in the delivery of sport and its provision.</p> <p>Be accountable for targeting least active pupils and promoting a healthy, active lifestyle.</p>	<p>paid for this provision.</p> <ul style="list-style-type: none"> • 'Fit for 30' school initiative launched in all classrooms • 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. • 'Fit for 30' 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 	<p>PB release time.</p> <p>YSSN Buy in.</p>	<p>Children take ownership for activity levels and what their aim is. Forms a good understanding of what makes up a healthy lifestyle. Activities listed also allow children to know what being active means and what constitutes as time being active.</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.</p> <p>Impact to be measured using 'Fit for 30' classroom chart. KOBOCCA survey used to gauge yearly improvement or maintenance once targets have been achieved.</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.</p> <p>School will reapply for the Platinum award next year.</p> <p>Koboca survey used to plan subsequent provision. This model to continue.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

% See Sports Premium Funding document on school website for detailed breakdown.

Physical education, school sport and physical activity

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?:
<p>Ensure pupils are healthy and happy students.</p> <p>Celebrate pupil’s sporting achievements and successes from both internal and external clubs.</p>	<ul style="list-style-type: none"> Phase displays inform children of healthier food choices. Information taken from the ‘Change for Life’ scheme; Key information displayed concerning the benefits of staying active; Special mentions in assembly for any teams or individuals who have represented the school or who have achieved any sporting success outside of school; Phase displays showcase end of unit competition across the school; 		<p>P.E. Team release time.</p> <p>Children’s self-esteem raised. Links with internal school clubs or local club links highlighted in order to promote pupil participation.</p> <p>Phase displays, P.E. big books. Platinum award.</p>	<p>Sustainability and suggested next steps:</p> <p>Give teachers ideas of how to implement active breaks within the classroom. E.g. X table tennis, Dance/movement breaks etc...</p> <p>Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies.</p> <p>P.E. phase specialists to keep phase displays updated and continue to raise the profile of in school inclusive competitions.</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> <p>Playground Leaders/sports committee (Zone park) rewarded for their hard work. Develop and enhance leadership, communication and origination skills in young people.</p> <p>Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects</p> <p>Staying active and living a healthy to be used whenever possible across the school as part of 'The Big Idea'.</p>	<ul style="list-style-type: none"> • A Register of year 6 pupils who haven't represented the school who want to is kept; • Zone park leader's role is seen as an important position. Children act as a sporting ambassador and encourage others; • 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; • The profile of P.E. and sport is raised through cross curricular links being utilised wherever possible across the school. 	<p>Please see school website for exact funding breakdown of these costs.</p>	<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.</p> <p>Pupil engagement in sporting activity increased due to guidance from playground leaders, staff and midday supervisors.</p> <p>More active curriculum for all pupils across all subjects.</p> <p>Big Idea books. Portfolios.</p>	<p>Ensure that wherever possible (enough children for a team to run) a team is assembled and can represent the school.</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>As an aim, continue to ensure that P.E. as a subject is involved in 'The Big Idea' and it's planning whenever possible.</p>
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<p>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.</p>	<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>P.E. Team release time.</p>	<p>Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p>	<p>Renew buy in at element 2 through YSSN with additional purchase of sports partnership specialist's time.</p>
<p>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.</p>	<p>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.</p>		<p>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'</p>	<p>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</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Intent	Implementation	Impact	
<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>Offer a range of sports and activities across the school and throughout the academic year.</p>	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups; External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); Staff and/or sports specialists provide a range of extracurricular sporting 		<p>Average attendance at extra-curricular clubs is 20+</p> <p>External club provider lists and registers. Data from Sainsbury's School Games Mark...</p>
			<p>Sustainability and suggested next steps:</p> <p>Ensure that there is a balance of paid and unpaid clubs available throughout the year.</p> <p>Ensure that there is balance of extracurricular sporting clubs provided as well as other clubs. A return to standard timetable slots means that all staff have more time to offer clubs than before.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% See Sports Premium Funding document on school website for detailed breakdown.
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; PB to support and guide quality P.E. delivery across the school; Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted and Talented, 	<p>YSSN buy in.</p> <p>Release time costs taken from P.E. Leadership time allocation</p> <p>YSSN buy in.</p>	<p>P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. All P.E. has a clear end purpose... Competition or performance. End of unit photos and videos recorded and stored on the school system for each year group.</p> <p>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> <p>All groups across all year groups targeted through careful timetabling.</p>	<p>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.</p> <p>P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system.</p> <p>Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly.</p>

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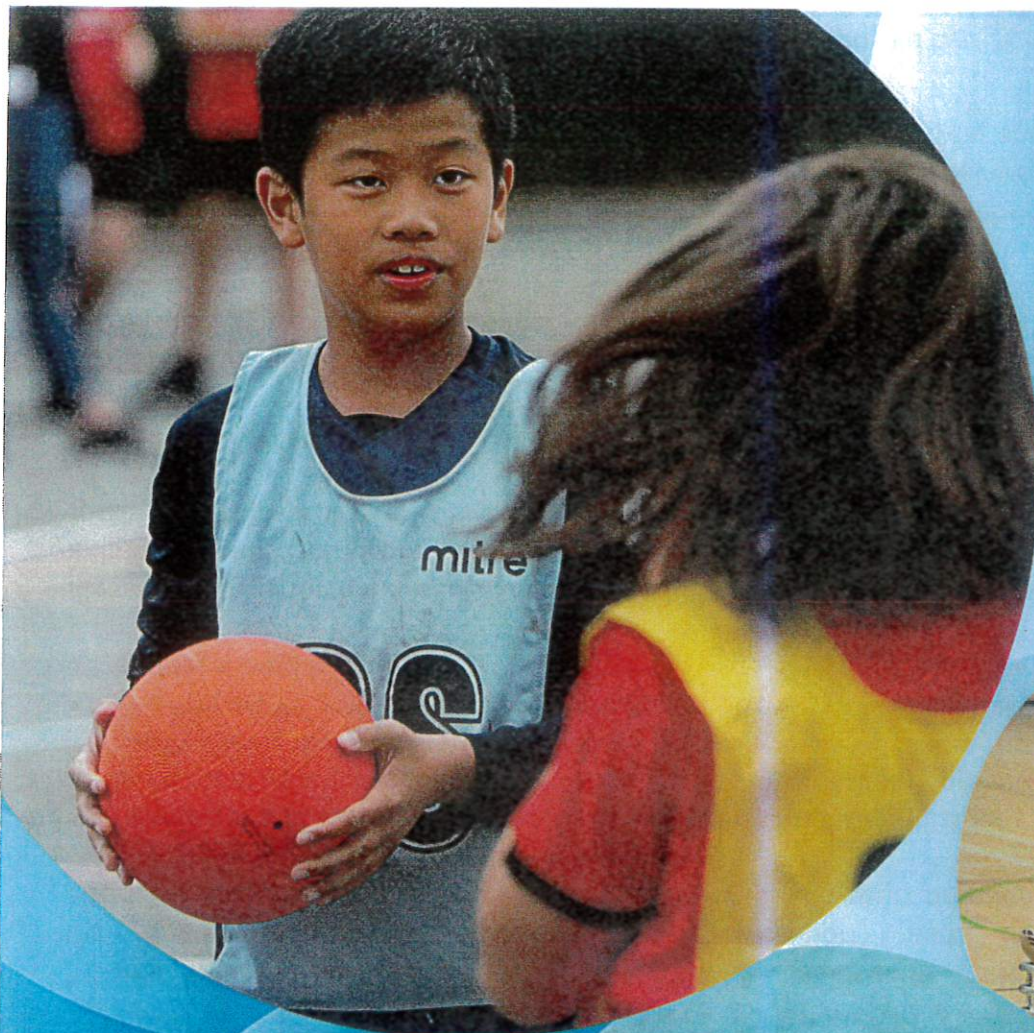


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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and 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 2020/2021, 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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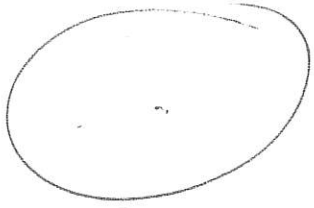
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Total amount allocated for 2021/22	£19,560
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19560 (based upon 2021 census)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£19560

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>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 2022.</p> <p>Please see note above</p>	95%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	Yes, see Sports premium funding spending document on the school website.

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: 2021/22	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: % See Sports Premium Funding document on school website for detailed breakdown.
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:
All 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 are utilised in order to support and develop current teaching staff in the delivery of high quality P.E. lessons; PB to ensure lesson structure for all P.E. lessons follows a set pattern to ensure P.E. lesson structure is optimised for the delivery of high quality lessons; 	YSSN buy in. Release time costs taken from P.E. Leadership time allocation.	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. All P.E units follow the whole school approach of being purposeful with a clear end goal. 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	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. P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system for in house competitions.

<p>Year 6 children no longer receive these additional opportunities despite SATS preparations through careful timetabling. Gifted and Talented children have more extracurricular sporting opportunities in year 6 than in any other year group. This approach to be maintained in order to achieve a 'broad and balanced' approach towards all subjects, irrespective of which year groups children are a part of.</p> <p>Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly. Lunch time clubs now possible due to COVID restrictions being lifted.</p>	<p>stored on the school system.</p> <p>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.</p> <p>YSSN buy in and Sports Premium targeted through careful timetabling.</p> <p>YSSN buy in and Sports Premium Funding.</p> <p>Average attendance at extra-curricular clubs, 15+</p>	<p>YSSN buy in and Sports Premium Funding.</p> <p>Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted and Talented, Low Ability, Least Active);</p>	<p>PB directs and plans for use of additional sports specialists across the school.</p> <p>PB to support and guide quality P.E. delivery across the school;</p> <p>Improve physical activity levels in our most inactive pupils and provide a wide range of sporting opportunities for all pupils across the school.</p>
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<p>Provide additional lunchtime and after school clubs for pupils to access their 30 minutes of 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>	<ul style="list-style-type: none"> • Additional Sports Specialists utilized in order to provide extracurricular sporting opportunities for targeted groups... specifically least active; • York School Sports Partnership buy in ensures that every opportunity is taken to partake in extracurricular sporting opportunities; • External providers sourced in order to provide a wide mix of extracurricular sporting opportunities (paid for clubs); • Staff provide a range of extracurricular sporting opportunities throughout the year (free of charge clubs); 		<p>External provider club list.</p> <p>Staff led clubs run throughout the year with aim to engage as many pupils as possible.</p>	<p>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.</p>
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<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 encouraged as much as possible to take part in activities to further encourage pupil participation in activity.</p> <p>One 'Big Idea' yearly in each cohort to contain a P.E. element.</p>	<p>Lunchtime activities provided by adults (Boogie Box dancing, Bubble machine games etc...)</p> <p>Bubble machine games etc...)</p> <p>More active curriculum for all pupils across all subjects. Additional sporting opportunities within curriculum time provided.</p>	<p>'Friends' up playground provision utilised to top up playground provision spending.</p> <p>To be taken from P.E. Resources budget.</p>	<ul style="list-style-type: none"> ● Sporting provision provided at break times and lunch times to encourage daily activity for all pupils; ● 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; 	<p>Ensure breaks and lunchtimes have the option of active play. Encourage pupils to take part to achieve the CMO guidelines.</p> <p>● Ensure pupils are active in lessons other than P.E.</p>
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<p>Mini bus lease ensures that transportation to and from events for Knavesmire and MAT pupils is made easier.</p> <p>Children actively encouraged to engage in active lifestyle choices.</p> <p>All children active for at least 30 minutes every day.</p>	<p>Several staff members trained so they can drive the minibus.</p> <ul style="list-style-type: none"> Local club links displays encourage pupils to pursue sporting interests and develop active lifestyle choices; Clubs planned for in direct correlation to the KOBOCCA survey results. 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. Please see above for how we have 	<p>Mini bus lease costs.</p> <p>P.E. Team release time.</p> <p>'Friends' funds utilised to top up playground provision spending.</p>	<p>Children less reliant on whether adults are available to provide lifts. The capacity to take more than one team to an event has increased.</p> <p>Phase displays promoting sporting success, healthy lifestyle choices, inspiring sports people and diet choices conducive for leading a healthy, active lifestyle.</p> <p>Children far more likely to attend clubs that they are interested in.</p> <p>All pupils have been supplied with lots of provision.</p>	<p>Mini bus lease to continue utilising additional sports premium funding with the hope of relaunching intra-competition.</p> <p>Phase displays and boards to be updated periodically by P.E. team members of that phase.</p> <p>This approach to continue. All planned clubs carefully calculated based upon child requests from the most recent KOBOCCA survey.</p> <p>PB to relaunch zone park leaders and zone park provision yearly.</p>
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<p>activity levels and what their aim is. Forms a good understanding of what makes up a healthy lifestyle. Activities listed also allow children to know what being active means and what constitutes as time being active.</p> <p>Children take ownership for PB release time.</p>	<p>Children take ownership for PB release time.</p> <p>activity levels and what their aim is. Forms a good understanding of what makes up a healthy lifestyle. Activities listed also allow children to know what being active means and what constitutes as time being active.</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.</p> <p>Offer to host informal competitions between schools.</p> <p>School will reapply for the Platinum award next year.</p>	<p>Hold MAT and cluster meetings to discuss approaches to P.E. and offer support for fellow schools.</p> <p>Offer to host informal competitions between schools.</p> <p>School will reapply for the Platinum award next year.</p>	<p>Impact to be measured using 'Fit for 30' classroom chart. KOBOSCA survey used to gauge yearly improvement or maintenance once targets have been achieved.</p>	<p>paid for this provision.</p> <ul style="list-style-type: none"> 'Fit for 30' school initiative launched in all classrooms 'Fit for 30' initiative children are taking part in at least 30 minutes of 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. 'Fit for 30' 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 <p>Be a lead school in the delivery of sport and its provision.</p> <p>Be accountable for targeting least active pupils and promoting a healthy, active lifestyle.</p>
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<p>Take part in local 'keeping active' initiatives.</p>	<p>physical activity every day;</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 30 minutes of activity a day (giant connect 4s, football goals, netball posts; • Each year group plays an active role in shaping parts of the curriculum to be taught. • All classes took part in the 'Walk to school week' initiative. 	<p>Please see School website for breakdown of costs.</p>	<p>Children increasingly engaged in sporting activity. Sports Committee meet half termly to decide on what equipment would work well and promote the most activity. See 'Big Books'.</p> <p>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.</p> <p>'Walk to school week' data.</p>	<p>Pupil voice to continue in this way although whole cohort responsibility rather than a small group as per latest guidance referring to child participation.</p> <p>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.</p>
				<p>Percentage of total allocation:</p>

Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement

% See Sports Premium Funding document on school website for detailed breakdown.

	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:	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; Key information displayed concerning the benefits of staying active; Special mentions in assembly for any teams or individuals who have represented the school or who have achieved any sporting success outside of school; Phase displays showcase end of unit competition across the school; 	<ul style="list-style-type: none"> Phase displays, P.E. big books. Platinum award. Children's self-esteem raised. Links with internal school clubs or local club links highlighted in order to promote pupil participation. Phase displays, P.E. big books. Platinum award.
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:	Celebrate pupil's sporting achievements and successes from both internal and external clubs.	<ul style="list-style-type: none"> Phase displays showcase end of unit competition across the school; Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies. 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"> Give teachers ideas of how to implement active breaks within the classroom. E.g. X table tennis, Dance/movement breaks etc... Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies. Staff to be reminded about celebrating end of unit dance and gymnastics performance videos in assemblies. P.E. phase specialists to keep phase displays updated and continue to raise the profile of in school inclusive competitions.

<p>Ensure all staff have an accountability for school sport.</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"> • School newsletter highlights sporting achievements and updates; • Staff to ensure that end of unit performances and competitions occur and are evidenced through photographs and/or videos; • 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; 		<p>Children's self-esteem raised. Links with internal school 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>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>Continue to highlight the need for end of unit performances to be recorded and celebrated with staff. P.E. phase specialists to be accountable for their phase.</p> <p>Ensure all staff are utilising these resources effectively and are aware of them.</p>
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<p>Ensure that wherever possible (enough children for a team to run) a team is assembled and can represent the school.</p> <p>list for B and C team competitions that the YSSN put on. This results in an increase in pupils competing for school teams.</p> <p>Pupil engagement in sporting activity increased due to guidance from playground leaders, staff and midday supervisors.</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>As an aim, continue to ensure that P.E. as a subject is involved in 'The Big Idea' and it's planning whenever possible.</p>	<p>More active curriculum for all pupils across all subjects.</p> <p>Big Idea books. Portfolios.</p>	<p>Please see school website for exact funding breakdown of these costs.</p>	<ul style="list-style-type: none"> ● A Register of year 6 pupils who haven't represented the school who want to is kept; encourage others; ● Zone park leader's role is seen as an important position. Children act as a sporting ambassador and encourage others; ● 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; ● The profile of P.E. and sport is raised through cross curricular links being utilised wherever possible across the school. 	<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> <p>Playground Leaders/sports committee (Zone park) rewarded for their hard work. Develop and enhance leadership, communication and origination skills in young people.</p> <p>Use PE and Sport to impact cross curricular. Engage disengaged pupils through using PE as a tool to deliver other subjects</p> <p>Staying active and living a healthy to be used whenever possible across the school as part of 'The Big Idea'.</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:
				% See Sports Premium Funding document on school website for detailed breakdown.
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.	<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.	High quality lessons delivered in engaging activities. Happy engaged pupils.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	
<p>Renew buy in at element 2 through YSSN with additional purchase of sports partnership specialist's time.</p> <p>KBOSCCA 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</p>	<p>Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p> <p>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'</p>
<p>Percentage of total allocation:</p>	<p>Impact</p>

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>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.</p> <p>Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity.</p>	<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; 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. 	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainable and suggested next steps:</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>Average attendance at extra-curricular clubs is 20+ of paid and unpaid clubs available throughout the year.</p>	<p>Ensure that there is a balance of paid and unpaid clubs available throughout the year.</p>
<p>Offer a range of sports and activities across the school and throughout the academic year.</p>	<ul style="list-style-type: none"> Additional Sports Specialists utilized in order to provide extra-curricular sporting opportunities for targeted groups; External providers sourced in order to provide a wide mix of extra-curricular sporting opportunities (paid for clubs); Staff and/or sports specialists provide a range of extra-curricular sporting 	<p>External club provider lists and registers. Data from Sainsbury's School Games Mark...</p>	<p>Ensure that there is balance of extra-curricular sporting clubs provided as well as other clubs. A return to standard timetable slots means that all staff have more time to offer clubs than before.</p>

<p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Promote local clubs that offer sports not provided for by YSSN</p>	<p>opportunities throughout the year (free of charge clubs);</p> <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; • 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. 		<p>Club links board. Sainsbury's School Games Mark data.</p> <p>Active club links data.</p>	<p>Maintain up to date club links. P.E. phase specialists to be accountable.</p> <p>Relaunch Golf (as opposed to Tri golf) taster sessions planned for by the school. Look into Badminton Taster sessions as another alternative sporting opportunity.</p>
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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation: % See Sports Premium Funding document on school website for detailed breakdown.	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: Ensure all pupils receive the opportunity of in school competition.	Make sure your actions to achieve are linked to your intentions: • 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; • PB to support and guide quality P.E. delivery across the school; • Additional Sports Specialists utilised in order to provide additional curriculum time opportunities for targeted groups (Gifted and Talented,	Funding allocated: YSSN buy in. Evidence of impact: what do pupils now know and what can they now do? What has changed?: P.E. timetable reflects a whole school approach in achieving the delivery of 2 hours of quality P.E. lessons. All P.E. has a clear end purpose... Competition or End of unit photos and videos recorded and stored on the school system for each year group. Recorded end of unit competitions through P.E. Leadership time allocation Release time costs taken from P.E. Leadership time allocation YSSN buy in.	This approach to be maintained. Members of the P.E. team are spread across all phases in order to ease workload and adopt shared accountability across relevant year groups. P.E. team members to be accountable for phase displays and for the gathering of evidence on the school system. Yearly YSSN buy in to be renewed. Level of buy in to be reassessed yearly.

