

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by





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

Under the [Quality of Education](#) 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 31<sup>st</sup> 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	£972.25
Total amount allocated for 2021/22	£19,530.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,460
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£18,240

## 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. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	75%
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	70%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

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## 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:	
<b>Key indicator 1:</b> 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: %
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:
<ul style="list-style-type: none"> <li><b>To provide active provision for ALL children. To promote activity, embed within the whole school day; to help children be engaged, enthused and to achieve.</b></li> <li>providing targeted activities or support to involve and encourage the least active children</li> <li>encouraging active play during break times and lunchtimes</li> <li>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>adopting a daily activity programme e.g active mile/golden mile/daily mile/smile for a mile or #EveryChildSkips</li> <li>raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child</li> </ul>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups). The patterns of behaviour shown by the Heatmaps are atypical – more sedentary behaviours are during morning sessions – around writing sessions.</p> <p>The actions being taken to tackle the issues presented are continued investment in Teach Active packages for staff to have resources to aid active English/Writing sessions.</p>	<p><i>£553.16 VRSSP</i></p> <p><i>£210.40 Sports Management Services – SSP</i></p> <p><i>£210.00 Complete PE annual subs</i></p> <p><i>£2240 Development First Coaching</i></p> <p><i>£70 Primary Leaders Academy</i></p>	<p>Impact seen will in the first instance include sharing of the training with all staff and their response in identifying opportunities to incorporate more physical activity into the school day.</p> <p>Further impact will be dependent on the actions taken following analysis of the Heatmaps – some localised and some across the whole school.</p> <p>1) Active Schools Training: Focus on most sedentary areas of timetable – writing. Active Travel Group.</p> <p>2) Impact from end of pilot data.</p> <p>3) Impact here will be the same as above</p> <p>4) Impact of 5-A-Day/Active</p>	<p>1) All actions taken are sustainable with continued training opportunities and current levels of support from VRSSP.</p> <p>2) Develop a volunteering/citizenship model to further engage children in developing and leading activity.</p> <p>3) Develop an active travel policy and implement a walking bus/active travel route. Organise Bikability training for Year 5 and 6</p> <p>4) Re-engage with Re organised Sustrans and Bike/Scoot to school initiatives.</p> <p>5) Develop 'Walking' groups – i.e. Barnton Explorers etc.</p> <p>6) Continue to monitor and improve current provision.</p>

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<p>should leave primary school able to swim</p> <ul style="list-style-type: none"> <li>advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p>Least active groups have been targeted at breaktimes/after school following pupil voice to encourage activity.</p> <ol style="list-style-type: none"> <li>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps.</li> <li>Participation in the Northwich Care Communities 'Mile a Day' program to pilot a scheme around improving active engagement in the school community over Summer holidays (12 week pilot).</li> <li>We have taken up the opportunity to offer whole staff 'Active Schools' training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day.</li> <li>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</li> <li>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</li> <li>We consult pupils through the School Games Activity Survey on Koboca and pupil voice monitoring about what extra-curricular activity they would take part in and strive to include this in</li> </ol>		<p>Phonics leading to at least 50% of classroom based activity in line with 30 minutes.</p> <ol style="list-style-type: none"> <li>48% to 72% increase in participation in extra-curricular clubs from year beginning to end.</li> <li>School Games Physical Activity Survey: 222/224 children achieving 30 minutes activity. 161/224 children engaged in after-school clubs.</li> <li>Change 4 Life Clubs – targeted groups supported through lunchtime and after school provision (And through Fun Club) Figures in Y3 up from 40% up to 57% Y4 up from 58% to 73%</li> <li>Pupils enjoy Golden Mile as it enables them to continually strive for personal best distances whilst some systems offer the opportunity to contribute to their class and school distances. Impact could be evidenced by quoting your distances achieved, leader board position, month by month improvements by pupil, class or school etc</li> <li>#EveryChildSkips – skipping ropes used in every class and by every child – “I never was able to skip, now I can I've got my own – and I can do a crossover too!” Y5 pupil.</li> <li>47/64 children in Year 5 engaged with Phys Kids for at least a term. Evidenced by rota.</li> <li>Impact will be shown in</li> </ol>	
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	<p>our offer in order to reach our priority groups</p> <p>7) Our Change 4 Life Sports Club(Golf/Games/Adventure Games) in years 3 &amp; 4 will encourage children to take up physical activities and maintain healthy lifestyles</p> <p>8) Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track</p> <p>9) We have delivered a recreational skipping programme call #EveryChildSkips to improve fitnees, coordination and confidence across all school groups</p> <p>10) We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.</p> <p>11) We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</p> <p>12) Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum and have placed physical activity at the centre of this work.</p> <p>13) We took part in National School Sport Week designed to encourage engagement and</p>		<p>the numbers of pupils achieving the key levels in each programme</p> <p>Big Pedal: 2,519 journeys. 68.18% daily score average.</p> <p>12) 223/224 engaged in 150 minutes activity a week.</p> <p>13) All classes participating through organised skills events/celebration events and sports day. Social media evidence on Facebook, Twitter #BCNPSport @barntonMrJ @VRSSP</p>	
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	celebrate physical activity across the whole school			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
<ul style="list-style-type: none"> <li><b>To use PE, Sport and Activity to improve the outcomes for all pupils across all ages and abilities.</b></li> <li><b>To develop staff and young leaders, confident to identify and demonstrate the values and strengths to develop the key skills to learn and do well across the full breadth of the curriculum.</b></li> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>using physical activity and/or school sport as the vehicle for meeting some of the school priorities as</li> </ul>	<ol style="list-style-type: none"> <li>1) We ensure our PE Subject Leader has appropriate support to develop our PE &amp; School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership &amp; Youth Sport Trust trainers.</li> <li>2) Welcomed an womens footballer Aiofe Mannion and world and Ex-Pro-footballer Jon Macken to school to inspire our pupils to increase their participation in PE &amp; School Sport.</li> <li>3) Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active</li> <li>4) Staff have attended Active Schools staff meetings which show the</li> </ol>	<p><i>£1,575 Teach Active annual subs£</i></p> <p><i>£553.16 VRSSP</i></p> <p><i>£710 Lion Saltworks dance and drama workshop</i></p>	<ol style="list-style-type: none"> <li>1) Subject Leader sessions with VRSSP and AfPE attended. Complete PE online CPD. <ul style="list-style-type: none"> <li>• Current Platinum Mark.</li> <li>• Phys kids and Peer Mentors used in school.</li> <li>• C4L Club</li> <li>• Full use of 5 a day website</li> <li>• KS2 pupils as Sport leaders: 25% 'a lot' and 50% 'a little' (School Games Survey data.</li> </ul> </li> <li>1) Less active groups participation up: Figures in Y3 up from 40% up to 57% Y4 up from 58% to 73% Girls – football club LKS2 32 girls; UKS2 28 girls. <ul style="list-style-type: none"> <li>• More staff involved in the planning, delivery and evaluation of our whole sports provision. RJ, AM, RG, CE, RC, SW (Covering whole school, foundation – Y6) and planning meetings and guidance</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1) All actions sustainable with continued support and access to resources and training.</li> <li>2) More focus and collaboration with other staff and schools (Grange and Comberbach) to embed structure and culture change.</li> <li>3) Further develop My Personal Best YST training to help develop shift in culture towards value driven skills and strengths development.</li> <li>4) Explore further ways to embed and enhance our curriculum, develop links across a broader range of subjects.</li> <li>5) Further develop and embed Ready Set Ride within the curriculum to bridge Early Years and KS1 offering a clear pathway of progression, knowledge and skills.</li> </ol>

<p>identified in the whole school development plan e.g. increasing confidence in girls through active storytelling</p> <ul style="list-style-type: none"> <li>we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</li> </ul>	<p>benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <ol style="list-style-type: none"> <li>5) Access to TeachActive to support and improve Maths and Literacy Skills. Run as an intervention too.</li> <li>6) We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives.</li> <li>7) We are included in the Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association. This training course and supporting resources have been developed to support 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking &amp; listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the playground and engaging in a wider range of activities. We have pledged to offer equality of opportunity in football and complete the annual 'Equal Access</li> </ol>		<p>afforded to Grange and Comberbach (Complete PE investment across the trust – collaboration on virtual learning/challenge).</p> <ul style="list-style-type: none"> <li>To improve teachers confidence in delivering PE</li> </ul> <ol style="list-style-type: none"> <li>2) See online evidence - Social media evidence on Facebook, Twitter #BCNPSport @barntonMrJ @VRSSP</li> <li>3) Koboca data – survey results – active minutes improvement up to 223/224 150 minutes a week.</li> <li>4) As above (3)</li> <li>5) Platinum School Games Mark</li> </ol> <p>Feedback from Staff highlighting whole school impact/Embedding Active60</p> <p><i>"As a result of doing Active Maths, the children are more engaged during maths lessons, they are able to master objectives by supporting their peers and their enjoyment for the subject has soared. Children have loved the variation of activities and the competitive side of the team games, particularly the disengaged, low attaining boys. Active maths has been a great resource to enhance my teaching and make my lessons more engaging and enjoyable for the children, as well as letting them be active during lessons other than PE." Miss R Coates, Year 2 Teacher.</i></p> <p><i>"At the beginning of this year, I felt</i></p>	
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	<p>Survey' in support of this intent. We took part in/applied to take part in the Cheshire &amp; Warrington 'Let Girls Play' Festival to further engage a specific group of girls.</p> <p>8) We used a range of resources in CMHW which focused on physical activity and the role it plays in supporting mental and emotional wellbeing.</p>		<p><i>that the amount of active minutes in my classroom were not where they could be. Along with the PE lead, and in line with the Chief Medical officer's recommendations for active time within school, I looked at different ways to introduce activity into the classroom. Whilst initially being wary that this may cause the children to lose focus when getting back to sedentary tasks, I found the effect to be completely the opposite. Children were noticeably more focused on their learning and the range of activities used enhanced the learning in the classroom. Some of the activities I have used are; Maths treasure hunts, active races to learn and sequence the events in stories, Active Maths lessons, think-pair-share activities including 'sticky fives' and other activities in the classroom. The impact on children's attention span and ability to actively engage in their learning has been noticeable, especially in Maths where progress and attainment has increased. I will continue to plan active elements into my lessons in the future and am excited to build on these learning experiences next year." Mr A Munro, Year 6 Teacher.</i></p> <p><i>"In the Resource Provision, active learning is placed at the centre of the curriculum. The children from KS2 who are taught in the RP in the</i></p>
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			<p>mornings follow the National Curriculum for English and Maths, but we have woven an active element through every half-term curriculum map, as we understand the importance of active learning, especially for children with Special Educational Needs. Each quality text has been linked with a physical component, such as Helping the Local Community, Forest Schools and Staying Healthy. The children have the opportunity, at least twice a week, to learn in an environment outside the classroom; growing their own vegetables in the allotment, trails and treasure hunt linked to maths or vocabulary in the forest, local library sessions, planting flower beds in the local community and local walks, picnics and P.E. sessions linked to the quality text, using the fabulous surroundings of Anderton and Marbury which we are lucky enough to have on our doorstep.”</p> <p>Mrs A Thompson</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:
				%
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:

<ul style="list-style-type: none"> <li>• <b>To ensure our teachers have quality training, support and resources specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</b></li> <li>• providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>• hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Subject Leader Training and support through VRSSP.</i></li> <li>2. <i>Investment in the Complete PE planning and assessment tool for all age groups in school.</i></li> <li>3. <i>Complete PE as a tool for subject lead to monitor PE and to provide support with delivery of curriculum and supporting material.</i></li> <li>4. <i>All our staff attend Early Years (centred on the YST Healthy Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health &amp; Safety training.</i></li> <li>5. <i>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</i></li> <li>6. <i>Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association.</i></li> <li>7. <i>Our staff have engaged with the Royal Opera House/Royal Ballet 'Create: Dance' project which will see increase confidence, competence and a wider range</i></li> </ol>	<p><i>£210.40 Sports Management Services - SSP</i></p> <p><i>£553.16 VRSSP</i></p> <p><i>£3,745 Cheshire Gymnastics</i></p>	<ol style="list-style-type: none"> <li>1. All staff given access to specific planning linked to school curriculum overview, with the ability to track progress to inform future planning.</li> <li>2. Complete P.E. is a resource that provides primary school teachers with a platform to support the planning and assessment tools necessary to teach high quality Physical Education.</li> <li>3. Complete P.E. has continued evolve as a resource to enable the continual professional development of primary school teachers. Complete P.E. is not only an online planning and assessment platform but also an interactive CPD resource that has been recognised by the sector's leading educational experts. The Teach Primary Awards is a celebration of the quality of the sector's educational and professional development resources.</li> <li>4. Tops cards used to support Good or Outstanding delivery of PE lessons and Clubs.</li> <li>5. <u>All staff</u> have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 &amp; PESSCo support show teachers have brought about</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete PE to have a huge benefit for planning, teaching and tracking. One off fee worth the investment, with annual subscription sustainable with current levels of support.</li> <li>2) Continued involvement with VRSSP as training partner.</li> <li>3) Train all staff to be ASA accredited swimming assistants.</li> <li>4) Apply for YST quality mark.</li> <li>5) More staff co-delivering whole sessions in Dance.</li> </ol> <p>Dance embedded in curriculum.</p>
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	<p><i>of resources in school to support the teaching of dance.</i></p> <p>8. <i>Our school has identified Dance Notes as a resource to support cross curricular themes for using dance.</i></p> <p>9. <i>Working alongside Cheshire Gymnastics to develop specific coaching and teaching skills in gymnastics (Identified as core area of need).</i></p> <p>10. <i>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</i></p> <p>11. <i>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2022/23</i></p> <p>12. <i>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</i></p> <ul style="list-style-type: none"> <li>• <i>Preparing an application for the YST Quality Mark</i></li> <li>• <i>The Power of an Active School</i></li> <li>• <i>The Power of a Well School</i></li> <li>• <i>Leading High-Quality Teaching and Learning across the School</i></li> </ul>		<p>improvements in:</p> <ul style="list-style-type: none"> <li>• <i>Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</i></li> <li>• <i>Lots of good ideas to help deliver the curriculum more effectively.</i></li> <li>• <i>The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</i></li> <li>• <i>The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.</i></li> <li>• <i>More ideas about how to enable the children to make progress</i></li> <li>• <i>Highly effective in introducing the STEP differentiation process</i></li> <li>• <i>Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</i></li> <li>• <i>More confident in teaching more advanced skills</i></li> <li>• <i>Instant feedback and use of physical education vocabulary</i></li> <li>• <i>Improved PE lessons and</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• <i>Leading Achievement in PE</i></li> <li>• <i>Creating the Best PE Provision for our Learners</i></li> <li>• <i>My Personal Best Workshop</i></li> <li>• <i>Preparing for a 'Deep Dive'</i></li> <li>• <i>Assessment in PE</i></li> <li>• <i>FA Active Play through Storytelling &amp; AS Clubs</i></li> <li>• <i>YST Webinars</i></li> <li>• <i>Teach Active Eng</i></li> </ul>		<p><i>pupils engagement with lessons</i></p> <ul style="list-style-type: none"> <li>• <i>Knowing in greater detail what is required during a PE session</i></li> <li>• <i>Improve differentiation within the lesson</i></li> <li>• <i>Lots of short activities to keep children engaged</i></li> <li>• <i>Improved confidence in delivery of dance</i></li> <li>• <i>Better degree of AFL throughout my lessons in order to help the children progress.</i></li> <li>• <i>Deeper thinking about steps to develop basic skills for KS1.</i></li> <li>• <i>More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching</i></li> <li>• <i>Much more organised and challenging lessons with a clear objective.</i></li> <li>• <i>Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</i></li> <li>• <i>Enhanced questioning</i></li> </ul> <p>1) Further engagement from girls in football (58) actively engaged in school clubs – staff volunteering to support community club Barnton Youth FC.</p>	
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			2) Dance now more actively supporter to ensure delivery in line with PE curriculum and as a tool for cross curricular learning. 3) As above 4) Co-teaching/Leading groups – assessed and sessions obs.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
<ul style="list-style-type: none"> <li><b>To provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</b></li> <li>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</li> </ul>	1) Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. 2) School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress. 3) Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia and New Age Kurling We have used PE, School Sport & Physical Activity as part of our	<i>£352.49 Footballs (Girls)</i> <i>£1500 Golf</i> <i>£1,050 Cheer Club</i> <i>£553.16 VRSSP</i> <i>£164.79 Tennis balls</i>	1. Greater breadth of activity planned and delivered before, during and after school. Clubs form Golf to Yoga and Adventure Games. Take up for these active clubs exceeds our capacity – with 92% of KS2 engaged in an active club and lunchtime activity this year. Take up is still less in girls compared to boys, but this gap is closing with the extra provision on offer and future actions. 2. External pathways available for children to access: Cheshire Gymnastics, Barnton FC, Youth Kicks, Judo Education, Vale Royal Abbey Golf, Tae-Kwondo, Barnton Cricket Club, Northwich	1. Majority of clubs run in house, with training and support through staff/VRSSP so sustainable. 2. Provide more breadth through clubs, not as part of curriculum. 3. To continue to develop our range of activities. 4. To focus on the needs of the children through School Council, Pupil Voice and Sports Crew. Develop training and resources/external partners to deliver adventurous activity on site/local facilities

<ul style="list-style-type: none"> <li>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</li> <li>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partnering with other schools to run sports and physical activities and clubs</li> <li>providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</li> </ul>	<p>recovery curriculum for students and have used lessons to build confidence, fitness and skills:</p> <ul style="list-style-type: none"> <li>Identified successful clubs, and use pupil voice (Sports Crew) to develop plan for 2022 – 23 clubs.</li> <li>Identified Least Active Population and delivered program to support their inclusion.</li> <li>Developed our structured activity/clubs at lunchtime with external provider alongside lunchtime activity coordinator to deliver intra-school programme.</li> <li>Continue to deliver adventurous activities through all residential.</li> <li>Developed list of activities aimed at supporting wider breadth of curriculum.</li> <li>Engaged more children in active clubs and activities.</li> <li>Engage more girls in clubs and activity.</li> </ul> <p>4) We have used the COVID-Impacts Physical Activity Directory and/or School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both</p>		<p>Centurions. At the last count we had 200 children from foundation to Year 6 engaged in active clubs outside of school, many of which are the trusted community providers we work with.</p> <p>3. List of active clubs/lunchtime activities:</p> <ul style="list-style-type: none"> <li>Judo</li> <li>Fencing</li> <li>Golf</li> <li>Orienteering</li> <li>Gymnastics</li> <li>Adventure Games (C4L)</li> <li>Ready Set Ride</li> <li>Yoga</li> <li>Dance To The Beat</li> <li>Football (Girls, Year 3-4, Year 5-6, Mini-Dribblers, Youth Kicks).</li> <li>Dodgeball</li> <li>Cross Country/Running</li> <li>Athletics/Multi Skills</li> <li>Netball</li> <li>Funky-Fingers</li> <li>Stage School</li> <li>Zumba</li> <li>Forest-Fun</li> <li>Personal challenge (Self-improvement)</li> <li>Hockey</li> <li>Basketball</li> <li>Phys Kids (Playground Games)</li> </ul>	
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	<p>physical and emotional impacts of the pandemic.</p> <p>5) We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p> <p>We have engaged with our local 'Every Child Skips' programme to support a wider group of young people to improve their fitness, coordination and confidence.</p>			
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Key indicator 5: Increased participation in competitive 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:



<ul style="list-style-type: none"> <li>increasing and actively encouraging pupils' participation in the School Games</li> <li>organising more sport competitions or tournaments within the school</li> <li>coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	<ol style="list-style-type: none"> <li>Teachers use their own skills and sporting background to inspire and encourage children to take part in intra and inter-school competition. Teachers are also supported with a range of sport specific training courses to help broaden the range of competitions we provide for our children.</li> <li>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</li> <li>Our school takes part in an annual School Games Festival (Virtual) which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children. Children attend external events, and take part in events hosted at school.</li> <li>We annually apply for a School Games Mark award and strategically plan to develop our</li> </ol>	<p>£2586.24 <i>Minibus Lease</i></p> <p>£553.16 <i>VRSSP</i></p> <p>£210.40 <i>Sports Management Services - SSP</i></p> <p>£264.79 <i>Hurdles/Bean Bags for Sports Day</i></p>	<ol style="list-style-type: none"> <li>Minibus lease has allowed us to increase and maximise the amount of enrichment/competition we have been able to enter. Minibus use has allowed us to save costs on coach hire – allowing staff to be more flexible whilst planning active learning opportunities through other curriculum areas, such as Year 5 History dance workshop at Lion Saltworks.</li> <li>Focus on core sports through curriculum, and identifying high-ability and supporting through 'competitive lunch/after school clubs'. (Gymnastics/Running/Football/Hockey/Basketball).</li> <li>Participation in virtual competitions throughout the year We have ensured that the least active population are also taking part in competitive sports.</li> <li>Hosting an intra-school Sports Day where all children engaged in competitive sports and celebrations of skills activities.</li> <li>Greater engagement in enrichment opportunities for girls – participation up, with all clubs at maximum capacity. (Football 5 and 6).</li> <li>External pathways available for children to access:</li> </ol>	<ol style="list-style-type: none"> <li>Continued access and transport to maximum participation for all groups to VRSSP allows the competition and festival calendar to remain sustainable.</li> <li>Continue to work with VRSSP to deliver opportunity to all of our young people and STAFF!</li> <li>Develop an inter-trust competition/festival sporting calendar.</li> </ol> <p>Plan and host an inclusive sports day competition.</p>
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	offer of competitive sport in line with the platinum criteria.		<p>Cheshire Gymnastics, Barnton FC, Dance To The Beat, Youth Kicks, Judo Education, Vale Royal Abbey Golf, Tae-Kwondo, Barnton Cricket Club, Northwich Centurions. At the last count we had 200 children from foundation to Year 6 engaged in active clubs outside of school, many of which are the trusted community providers we work with.</p> <p>7) Qualification to the County Cheshire Games (3) in: Gymnastics, Girls Cricket, Boccia, Quad-Kids, Girls Football, Cross Country.</p> <p>8) Winning Cluster events (2) - Gymnastics, Girls Cricket, Boccia, Quad-Kids, Girls Football, Cross Country, Netball, Quad-Kids, Orienteering, Football NML.</p> <p>Participation in: Running, Skipping, Football, Sportshall Athletics, Netball, Hockey, , Basketball, Boccia, New Age Kurling, Golf, Gymnastics, Orienteering</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Ryan Jones

Date:	
Governor:	
Date:	