

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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

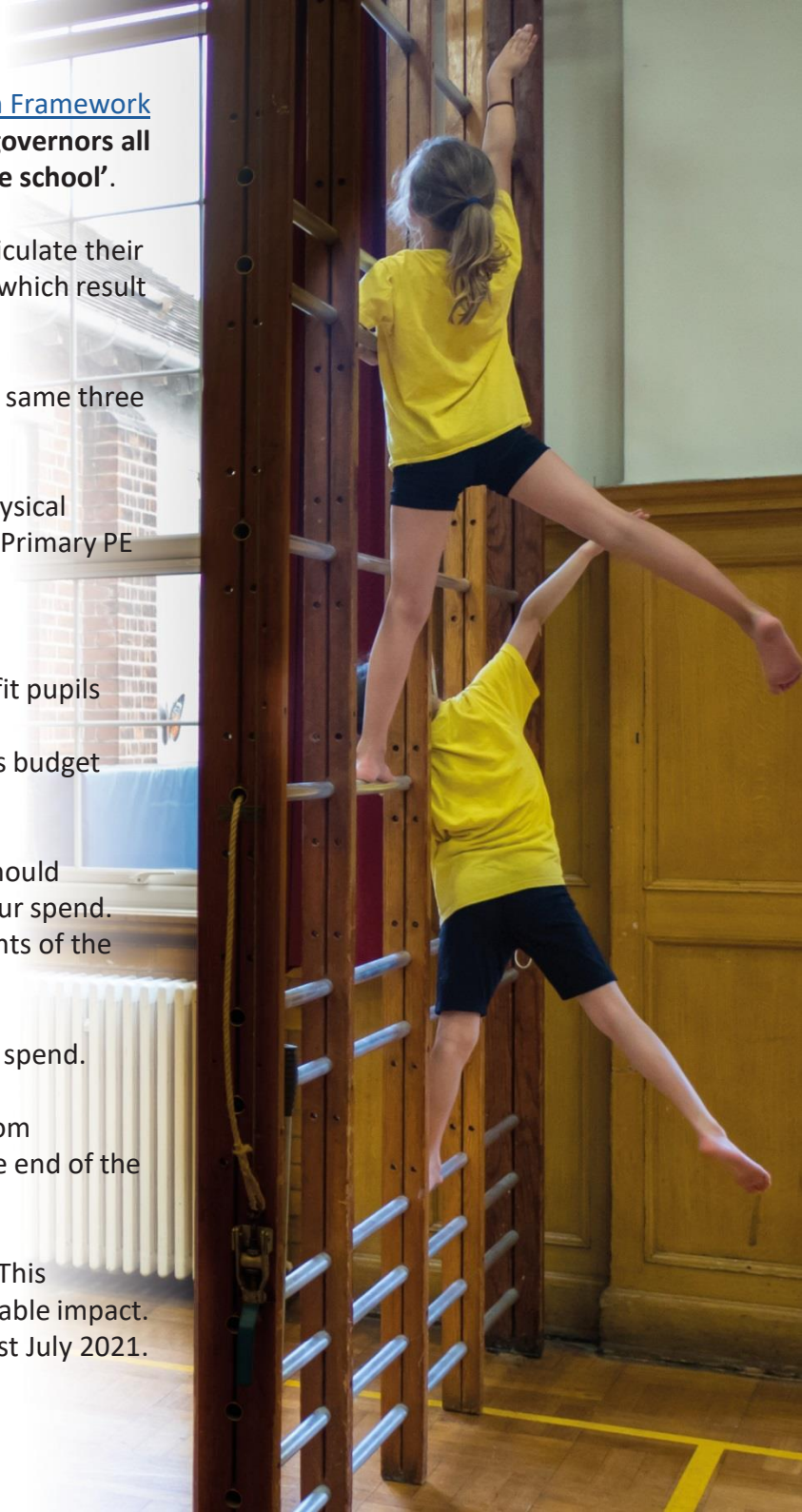
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
We are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision. We are doing this by not only developing and actively supporting the delivery of high quality teaching and learning in PE, but by encouraging our pupils to adopt healthy, active lifestyles by taking part in a wide range of sports and competitive activity. This has been promoted during periods of time of remote learning throughout the year, and has helped in our recovery from Covid-19 and to ensure that children's physical activity levels remained consistent during the pandemic.	Following remote learning, we need to continue developing our PE provision and activities we offer to promote healthy active lifestyles. We need to ensure that all areas of PE are priorities in the recovery curriculum, as children have missed out on vital extra-curricular activities and competitive sports, despite the school's best efforts to maximise physical activity during remote learning. We need to ensure that our developments are sustainable for years to come.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£9706.52**
+ Total amount for this academic year 2020/2021 **£17,270.00**
= Total to be spent by 31st July 2021 **£29,976.52**

<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 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 2021.</p> <p>Please see note above.</p>	64%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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/No

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: £29,976.52	Date Updated: 16/07/2021	
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:
				60%
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: £15,371.14	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & 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, disadvantaged etc). The patterns of behaviour shown by the Heatmaps are that our English lessons are much more static than maths, where we take part in active maths sessions. We also have shown that our break and lunchtimes are much more active than last year.</p> <p>The actions being taken to tackle the issues presented are:</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order</p>	<p>VRSSP £537.75</p> <p>Playground equipment £296.76</p> <p>Balance Bikes £787.50</p> <p>KS1 Trim Trail £10,878.00</p> <p>Cheshire Dance, Multiflex Cheshire Cricket Board Clubs £505</p> <p>Complete PE £35</p>	<p>Action Plan 2020-21 includes increased opportunities for children to be active throughout the day through active assemblies and more clubs available. We have more active opportunities throughout the day: active assemblies, 'brain breaks', active break times, after-school clubs.</p> <p>40% of our school population are accessing an active after school club and 95% are accessing an active lunchtime activity provided by the midday supervisors, Youth Kicks or Play Leaders. The number has dropped slightly since last year, due to clubs having to be operated around bubbles and Covid-19 restrictions. From increased activities, behaviour at lunchtime has improved (evidenced in number of behaviour reports.) After school clubs are evidenced through club registers.</p>	<p>All actions taken are sustainable with continued training opportunities and current levels of support from VRSSP.</p> <p>Develop Play Leaders through a volunteering model in KS1 when Covid-19 restrictions are reduced. With this and increased lunchtime clubs, whole school improvement should be seen through improved behaviour.</p> <p>Continue to monitor and improve current provision of extra-curricular activities, particularly for those who are least active by providing a Change 4 Life club with opportunities for children to lead here. This will be arranged for holiday time, to ensure that when children are least active, they have opportunities to change this.</p>

<p>to develop actions for the areas identified by our Active School Planner Heat Maps.</p> <p>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</p> <p>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. We offer a diverse range of clubs to ensure that all children want to engage in physical activity.</p> <p>Our after-school clubs will encourage children to take up physical activities and maintain healthy lifestyles.</p> <p>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. We have purchased equipment to help facilitate this, as well as independent, active play.</p> <p>We have engaged with the British Cycling balance biking programme Ready Set Ride and Big Pedal to improve pupils skills and confidence and support them and their families take up of more active travel to and from school.</p> <p>Throughout school closure, our school has continued to promote physical activity with its school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day for example through our local Family Photo Trail programme where families follow simple trails which motivate participation and active assemblies posted once a week on Google Classroom.</p>	<p>Top-up Swimming £787.33</p> <p>PE kits £1,123.77</p> <p>Lunchtime clubs £420.80</p>	<p>31 children in KS2 were engaged as Play Leaders for at least a term, providing activities for KS2. Evidenced by rota.</p> <p>All classes use 5-a-day fitness. Evidenced on Twitter.</p> <p>Year 1 (20 children) have taken part in Ready Set Ride and are becoming more confident on the balance bikes. During the Big Pedal, we placed top in our local area for small schools in Cheshire and in the top ten for the North West. Since the initiative, many children have continued to use active travel.</p> <p>To increase physical activity, we have asked for pupil voice to map out future clubs. We have used this information to plan out clubs to increase engagement.</p>	<p>Pupils to ascertain the clubs and activities that our pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs, where some are parent paid and therefore do not require any funding or teacher led and so free to attend</p> <p>Pupil premium funding and free places given where applicable to support families who need extra - help accessing these clubs</p> <p>Use data from heat maps to implement a more active school day and provide further training and support for teachers to teach actively. As it has been identified that we are least active in English, we must change this through 'Active English' lesson plans.</p>
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	<p>We have shared personal best challenges each day and have promoted 12 Active Days of Christmas, Big Pedal, Children Mental Health Week, Change 4 Life Week campaigns as well as the use of programmes such as 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc.</p> <p>For children in school, we have maintained regular daily activity and shared this activity to inspire further engagement of those at home.</p> <p>On reopening, our school focused on supporting social reconnection with outdoor learning.</p> <p>We took part in 15 National School Sport Week Together Challenges designed to encourage engagement and celebrate physical activity across the whole school and ran a Sports Day during this week.</p>			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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: (£1844.51)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To use PE, Sport and Activity to improve the outcomes for all pupils across all ages and abilities.</p> <p>All pupils' personal development will be celebrated.</p> <p>To develop 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.</p>	<p>We ensure our PE Subject Leader has appropriate support to develop our PE & 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 & Youth Sport Trust trainers.</p> <p>We have welcomed an athlete role-model to school via virtual athlete visits to inspire our pupils to increase their participation in PE & School Sport.</p> <p>Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active.</p> <p>Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</p> <p>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.</p> <p>We are included in the Shooting Stars Active Play through Storytelling & 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 & listening skills through the medium of</p>	<p>VRSSP £537.75</p> <p>Active Maths & English £975</p> <p>Complete PE £35</p> <p>Playground equipment £296.76</p>	<p>The bulletin each week gives information about clubs and activities, and as a result, pupils are keen to get involved.</p> <p>Teachers are actively implementing 'brain breaks', using the 5 a day website as part of the '60 active minutes' initiative (See Twitter for evidence.) As well as this, staff are using Active Maths and English to support active learning in the classroom to improve outcomes in reading, writing and maths.</p> <p>KS2 pupils are engaged as Play Leaders, taking on a leadership responsibility and improving their personal development.</p> <p>Those pupils who are least active are encouraged to engage in a healthy active lifestyle, being invited to after-school or holiday clubs which aim to increase physical activity (see registers.)</p> <p>Teaching staff are taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils' through after-school provision led by staff across the school, this includes 'Ready-Set-Ride club' where teachers received training on this and are delivering it to the children (see Twitter, @GrangeMrsRob.)</p> <p>Teacher's confidence in delivering PE has improved, as recognised from staff questionnaires distributed. CPD sessions have been planned based on the answers in the questionnaires.</p>	<p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>SLT has seen the benefits of the raised profile and is committed to funding these areas if the Primary PE and Sport Premium is discontinued.</p> <p>Ensure the sustainability of active teaching at Grange through team teaching with ECTs.</p> <p>Explore further ways to embed and enhance our curriculum, develop links across a broader range of subjects. Allowing further opportunity for physical activity should engage some reluctant learners.</p>
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	<p>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.</p> <p>Throughout lockdown periods or where children are required to self-isolate, our school has supported a daily challenge programme to promote regular physical activity and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing.</p>		<p>Improvement in attitudes towards PE have been seen from the Pupil Voice questionnaires collected. Children's views are taken into account to plan future activities.</p> <p>Feedback from Staff highlighting whole school impact/Embedding Active60:</p> <p>"Active learning plays a huge part in our class routine. Whether it is to introduce a new concept or to practice something already learned, the children love the opportunity to get up and out of their seats! We have seen the impact of active learning in our outcomes, particularly for children with SEN/D for whom learning is especially "sticky" if it is committed to memory with a physical action. Phonics and learning new vocabulary are just two areas where we have seen real impact." – Mrs H McGilloway, Year 2 Teacher and InCo.</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:
				20%
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: £5,287.48	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Ensure that all pupils' will receive 2 hours of high quality physical education every week by providing our teachers with quality training, support and resources specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p>	<p>We are invested in the Complete PE planning and assessment tool for all age groups in school and we use Complete PE as a tool for subject leaders to monitor PE and to provide support with delivery of curriculum and supporting material.</p> <p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>All our staff attend Early Years (centred on the YST Health 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 & Safety training.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association.</p> <p>Our staff are engaged with the Royal Opera House/Royal Ballet 'Create: Dance' training programme which will see increased confidence, competence and a wider range of resources in school to support the teaching of dance.</p>	<p>VRSSP £537.75</p> <p>Complete PE £35</p> <p>Hartford School of Gymnastics, Cheshire Dance, Multiflex £4140</p> <p>Sports Equipment £574.73</p>	<p>100% of teaching staff have received quality CPD this year and have all reported a positive impact of training through evaluations.</p> <p>All staff have recorded positive experiences and outcomes following support given. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> • Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. • Gave lots of good ideas to help deliver the curriculum more effectively. • The courses provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. • More ideas about how to enable the children to make progress through the skills. • Highly effective in introducing the STEP differentiation process. • Knowing in greater detail what is required during a PE session. • Improve differentiation. <p>Specific staff feedback:</p> <p>"Complete PE has offered me a service, which has many tools for an Early Career Teacher. It directs me to the learning objectives that my year group should be focusing on and the precise skill and technique they should be achieving.</p>	<p>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.</p> <p>Continued involvement with VRSSP as training partner.</p> <p>Train more staff to be ASA accredited swimming assistants.</p> <p>Apply for YST quality mark.</p> <p>More staff co-delivering lessons in identified areas of need.</p>
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	<p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2020/21.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:</p> <ul style="list-style-type: none"> • Applying for the YST Quality Mark • The Power of an Active School • The Power of a Well School • Leading High-Quality Teaching and Learning across the School • Leading Achievement in PE • Creating the Best PE Provision for our Learners • My Personal Best Workshop • Preparing for a 'Deep Dive' • Assessment in PE • FA Active Play through Storytelling & AS Clubs • YST Webinars • Teach Active English & Maths Webinars <p>Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions. We have had support at lunchtimes with members of staff from a cluster school in order to help staff during these periods in the school day and ease transition for Year 6 and Year 5 to high school.</p> <p>Our staff co-deliver PE with expert coaches across identified areas of need (gymnastics, invasion games and dance.)</p>		<p>Complete PE is an efficient and easy assessment platform to use. As an NQT, this has been very straight forward for me to access and has enabled me to feel more confident in my assessments of Physical Education." – Miss D Weston, Year 3 ECT.</p> <p>"Specialist coaches have been brilliant in supporting the teaching of PE this year. They have brought expert knowledge to their lessons that have helped the children learn new skills. The detailed lesson plans that they follow also allow for great progress in each lesson and across the unit. Their advice is fantastic in developing staff confidence as well. From having seen their teaching methods and their activities, I have been able to deliver quality PE lessons independently." – Mr D Newton, Year 6 teacher.</p> <p>As a result of this, the school's attainment in PE for 2020-21 has improved significantly since 2019-20, as shown on Complete PE data.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
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: £1917.48	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>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 extracurricular 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.</p> <p>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 and is progressive to build on prior learning. School staff are trained to create activities in PE and extracurricular activity which meet the needs of every learner in order to support their progress and where this is not possible, expert coaches are sought after to ensure a wide variety of opportunities.</p>	<p>We aim 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.</p> <p>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.</p> <p>School staff are trained to create activities in PE and extra-curricular activities which meet the needs of every learner in order to support their progress.</p> <p>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.</p> <p>Throughout COVID-19, our pupils have been able to continue to engage in a wide range of inclusive physical activities through the personal challenge programme.</p>	<p>VRSSP £537.75</p> <p>Cheshire Dance, Multiflex Cheshire Cricket Board Clubs £505</p> <p>Summer Clubs £300</p> <p>Sports equipment £574.73</p>	<p>There is a greater breadth of activity planned and delivered before, during and after school. Clubs are organised based on suggestions from the children through regular pupil voice and we ensure that there is a combination of clubs taught by specialist coaches and also by members of staff, to ensure sustainability of clubs is a priority.</p> <p>This year, our uptake is slightly lower than 2019-20, mainly due to bubbles meaning that there is a reduced amount of clubs available for each year group. However, we have identified 60 children to attend holiday clubs which vary from multi-sports to Change4Life clubs. This has been done to ensure there is no decline in physical activity as a result of the pandemic, and all children experience the same opportunities. As well as this, clubs for Autumn Term 2021-22 have been organised with a priority being to offer active clubs each day.</p> <p>From increasing the amount of equipment we have, we can offer new activities to the children, including rounders and cricket.</p> <p>Children have taken part in inclusive sports that are new to them including</p>	<p>The majority of clubs provided are run in house, with training and support through staff/VRSSP so are sustainable.</p> <p>Provide more breadth through clubs, not as part of curriculum. As Covid-19 restrictions ease, prioritise the running of one active after-school club each day (currently, there are six active clubs available for September 2020.)</p> <p>Focus on the needs of the children through School Council, Pupil Voice and Sports Crew.</p> <p>Develop training and resources/external partners to deliver adventurous activity on site/local facilities.</p> <p>Continue to engage in training offered by VRSSP to improve delivery of activities in structured PE lessons and after-school clubs (e.g. Ready-Set-Ride).</p>

	<p>We have used PE, School Sport & Physical Activity as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence, fitness and skills.</p> <p>We have used the suite of lesson plans designed to support learning across the PE curriculum which enables young people to engage with competitive activities at a level relevant to their confidence, competence and motivation. 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 physical and emotional impacts of the pandemic.</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> <p>In our Covid-19 recovery, we are prioritising active summer clubs and will invite children to these. During Summer, there will be four active clubs, each running for the duration of a week.</p>		<p>New Age Kurling and Boccia, ensuring all children, specifically children with SEN can take part in physical activity.</p> <p>We have offered external pathways for children to access including; Hartford School of Gymnastics, PL Amateur Boxing Club, Winsford Tennis Club, Cheshire Cricket Board and Winsford Diamonds FC.</p> <p>List of Active Clubs at lunchtimes and after-school:</p> <ul style="list-style-type: none"> • Ready-Set-Ride • Active Maths • Netball • Football • Cricket • Dance • Athletics • Multi-sports • PhysKids • Forest Fun/Allotments <p>"There are lots of after-school clubs that I wouldn't be able to go to outside of school. My favourite clubs are cricket and football." – Year 5 child.</p> <p>"Over summer, we got to take part in a football club. I had not been to a football club before and it meant that I wasn't bored at home." – Year 5 child.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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>£1097.02</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>More of the school population engaged with competition and/or competitive elements; such as personal challenge.</p>	<p>Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition.</p> <p>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.</p> <p>Our school takes part in an annual School Games Festival 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.</p> <p>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in</p>	<p>Vale Royal School Sports Partnership £537.75</p> <p>Sports Kits £559.27</p>	<p>100% of teaching staff have attended training so far this year.</p> <p>We took part in the virtual competitions throughout the year and have entered competitions we may not have been able to enter previously, e.g. orienteering. We have also been able to include all children in inter-school competitions, where whole classes have taken part in the competition, where face-to-face, only a few may take part (Year 6 and Year 3.)</p> <p>We have ensured that the least active population are also taking part in competitive sports, and with the personal best format of the competitions, all children have been more engaged in competitions.</p> <p>We have received the School Games Mark 'Virtual' Award to acknowledge our contribution to school sport throughout the period from March 2020.</p> <p>We have hosted an intra-school Sports Day in bubbles where all children engaged in competitive sports from</p>	<p>Continued access to VRSSP allows the competition and festival calendar to remain sustainable.</p> <p>Continue to work with VRSSP to deliver opportunity to all of our young people and staff.</p> <p>Develop an inter-trust competition/festival sporting calendar.</p> <p>Plan and host an inclusive sports day competition to continue developing intra-school competition.</p>

	<p>line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter.)</p> <p>Throughout COVID-19, our school has been able to engage with the personal challenge programme, National School Sport Week Together and also the Cheshire & Warrington Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence. The competition programme has also allowed our children to compete alongside their peers in intra-school events as well as virtual competitions against other schools across the local area and wider county.</p>		<p>Nursery to Year 6.</p> <p>We have taken part in a variety of competitions this year that link well with our curriculum, which focusses on 'core sports' and skills involved in these. Competitions we have entered are:</p> <ul style="list-style-type: none"> • Rugby • Athletics • Hockey • New Age Kurling • Tennis • Orienteering • Rounders 	
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Signed off by	
Head Teacher:	Sara Albiston
Date:	16.07.21
Subject Leader:	Georgia May
Date:	16.07.21
Governor:	
Date:	