

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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

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

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

Please visit [gov.uk](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. **All funding must be spent by 31st July 2022.**

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

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4680.08
Total amount allocated for 2020/21	£17,250.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5503.71
Total amount allocated for 2021/22	£17,220.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,723.71

## 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 2020. Please see note above	94%  *Child with EHCP unable to swim 25m.
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	94%  *Child with EHCP unable to swim 25m.
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100% Years 4, 5 and 6 all trained in safe self – rescue.
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?	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: 2021/22		Total fund allocated: £22723.71 Total spent: £25592.65		Date Updated: July 2022	
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:	
				17%	
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:
- Playground markings, skipping ropes, lunchtime equipment and goals to be used at break/lunchtimes and in PE lessons. These activities are designed to make children more physically active during playtimes.	<div>- Sports Leaders to be trained in Year 5 and 6 on how to support a small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games.</div> <div>- Employ a play leader responsible for organizing physical activities during lunchtimes.</div> <div>- PE lead and class teachers will monitor activity levels and provide additional support for children who need it.</div>		£2783.88	<div>-Sports leaders have had a very positive impact on physical activity. They referee football matches and four square at lunchtimes and boccia games during breaktimes. In addition, they set up and run small games for less physically active and younger children and run Wake and Shake. They also actively encourage other children to join in with activities.</div> <div>- Equipment used daily.</div> <div>- Children who are less physically active were identified. The play leader worked with them and encouraged them to participate in lunchtime activities set up by the Sports Leaders.</div> <div>- Staff also actively encourage the</div>	<div>- Sports Leaders will train and support the next group of leaders.</div> <div>- Staff to continue identifying children who are less active and make PE lead aware of them. PE lead and play leader to continue planning and discussing ways to encourage them to be more active.</div>

<ul style="list-style-type: none"> <li>- Wake and Shake to happen during lunchtimes each day</li> <li>- Purchase new play equipment to encourage play and physical activity during lunchtimes and after school.</li> <li>- Lunchtime play leader to run a club for children identified as being less physically active.</li> </ul>	<ul style="list-style-type: none"> <li>- Use lunchtime staff and Sports leaders to run and manage Wake and Shake.</li> <li>- Equipment reviewed with staff over the year and purchased when necessary.</li> <li>- Play leader will run an activity club during lunchtimes. In the meantime, she will monitor their play and encourage physical activity with the sports leaders.</li> </ul>	£1449.39	<ul style="list-style-type: none"> <li>use of the markings, as well as using them in their PE lessons.</li> <li>- Sports leaders select a new song each half term, learn it and teach it to the school. All children participate in daily Wake and Shake sessions at the end of lunchtime.</li> <li>- Staff make equipment available and ensure it is being used daily. Children active through a range of play activities. The equipment has helped considerably with the children's physical fitness.</li> <li>- Children who were identified as being less physically active than their peers were individually monitored and encouraged by the play leader to join in with activities.</li> <li>- In the autumn term, 16 children were identified as being less physically active than their peers, including two pupil premium children. By the Spring term, this had decreased to 13 children, none of which were pupil premium and in the Summer term, this had reduced again to only 7 children. Over the year, we have seen an increase in the number of children taking part in physical activity both during and out of school. 95% of our pupils</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead to review playgroud equipment with the staff. Identify what is the most used equipment and if anything different is required. Purchase new and replace any equipment that is needed.</li> </ul>
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			<p>take part in at least one extracurricular activity, with 76% taking part in two or more.</p> <p><b>Wider impact as a result of the above:</b></p> <ul style="list-style-type: none"> <li>- Pupils are more active in PE lessons – take part without stopping to rest.</li> <li>- Pupils are more active during breaks and lunchtimes choosing to be active instead of sitting etc.</li> <li>- Pupils are more active outside of school.</li> <li>- Improved standards in PE.</li> <li>- More children enjoying being physically active.</li> </ul> <p>The whole school took part in the school's Children in Need Challenge aiming to run, walk or skip as many voluntary miles as possible, during lunchtimes, over a week. The children ran, walked and skipped 1204 miles.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>- PE is a focus in Celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all children to aspire to being involved in the assemblies.</p> <p>- Arrange transport for sports trips so that pupils are able to watch international and professional level sport being played.</p>	<p>- Class teachers and support staff to award certificates for achievement, participation, effort, progress etc in Celebration assemblies.</p> <p>- Achievements celebrated in assembly e.g match results/medal ceremonies etc.</p> <p>- Transport children in Years 4-6 to the County Ground to watch an international/professional cricket match being played in the Summer term if possible.</p> <p>- Encourage an enjoyment of sport.</p>	£300	<p>- Achievements shared with children and with parents via social media. Creates a positive, excitement about sport within the school and pupils celebrate their peers achievements.</p> <p>- Children demonstrate pride in the school's achievements and efforts. School's successes and efforts shared in assemblies.</p> <p>- Children become more involved in playing sport and have a better understanding of the rules etc having seen it being played to a high level. Enthusiasm for cricket has increased across the school. We entered 3 competitions this year: Year 5/6 girls, Year 5 and Year 6. The Year 5 and Year 6 teams both qualified for the county final with the Year 5 team finishing second. The Year 6 were unfortunately unable to make the date for the final.</p>	<p>- This is something to be continued with each year.</p> <p>- Continue to create links with SCF and local clubs for the future.</p>



<ul style="list-style-type: none"> <li>- All Stars/Dynamos cricket promoted in assembly. Continue to develop links made with Wembdon Cricket Club to encourage girls. Continue to use links with the Somerset Cricket Board to promote cricket.</li> <li>- Yoga sessions for less active children/children with core stability difficulties. Use trained staff members trained.</li> <li>- Purchase certificates for the Indoor Sportshall Pentathlon event.</li> <li>- All children in KS2 to complete a questionnaire about school sport and PE.</li> </ul>	<ul style="list-style-type: none"> <li>- Flyers sent home to parents and displayed at school.</li> <li>- Invite coaches into school to run sessions and promote All Stars and Dynamos.</li> <li>- Sessions held for children who need them once a week. Use in class PE lessons when appropriate.</li> <li>- Celebrate achievements in Collective worship.</li> <li>- Children to complete questionnaire to show their views and opinions of the current provision.</li> </ul>	£34	<ul style="list-style-type: none"> <li>- More children taking up All Stars at their local Cricket Club, In 2022, 13 KS1 children took part in All Stars across two local cricket clubs and 6 KS2 girls took part in Dynamos.</li> <li>- Weekly yoga sessions were held with children in Class 1. Particular focus was given to children with gross motor control difficulties. They have shown some improvement with their core stability over this time.</li> <li>- Certificates created great excitement particularly amongst those who have not had many opportunities to get one before. 56 children received certificates. Amongst these, 20 children achieved their Bronze award, 6 children their Silver and 7 children their Gold.</li> <li>- Children complete the questionnaire once a term. Data is collated and where possible issues are addressed. Overall, the feedback from children is very positive, with 96% of children enjoying PE lessons, 87% of children said they felt confident in PE and 94% of children said they enjoyed physical activities at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to create links with SCF and local clubs for the future.</li> <li>- Continue to provide these sessions for children with core stability difficulties. Discuss with trained staff the need to purchase any additional resources.</li> <li>- After continued success with the scheme, continue to run the competition annually and purchase certificates for participants.</li> <li>- Children in KS2 to complete the questionnaire during 2022/23. Use 2021/22 responses to continue to improve provision.</li> </ul>
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<ul style="list-style-type: none"> <li>- Train Sports Leaders to encourage other children to be active. Be positive role models.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Leaders to be trained in Year 5 and 6 on how to support a small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games.</li> <li>- Purchase Sports Leader badges.</li> <li>- Purchase High-Viz vests for the Sports leaders to wear during break and lunchtimes.</li> </ul>	<p>£52.20</p> <p>£85.89</p>	<ul style="list-style-type: none"> <li>- The Sports Leaders have shown themselves to be excellent role models and absolutely key to the increase in participation we have seen at lunchtimes. They have become increasingly independent over the year and now run activities with very little adult support or without being asked to. Children were very excited to receive their badges and wear them with pride. High-Viz vests are worn by Sports Leaders who are on duty both at breaktimes and lunchtimes. These children are easily identifiable amongst the other children.</li> </ul>	<ul style="list-style-type: none"> <li>- Sports Leaders will train and support the next group of leaders.</li> </ul>
<ul style="list-style-type: none"> <li>- Purchase a display board for PE and school sport. To be placed outside the hall. Raise profile of PE.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the board to display sporting achievements and results.</li> <li>- Highlight important information relating to PE lessons.</li> <li>- Display club link information and information relating to healthy lifestyles.</li> </ul>	<p>£211.19</p>	<ul style="list-style-type: none"> <li>- Photographs and write ups displayed in the noticeboard. Boccia results and matches are displayed as is information for the Sports Leaders. Flyers for out of school sports clubs are also posted on the board. Children regularly view and read the information on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask the children what they would like to see on the board to create continued interest. Continue to display results and achievements as well as promoting local club links.</li> </ul>
<ul style="list-style-type: none"> <li>- Purchase medals for the Boccia League.</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrate achievements as a whole school.</li> </ul>	<p>£14.25</p>	<ul style="list-style-type: none"> <li>- 56 children participating in free playtime Boccia league in Years 4-6.</li> </ul> <p><b>Wider impact as a result of the above:</b></p> <ul style="list-style-type: none"> <li>- Pupils show pride in being involved in assemblies or on the noticeboard, which is impacting</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to offer this club next year.</li> </ul>

			<p>on confidence and self esteem.</p> <ul style="list-style-type: none"> <li>- Children who don't always find physical activity easy have excelled in a leadership roll as a Sports Leader.</li> <li>- An increased number of children attending clubs in the community, which is complimenting the activities provided in the school and in the curriculum.</li> <li>- An increase in self esteem/confidence having an impact on a child's learning.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>In order to improve the progress and achievement of all pupils, there will be a focus on providing training for the school staff. This includes/will include:</p> <p>- PE Lead to attend training at the annual PE conference and virtual events.</p> <p>- Discuss with staff any training they wish to attend and find opportunities for this.</p> <p>- In response to discussions with staff last year, IMoves is to be re-subscribed to in order to provide</p>	<p>- Discuss with staff areas in which they want to improve and identify opportunities for professional development. Staff have regular access to coaching expertise to continue widening their knowledge base.</p> <p>-Attend conference.</p> <p>- Carry out staff skills audit.</p> <p>- Provide staff training for areas highlighted in the skills audit.</p> <p>- Provide cover staff to release teachers for professional development in PE and Sport.</p> <p>- Purchase subscription, give staff refresher training on how to use it and on how to navigate the new</p>	<p>£100</p> <p>£4574.91 – also to be used to provide cover staff as needed. See Key Indicator 4 and 5.</p> <p>£ 697</p>	<p>- Teaching staff have a better knowledge of how to adapt lessons for all children, as well as how to incorporate new resources into their teaching and how to use them to bring out the best in their pupils.</p> <p>- Staff feel confident in delivering a well balanced and diverse PE curriculum.</p> <p>- PE Lead and another member of staff attended a variety of workshops at the conference.</p> <p>- Staff skills audit carried out. Results showed that staff would like additional support with inclusive sports and sports they had less experience with. Cricket CPD was offered to all school staff as part of a joint learning and wellbeing afternoon. It was provided by SCF.</p> <p>- Staff feel more confident in delivering high quality lessons across a range of areas.</p>	<p>- Continue to provide all members of staff with the opportunity to improve their subject knowledge. Hold staff meetings. Look into opportunities for support staff to increase their subject knowledge.</p> <p>- PE Lead to attend annual conference in 2023 along with another member of staff if possible.</p> <p>- Provide staff CPD during staff meetings for a range of inclusive sports (boccia, seated volleyball, table top cricket etc) and indoor athletics. If possible, look into some OAA training.</p> <p>- Renew subscription in 2022/23 and remind staff of the different areas it covers. - -</p>

<p>additional help and resources for dance, gymnastics and other sports.</p> <p>- Employ specialist coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE (Years R-6).</p>	<p>website and then staff to use it in PE lessons.</p> <p>- Staff communicate with the coach areas in which they want to develop their knowledge and understanding or build their confidence as necessary.</p>	£5528.25	<p>- This has also allowed for a better progression of skills across year groups.</p> <p>- Topic areas have been reviewed and this has been communicated with the coach. Planning has also been provided in order to provide continuity in expectations and progression across the school.</p> <p>- Staff have benefited from lessons shown to them particularly in areas they feel less confident.</p>	<p>Provide staff CPD on the new areas added to imoves over the summer.</p> <p>- Continue to closely monitor the coaching provision and communicate any areas of concern or oportunities for improvements.</p> <p>- Review topic areas annually to ensure the highest quality provision.</p>
<p>- Provide additional training to support chidren with specific SEND needs.</p>	<p>- Staff and support assistants to complete online training for 'Coaching people with visual impairments'.</p>	£169.90	<p>- All teaching staff have been trained in how to support visually impaired children in PE lessons. This includes how to adapt the space the child is working in, the task they are taking part in, the equipment they are using and the people they are working with.</p> <p>- All relevant support staff have also been trained in this.</p>	<p>- Staff to use this knowledge to adapt lessons for all children as well as those with specific needs. This will be beneficial not only to children currently at the school, but those who will attend in the future.</p>
<p>- Purchase additional dance resources to provide a variety of dance experiences.</p>	<p>- Purchase additional music, lesson plans and resources for PE lessons.</p>	£307.98	<p>- KS1 and KS2 dance schemes purchased which offer a greater breadth and depth of learning and dance experience for each class.</p> <p><b>Wider impact as a result of the above:</b> - The pupil's skills, knowledge and understanding continues to improve. - Pupils are exposed to a wide range of sporting opportunities and as a</p>	<p>- Continue to review dance provision and resources. Assess whether new resources have had a positive impact on lessons.</p>



			result demonstrate an enjoyment of sport and the desire to improve and learn.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				32%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>- Offer a wide range of activities both during and after school in order to encourage participation.</p> <p>- Continue to offer all children in Years 4-6 opportunity to play in the school Boccia league.</p> <p>- Provide a broad and varied PE curriculum.</p>	<p>- Use sports coaches to work with staff and attend courses/training etc to continue to broaden the children's experiences.</p> <p>- After school clubs to resume.</p> <p>- Run boccia league during breaktimes.</p> <p>- Purchase IMoves subscription to continue helping to support teaching staff in delivering high quality PE lessons.</p>	<p>As shown in key indicator 3.</p> <p>£491.94</p> <p>As shown in Key Indicator 3.</p>	<p>- Staff feel more confident in teaching new activities and are armed with fresh ideas for those they feel more confident with. Weekly sessions helping to provide staff with new ideas and activities to use independently.</p> <p>- Children have more opportunities to take part in sport, within a familiar setting, at a younger age.</p> <p>- Children in classes 1, 2 and 3 were able to take part in a multi-skills club afterschool. Children in classes 4 and 5 were able to take part in netball or table tennis.</p> <p>- 56 children participated in free playtime Boccia league for Years 4-6.</p> <p>- Boccia sets purchased and refereeing equipment</p> <p>- Imoves training carried out with all teaching staff. Lesson plans being used.</p>	<p>- Staff work together and share good practice they have learnt.</p> <p>- Continue to review opportunities for children and make purchases accordingly.</p> <p>- Continue to offer this club next year.</p> <p>- Renew subscription in 2022/23 and remind staff of the different areas it covers.</p> <p>- Provide staff CPD on the new areas added to imoves over the summer.</p>

<ul style="list-style-type: none"> <li>- Provide a free multi-skills club for all children in Years R-3.</li> </ul>	<ul style="list-style-type: none"> <li>- Employ coach to run a multi - skills club for Class 3 in the Autumn term, Class 2 in the Spring term and Class1 in the Summer term.</li> </ul>	£999	<ul style="list-style-type: none"> <li>- In 2021/22, 78% of Class 1 and 77% of Class 2 attended the free multi-skills club provided by the school. 80% of Class 3 attended the free multi-sports club.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to review the club provision and discuss with the coach with particular focus on the EYFS.</li> </ul>
<ul style="list-style-type: none"> <li>- Chance to Shine subscription - enable SCCC coaches to come in and coach cricket.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase subscription and utilise coaching opportunities.</li> </ul>	£25	<ul style="list-style-type: none"> <li>- Through our affiliation we were able to access free KS1 cricket coaching and staff CPD. All children also had access to Dynamos or All Stars workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to work closely with the SCF and provide coaching when available.</li> </ul>
<ul style="list-style-type: none"> <li>- Continue to review the school's PE equipment, replacing and purchasing new when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase new equipment to widen the children's experiences.</li> <li>- Replace any lost or damaged equipment.</li> <li>- Inspect and repair PE equipment.</li> <li>- Ask the children what they would like to see provided at the school. Opportunity for the School Council to investigate this.</li> </ul>	£3051.54	<ul style="list-style-type: none"> <li>- New equipment purchased throughout the school year as needed; for example, additional sportshall athletics equipment for KS2 and new equipment for KS1.</li> <li>- Equipment inspected and repaired where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Review the equipment in 2022/23 and repair or purchase when necessary.</li> </ul>
<ul style="list-style-type: none"> <li>- Gymnastics lessons to be held in school, within bubbles, with a specialist coach.</li> </ul>	<ul style="list-style-type: none"> <li>- Mel Bax to come in and teach gymnastics.</li> </ul>	£139 As shown in Key Indicator 2.	<ul style="list-style-type: none"> <li>- KS1 had weekly lessons during the autumn term with Mel. This also provided staff with high quality CPD.</li> </ul>	<ul style="list-style-type: none"> <li>- Book Mel for the 2022/23 academic year if possible to provide high quality gymnastic provision for the children. Staff to use this as an opportunity for CPD.</li> </ul>
<ul style="list-style-type: none"> <li>- Organise whole school dance workshop to promote dance.</li> </ul>	<ul style="list-style-type: none"> <li>- Dance specialist to run a dance workshop with each class.</li> </ul>	£4574.91 - also to be used to provide cover staff as needed. See Key Indicator 4 and 5.	<ul style="list-style-type: none"> <li>- All children took part in an African dance workshop and Diwali workshop. Both helped to increase the profile of dance</li> </ul>	<ul style="list-style-type: none"> <li>- Look to offer more dance opportunities for children in the future.</li> </ul>
£979				

- Introduce Volleyball to KS2 PE lessons.	- Purchase volleyball nets and volleyballs. - Add volleyball to Class 4 and 5s PE curriculum.	£248.84	within the school.  - Feedback has shown that the children enjoyed learning how to play volleyball. It has now been added into the school's PE curriculum.	- Volleyball is now in the PE long term plan for children in Class 4 or 5 for 2022/23 and future years.
- Provide a table tennis club afterschool.	- Staff and specialist coaches to come in and run the club. - Purchase new table and balls.	£570.97	- Table tennis club has been open to children in Years 4, 5 and 6 this year. New equipment purchased for the club.	- Continue to offer this club next year.
- Year 3 to have an OAA overnight camp.	- Staff to provide OAA experiences for the children.	£62.20	- Overnight camping experience held for the children. They had an afternoon and evening of teambuilding and orienteering.	- Use the Year 3 camp out as an opportunity to extend the children's OAA experiences in the future.
- Offer more inclusive sporting opportunities for all children.	- Take part in the Multi-skills Panathlon and purchase additional accessible equipment.	£514.99	- Children attended the Multi-skills panathlon and expressed an interest in kurling and table top cricket.	- Attend the Multi-skills panathlon again and use the newly purchased equipment in PE lessons. Provide staff CPD on how to use the new equipment.
- Purchase additional resources for the EYFS.	- Purchase equipment to provide different opportunities to improve children in the EYFS's gross motor skills.	£1091.34	- A large amount of resources purchased including balance bikes and balance beams.	- The resources to be planned into Class 1's lessons to help with the children's physical development and gross motor skills.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>- Through the BPSSA affiliation, we have a network of schools that work closely together to provide leagues and competitions in most sports. It creates a good network between schools and PE leads to ensure that sport has a prominent place in schools.</p> <p>- Ensure all children have opportunities to take part in intra school competitions. Discuss opportunities for an additional KS1 intra school event.</p>	<p>- Pay affiliation fees.</p> <p>- Employ teaching assistants to attend sports tournaments, festivals and competitions when needed.</p> <p>- Provide cover staff to release teachers to attend sports tournaments, festivals and competitions.</p> <p>- Organise/continue opportunities for children to participate in intra school competition. Provide transport allowing all children to access competitive events. Planned events:</p> <ul style="list-style-type: none"> <li>- Swimming gala</li> <li>- Boccia league</li> </ul>	<p>£100</p> <p>£4574.91 - also to be used to provide cover staff for teachers to attend CPD opportunities and TAs to attend festivals etc. See Key Indicator 3. Also includes gymnastics supply. See Key Indicator 4.</p> <p>£1010</p>	<p>- At the start of the Autumn term there were fewer opportunities to compete against other schools due to COVID. This year, 18 children participated in the Year 5/6 Sportshall Athletics competition, where we qualified for the county final. We finished 1st in the county. We also competed in the Year 3/4 Sportshall athletics competition, where we came 3<sup>rd</sup>. 59 children took part in the Sportshall athletics award with 20 achieving their Bronze award, 6 their Silver award and 7 their Gold award. 6 local schools competed in a swimming gala where we finished 4<sup>th</sup>. 27 children from Years 3-6 have competed in three cross country events this year. 3 children from Enmore were then chosen to represent Sedgemoor in the Level 3 final. We took part in the Year 5, Year 6 and girl's cricket tournaments held in the Sedgemoor area. The Year 6 team were runners up and qualified for the Level 3 county</p>	<p>- Return to a wider range of face-to-face inter school competitions in the autumn term.</p> <p>- Increase the number of children participating in cross country, particularly in Year 6.</p> <p>- Continue to find ways to embed KS1 intra competition in the sporting calendar.</p> <p>Discuss opportunities in staff meeting.</p> <p>- Provide transport where necessary to maximise the number of children able to access competitive sporting opportunities.</p>

	<ul style="list-style-type: none"> <li>- Sports day</li> <li>- Sportshall pentathlon</li> <li>- Cross country</li> <li>- Other BPSSA/SASP events.</li> </ul>		<p>final which we were unable to attend. Year 5 finished 1<sup>st</sup> in their tournament and qualified for the county final. They finished 2<sup>nd</sup> in the county. The girls finished 5<sup>th</sup> in their tournament. 6 SEN children in Years 4, 5 and 6, including a visually impaired child, took part in an inclusive multiskills panathlon, where they finished 3<sup>rd</sup>. Children from Year 5 and 6 competed in the area athletics finals against 8 other schools, finishing 6<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>- Intra school competitions held so far this year:</li> <li>- House swimming gala for Years 4 and 5.</li> <li>- Boccia League for Years 4-6.</li> <li>- Sports Day</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	L Potter
Date:	26/07/22
Governor:	
Date:	