

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

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

Schools are required to <u>publish details</u> 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.** 

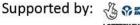
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than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

Created by:















## **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**

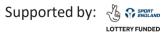
Please report on your Swimming Data below.

| 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.  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 |  |
|--|--|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.  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.                 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 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 |  |  |
|--|--|-------------------------|--|--|
| <b>Key indicator 1:</b> The engagement of gorimary school pupils undertake at least  | 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. | <ul> <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>Employ a play leader responsible for organizing physical activities during lunchtimes.</li> <li>PE lead and class teachers will monitor activity levels and provide additional support for children who need it.</li> </ul> | £2783.88                | -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.  - Equipment used daily.  - 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.  - Staff also actively encourage the | discussing ways to encourage them to be more active. |













| - Wake and Shake to happen during lunchtimes each day   | - Use lunchtime staff and Sports leaders to run and manage Wake and Shake.   |          | use of the markings, as well as using them in their PE lessons.  - 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.   |  |
|---|--|----------|---|--|
| - Purchase new play equipment to encourage play and physical activity during lunchtimes and after school. | - Equipment reviewed with staff over the year and purchased when necessary.  | £1449.39 | Children active through a range of play activities. The equipment has helped considerably with the children's physical fitness.   | - 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. |
| - Lunchtime play leader to run a club for children identified as being less physically active.            | - 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. |          | - 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 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 |  |











take part in at least one extracuricular activity, with 76% taking part in two or more. Wider impact as a result of the above: - Pupils are more active in PE lessons – take part without stopping to rest. - Pupils are more active during breaks and lunchtimes choosing to be active instead of sitting etc. - Pupils are more active outside of school. - Improved standards in PE. - More children enjoying being physically active. 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. Supported by: 🍇 😚 PORTED LIKE COACHING













| <b>Key indicator 2:</b> The profile of PESSPA  | being raised across the school as a to  | ool for whole sch  | ool 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:                            |
| - 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. | <ul> <li>Class teachers and support staff to award certificates for achievement, participation, effort, progress etc in Celebration assemblies.</li> <li>Achievements celebrated in assembly e.g match results/medal ceremonies etc.</li> </ul> |                    | - 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 Children demonstrate pride in the school's achievements and efforts. School's successes and efforts shared in assemblies.  | - This is something to be continued with each year.                 |
| - Arrange transport for sports trips so that pupils are able to watch international and professional level sport being played.   | <ul> <li>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.</li> <li>Encourage an enjoyment of sport.</li> </ul>                            | £300               | - 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. | - Continue to create links with SCF and local clubs for the future. |













| - 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. | <ul> <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> </ul> |     | - More children taking up All<br>Stars at their local Cricket Club,<br>In 2022, 13 KS1 children took<br>part in All Stars across two local<br>cricket clubs and 6 KS2 girls<br>took part in Dynamos.   | - Continue to create links with SCF and local clubs for the future.   |
|--|---|-----|--|---|
| - Yoga sessions for less active children/children with core stability difficulties. Use trained staff members trained.   | - Sessions held for children who need them once a week. Use in class PE lessons when appropriate.   |     | - 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.  | - Continue to provide these sessions for children with core stability difficulties. Discuss with trained staff the need to purchase any additional resources. |
| - Purchase certificates for the Indoor<br>Sportshall Pentathalon event.  | - Celebrate achievements in Collective worship.   | £34 | - 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.  | - After continued success with the scheme, continue to run the competition annually and purchase certificates for participants.                               |
| - All children in KS2 to complete a questionnaire about school sport and PE.   | - Children to complete questionnaire to show their views and opinions of the current provision.   |     | - 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. | - Children in KS2 to complete the questionnaire during 2022/23. Use 2021/22 responses to continue to improve provision.                                       |











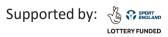


| - Train Sports Leaders to encourage other children to be active. Be positive role models.               | - Sports Leaders to be trained in Year 5 and 6 on how to support a small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games Purchase Sports Leader badges Purchase High-Viz vests for the Sports leaders to wear during break and lunchtimes. | £52.20<br>£85.89 | - 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. | support the next group of  |
|---|---|------------------|--|--|
| - Purchase a display board for PE and school sport. To be placed outside the hall. Raise profile of PE. |   | £211.19          | - 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 alsoposted on the board. Children regularly view and read the information on the board.   | - 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. |
| - Purchase medals for the Boccia<br>League.   | - Celebrate achievements as a whole school.   | £14.25           | <ul> <li>- 56 children participating in free playtime Boccia league in Years 4-6.</li> <li>Wider impact as a result of the above:</li> <li>- Pupils show pride in being involved in assemblies or on the noticeboard, which is impacting</li> </ul>  | - Continue to offer this club next year.   |













|  | on confidence and self esteem.  - Children who don't always find physical activity easy have excelled in a leadership roll as a Sports Leader.  - An increased number of children attending clubs in the community, which is complimenting the activities provided in the school and in the curriculum.  - An increase in self esteem/confidence having an impact on a child's learning. |  |
|--|--|--|
|  |  |  |













| Key indicator 3: Increased confidence,  | 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:   |
| 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: | - 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. |  | incorporate new resources into their teaching and how to use them to bring out the best in their pupils.  - Staff feel confident in delivering | opportunity to improve their subject knowledge. Hold staff meetings. Look into   |
| - PE Lead to attend training at the annual PE conference and virtual events.  | -Attend conference.  | £100   | - PE Lead and another member of staff attended a variety of workshops at the conference.   | - PE Lead to attend annual conference in 2023 along with another member of staff if possible.  |
| - Discuss with staff any training they wish to attend and find opportunities for this.  | - Carry out staff skills audit Provide staff training for areas higlighted in the skills audit Provide cover staff to release teachers for professional development in PE and Sport.                         | to be used to<br>provide cover<br>staff as needed.<br>See Key<br>Indicator 4 and<br>5. | inclusive sports and sports they<br>had less experience with. Cricket<br>CPD was offered to all school staff                                   | - Provide staff CPD during<br>staff meetings for a range of<br>inclusive sports (boccia, seated<br>volleyball, table top cricket etc)<br>and indoor athletics. If<br>possible, look into some OAA<br>training. |
| - In response to discussions with staff last year, IMoves is to be resubscribed to in order to provide  | - Purchase subscription, give staff<br>refresher training on how to use it<br>and on how to navigate the new   | £ 697  |  | - Renew subscription in 2022/23 and remind staff of the different areas it covers  |





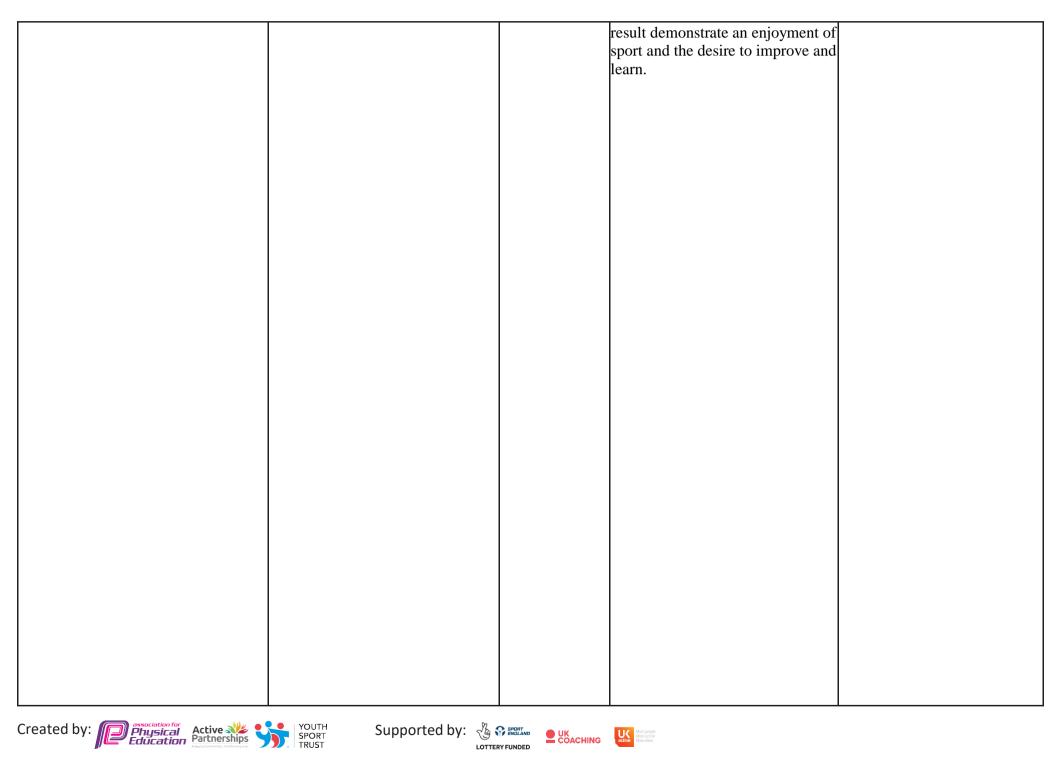








| additional help and resources for dance, gymnastics and other sports.   | website and then staff to use it in PE lessons.  |                   | - This has also allowed for a better progression of skills across year groups.  | Provide staff CPD on the new areas added to imoves over the summer.  |
|---|--|-------------------|---|--|
| - Employ specialist coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE (Years R-6). | - Staff communicate with the coach areas in which they want to develop their knowledge and understanding or build their confidence as necessary. | £5528.25          | - 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 Staff have benefited from lessons shown to them particularly in areas they feel less confident.                                    |  |
| - Provide additional training to support chidren with specific SEND needs.  | - Staff and support assistants to complete online training for 'Coaching people with visual impairments'.  | £169.90           | - 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.  - All relevant support staff have also been trained in this. | - 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. |
| - Purchase additional dance resources to provide a variety of dance experiences.  | - Purchase additional music, lesson plans and resources for PE lessons.  | £307.98           | - KS1 and KS2 dance schemes purchased which offer a greater breadth and depth of learning and dance experience for each class.  Wider impact as a result of the   | - Continue to review dance provision and resources. Assess whether new resources have had a positive impact on lessons.  |
| Created by: Physical Active Partnerships  | үолгн<br>Sport Supported by: 👌   | SPORT UK COACHING | above: - The pupil's skills, knowledge and understanding continues to improve Pupils are exposed to a wide range of sporting opportunities and as a   |  |















| key illulcator 4. broader experience o  | f a range of sports and activities offe   | ered to all publis           |  | Percentage of total allocation:  |
|---|---|------------------------------|--|--|
|   |   |                              | T  | 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:   |
| - Offer a wide range of activities both during and after school in order to encourage participation.  | - Use sports coaches to work with staff and attend courses/training etc to continue to broaden the children's experiences After school clubs to resume. |                              | - 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 Children have more opportunities to take part in sport, within a familiar setting, at a younger age Children in classes 1, 2 and 3 were able to take part in a multiskills club afterschool. Children in classes 4 and 5 were able to take part in netball or table tennis. | <ul> <li>Staff work together and share good practice they have learnt.</li> <li>Continue to review opportunities for children and make purchases accordingly.</li> </ul>                   |
| - Continue to offer all children in Years 4-6 opportunity to play in the school Boccia league.  | - Run boccia league during breaktimes.  | £491.94                      | <ul> <li>- 56 children participated in free playtime Boccia league for Years</li> <li>4-6.</li> <li>- Boccia sets purchased and refereeing equipment</li> </ul>  | - Continue to offer this club next year.   |
| - Provide a broad and varied PE<br>curriculum.  | - Purchase IMoves subscription to continue helping to support teaching staff in delivering high quality PE lessons.                                     | As shown in Key Indicator 3. | an teaching stair. Ecoson plans  | <ul> <li>Renew subscription in</li> <li>2022/23 and remind staff of the different areas it covers.</li> <li>Provide staff CPD on the new areas added to imoves over the summer.</li> </ul> |

| - Provide a free multi-skills club for all children in Years R-3.                                  | - Employ coach to run a multi - skills club for Class 3 in the Autumn term, Class 2 in the Spring term and Class 1 in the Summer term.  | £999  | - 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.   | - Continue to review the club provision and discuss with the coach with particular focus on the EYFS.   |
|--|---|---|---|---|
| - Chance to Shine subscription - enable SCCC coaches to come in and coach cricket.                 | - Purchase subscription and utilise coaching opportunities.   | £25   | - Through our affiliation we were<br>able to access free KS1 cricket<br>coaching and staff CPD. All<br>children also had access to<br>Dynamos or All Stars workshops.   | - Continue to work closely with the SCF and provide coaching when available.  |
| - Continue to review the school's PE equipment, replacing and purchasing new when necessary.       | <ul> <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> | As shown in<br>Key Indicator  | <ul> <li>New equipment purchased throughout the school year as needed; for example, additional sportshall athletics equipment for KS2 and new eqipment for KS1.</li> <li>Equipment inspected and repaired where necessary.</li> </ul> | - Review the equipment in 2022/23 and repair or purchase when necessary.  |
| - Gymnastics lessons to be held in school, within bubbles, with a specialist coach.                | - Mel Bax to come in and teach gymnastics.  | £4574.91 - also<br>to be used to<br>provide cover<br>staff as needed.<br>See Key<br>Indicator 4 and<br>5. | - KS1 had weekly lessons during<br>the autumn term with Mel. This<br>also provided staff with high<br>quality CPD.  | - 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. |
| - Organise whole school dance workshop to promote dance.  Created by: Physical Active Partnerships | - Dance specialist to run a dance workshop with each class.   | £979  | - All children took part in an<br>African dance workshop and<br>Diwali workshop. Both helped to<br>increase the profile of dance  | - Look to offer more dance opportunities for children in the future.  |

| - Introduce Volleyball to KS2 PE           | - Purchase volleyball nets and     | £248.84  | within the school.                   | - Volleyball is now in the PE  |
|--|------------------------------------|----------|--------------------------------------|--------------------------------|
| lessons.                                   | volleyballs.                       | 2270.07  | within the school.                   | long term plan for children in |
|  | - Add volleyball to Class 4 and 5s |          | - Feedback has shown that the        | Class 4 or 5 for 2022/23 and   |
|  | PE curriculum.                     |          |                                      |                                |
|  | PE curriculum.                     |          | children enjoyed learning how to     | future years.                  |
|  |                                    |          | play volleyball. It has now been     |                                |
|  |                                    | 0.570.07 | added into the school's PE           |                                |
| - Provide a table tennis club afterschool. | - Staff and specialist coaches to  | £570.97  | curriculum.                          | - Continue to offer this club  |
|  | come in and run the club.          |          |                                      | next year.                     |
|  | - Purchase new table and balls.    |          | - Table tennis club has been open    |                                |
|  |                                    |          | to children in Years 4, 5 and 6 this |                                |
|  |                                    |          | year. New equipment purchased        |                                |
| - Year 3 to have an OAA overnight          | - Staff to provide OAA experiences | £62.20   | for the club.                        | - Use the Year 3 camp out as   |
| camp.                                      | for the children.                  |          |                                      | an opportunity to extend the   |
|  |                                    |          | - Overnight camping experience       | children's OAA experiences in  |
|  |                                    |          | held for the children. They had an   | the future.                    |
|  |                                    |          | afternoon and evening of             |                                |
| - Offer more inclusive sporting            | - Take part in the Multi-skills    | £514.99  | teambuilding and orienteering.       | - Attend the Multi-skills      |
| opportunities for all children.            | Panathlon and purchase additional  |          |                                      | panathlon again and use the    |
|  | accessible equipment.              |          | - Children attended the Multi-       | newly purchased equipment in   |
|  |                                    |          | skills panathlon and expressed an    | PE lessons. Provide staff CPD  |
|  |                                    |          | interest in kurling and table top    | on how to use the new          |
|  |                                    |          | cricket.                             | equipment.                     |
|  |                                    |          |                                      | - 4F                           |
| - Purchase additional resources for        | - Purchase equipment to provide    | £1091.34 |                                      | - The resources to be planned  |
| the EYFS.                                  | different opportunities to improve |          |                                      | into Class 1's lessons to help |
| une L 115.                                 | children in the EYFS's gross motor |          |                                      | with the children's physical   |
|  | skills.                            |          | purchased including balance bikes    | _ <del></del> -                |
|  | Divisio.                           |          | <del>-</del>                         | skills.                        |
|  |                                    |          | and balance beams.                   | DIXIIID.                       |











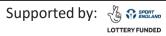


| <b>Key indicator 5:</b> Increased participation  | on in competitive sport  |  |  | Percentage of total allocation:  |
|--|--|--|--|--|
|  |  |  |  | 4%   |
| Intent   | Implementation   |  | Impact   |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about 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:   |
| - 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. | <ul> <li>Pay affiliation fees.</li> <li>Employ teaching assistants to attend sports tournaments, festivals and competitions when needed.</li> <li>Provide cover staff to release teachers to attend sports tournaments, festivals and competitions.</li> </ul> | £100  £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. | 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, were 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 | term Increase the number of children participating in cross country, particularly in Year 6 Continue to find ways to embed KS1 intra competition in the sporting calendar. Discuss opportunities in staff meeting. |
| - Ensure all children have opportunities to take part in intra school competitions. Discuss opportunities for an additional KS1 intra school event.  | - Organise/continue opportunities for children to participate in intra school competition. Provide transport allowing all children to access competitive events. Planned events: - Swimming gala - Boccia league   | £1010  | 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  |  |













| - Sports day               | final which we were unable to                   |   |
|----------------------------|---|---|
| - Sportshall pentathlon    | attend. Year 5 finished 1st in their            |   |
| - Cross country            | tournament and qualified for the                |   |
| - Other BPSSA/SASP events. | 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> .            |   |
|                            | _   |   |
|                            | - Intra school competitions held                |   |
|                            | so far this year:                               |   |
|                            | - House swimming gala for Years                 |   |
|                            | 4 and 5.  |   |
|                            | - Boccia League for Years 4-6.                  |   |
|                            | - Sports Day                                    |   |
|                            | ~         |   |
|                            |   | 1 |

| Signed off by   |          |
|-----------------|----------|
| Head Teacher:   |          |
| Date:           |          |
| Subject Leader: | L Potter |
| Date:           | 26/07/22 |
| Governor:       |          |
| Date:           |          |











