

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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

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

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0.00
Total amount allocated for 2021/22	£0.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£19,200
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 19,200

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 2023. Please see note above	67%
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £19,200	Date Updated: 30.8.2023		
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:	
			45%	
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>Learning Objective: School wants pupils to:</p> <ol style="list-style-type: none"> 1. know how to access a wide range of sports 2. know and understand the health and well-being benefits of engaging in sport/play 3. be able to feel confident to try new sporting/play opportunities 4. use sport/play as an opportunity for building mutually supportive relationships/friendships and social networks 5. learn life skills such as team work, negotiation, sportsmanship and leadership <p>Schools Aim: Ensure all children develop a lifelong interest in developing a healthy lifestyle.</p> <p>School will achieve this by increasing the amount of structured play/physical activity opportunities at break and lunch times using OPAL to ensure every child is active for a minimum of 30 minutes during the school day – all children will enjoy, and many will lead, structured activities which are engaging and enjoyable.</p>	<p>1A: Increasing access to physical activity and fun play with friends – break and lunchtimes.</p> <p>Year 6 to take part in Play Leader training with East Staffordshire Sports Partnership, equipping them with the skills and knowledge to deliver active sessions daily to children across school during lunchtime.</p> <p>All children to be involved in OPAL (Outdoor Play and Learning) during every lunchtime. To provide activities and equipment that provide opportunities for all 16 play types.</p> <p>Lunchtime sports activities: Soccer Stars to run sessions during lunchtime.</p>	<p>Total Funding Allocation:</p> <p><u>£8,560.16</u></p> <p>Sports & OPAL Play Lead Salary Apportionment 22/23 (30% of Total Salary Assigned to Sports Premium and 25% of Assigned Salary Key Indicator 1 = <u>£2,241.62</u></p> <p>Soccer Stars Lunchtime sessions. 60% of Total Annual costs of Lunchtime Sessions Apportioned to Sports Premium Key Indicator 1 <u>£6,201.00</u></p> <p>Indoor Gym service/maintenance/repairs. 100% of costs Apportioned to Key Indicator 1 <u>£117.54</u></p> <p>Play Leader training 21/22</p>	<p>Following the recent introduction of OPAL into our lunchtimes, this part of the children’s day has become more active. New equipment has also contributed to increased lunchtime activity as children are more engaged.</p> <p><i>Evidence source: Sports Premium Survey monkey question</i></p>	<p>Continuing to affiliate to East Staffordshire Sports Partnership to access CPD and training for our pupils including Play Leader training so that each Year 6 cohort can continue to provide sessions.</p> <p>Continue to access Soccer Stars coaches for clubs during lunchtimes and afterschool, create a timetable for coaches so that children are experiencing different activities daily.</p> <p>OPAL will massively increase the play opportunities for children during lunchtimes. We are having daily activities meeting all 16 play types so children can be active during lunchtimes. Lunchtime staff are having risk and OPAL training so we can provide all types of play for our pupils. We will create an OPAL group of children who can suggest different activities they’d like to take part in/ equipment they’d like to have.</p> <p><u>Pupil Voice Autumn 2023</u> have requested more OPAL play opportunities involving wheels, building equipment and ball games.</p>
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	<p>1B. Increasing access and opportunity to engage in extra curriculum sports clubs and health and fitness sessions</p> <p>Weekly Shake and Wake led by Sports Council for whole school.</p> <p>Dance to music during every Friday lunchtime to increase activity for 1 hour of the day.</p> <p>Weekly mile: Implement the mile a week.</p> <p>Phunky Foods: Introduction of Phunky foods ambassadors to help spread awareness of the importance of taking part in physical activity and healthy eating.</p> <p>Nutrition and healthy active lifestyles – Curriculum. Time4Sport sessions and units within science and DT incorporate nutrition and healthy active lifestyle units.</p> <p>Sports council to meet on a weekly basis to look at ways we can improve physical activity in school.</p>	<p>cost</p> <p>OPAL Play equipment funded in 21/22</p>	<p>Increased engagement in sports children may not play outside school, provides fun engaging sessions keeping children active during lunchtimes and extra-curricular activities.</p> <p>Baseline year set 22/23 (first full year after covid-19 restrictions)</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> • School offered a range of 16 of sporting activity opportunities for our pupils in Year 3 – Year 6 • Pupils Year 3 to Year 6 accessed 145 sporting clubs/activities <p>Evidence source: Sport Activity Tracker 22/23</p> <p>Wake and Shake helps all children (Reception to Year 6) who attend increase their fitness through a fun morning activity.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> • 160 (surveyed children Year 2 – Year 6) report regularly attending Wake and Shake (Academic Year 22/23) • 81 (81 of 160 children who accessed Wake and Shake reported accessing Wake and Shake has helped improve their fitness <p>Evidence source: Sports Premium Survey monkey question</p> <p>Dance to music: Children love to have the music on and dance, this provides an enjoyable hour</p>	<p>Continue to track and monitor the events we are attending making sure all age groups, vulnerable groups and genders have equal access and engagement opportunity.</p> <p>Wake and Shake: Continue Wake and Shake, extend the amount of time for Wake and Shake, create a plan for Wake and Shake to continue even during bad weather (as this is currently only done if the playground is dry). <u>Pupil Voice Autumn 2023</u> have requested a wider range of music and new dance routines for Academic year 23/24.</p> <p>Dance to music: Continue to provide songs for the children to dance to as they love taking part in our dance Fridays. <u>Pupil Voice Autumn 2023</u> have requested more current songs, a wider range of music genres and more dance routines at Dance to Music.</p> <p>Weekly Mile: Reintroduce weekly mile as one of our morning activities.</p>
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		<p>of physical activity during the day.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> 83 of surveyed children (Year 2 – Year 6) reported regularly attending Dance to music (Academic Year 22/23) 34 (41% - 34/83) children accessing Dance to music report accessing Dance to music has helped improve their fitness <p>Evidence source: Sports Premium Survey monkey question</p> <p>Weekly Mile: School already a Weekly Mile Markings route marked on the Ballcourt play area. School have provided some opportunities to engage in daily mile in 2021/22</p> <p>Phunky Foods: 100% (all) children (Years 1 -6) have taken part in Phunky Food assemblies with our Phunky Food ambassadors to learn the importance of staying healthy and active.</p> <p>Time4Sport sessions and units within science and DT have helped children to understand nutrition and how to keep their bodies healthy. <i>Evidence source: Childrens books</i></p> <p>Sports council have made suggestions to the school parliament on ways they believe our school could improve levels of physical activity.</p>	<p>Phunky Foods: Continue to support our Phunky Foods ambassadors to spread awareness of a healthy active lifestyle.</p> <p>Nutrition and healthy active lifestyles – Curriculum: Continue spreading awareness of a healthy active lifestyle across the curriculum.</p> <p>Sports Council: Action sports council suggestions</p>
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*Evidence source: Sports Council
minutes*

	<p>1C. Sharing our success to promote take-up of sport and celebrate our sporting achievements</p> <p>Using the School Games blog and twitter to record our sporting achievements and work towards applying for the School Games Award.</p>		<p>Our Sporting activity tracker is used to evidence our Journey of Change for pupils accessing sporting activities across school. Enabling us to track our sporting success and allowing us to record number of events we are attending, number of pupils accessing (including by vulnerable groups i.e. SEND/Pupil premium) and to establish where we need to target different sporting activities to increase participation/engagement.</p>	<p>Continue to track and monitor the events we are attending making sure:</p> <ul style="list-style-type: none"> • all age groups, vulnerable groups and genders have equal access and engagement opportunity • we celebrate and share our success in sporting achievements and use it as a tool to inspire and motivate pupils across school to engage in sporting activities and opportunities.
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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:
				10%
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>Increase all staff members' confidence to weave PE and physical activity into other subject areas.</p> <p>Employment of Sport and Outdoor Play Lead to teach PE lessons, improve play through OPAL and increase participation in extra-curricular sport.</p> <p>Support children during training and competitions in a range of sports.</p> <p>Invite representatives of local sports clubs to come to school to deliver taster sessions for children of all ages so the teachers get to see new ways of delivering PE learning goals via alternative sports.</p> <p>Working with other teachers by modelling the teaching of PE/ team teaching to those less confident or experienced. Use of The PE Hub to support teaching staff in delivering PE.</p> <p>Publicising the sporting achievements of the school via social media and assemblies.</p>	<p>Offer non-PE leaders CPD courses and include planning surgeries into the LTP for staff meetings.</p> <p>Invite the SGO, ESBC, Soccer Stars, BRUFC to deliver a whole curriculum day of PE for every child in the school. (Rugby, archery, lacrosse, ultimate Frisbee, Inclusive Sports and handball.)</p> <p>Contact local companies and sports clubs to create more links (Burton Rugby club etc.) Also, visit facilities such as Burton Rugby Club, St George's Park etc.</p> <p>All staff provided with a rule book for games taught across the PE curriculum. Use of The PE Hub resources will build teachers confidence in teaching PE.</p> <p>Use the school website, twitter, school games and Facebook to blog our achievements.</p> <p>Reintroduce House Sporting competitions to run each term.</p>	<p>Total Funding Allocation: £1,908.29</p> <p>Sports & OPAL Play Lead Salary Apportionment 22/23 (30% of Total Salary Assigned to Sports Premium and 20% of Assigned Salary Key Indicator 2 = £1,793.29</p> <p>AFPE annual subscriptions 100% of costs Apportioned to Key Indicator 2 £115.00</p>	<p>PE leaders and a range of other teachers (including SLT members) offer support and guidance with planning and teaching in PE. <i>Evidence Source: PE Planning</i></p> <p>Staff confidence has increased in teaching PE since attending planning surgeries (staff voice) and use of The PE Hub. <i>Evidence source: Staff Voice Questionnaire</i></p> <p>We report after each sporting event or competition to share our success with parents and families via the school newsletter, social media and the School Games Blog.</p> <p>Teachers have been team-teaching across year groups to support each other's development and good practice. <i>Evidence Source: PE Planning</i></p> <p>Teachers make more 'non-PE lessons' active by having brain breaks and use meditation and yoga etc.</p>	<p>Continue to develop links with outside providers to expose the children to a range of different sports.</p> <p>Involve Sports Council in planning exciting new events to raise the profile of PE across the school.</p> <p>Continue to support Year 6 Play Leaders in delivering fun active lunchtime sessions, thus helping to build a whole school community and helping younger children to understand the importance of staying active.</p> <p>To raise awareness of professional sporting events by holding themed days in school dedicated to that particular sport e.g. Wimbledon, London Marathon etc.</p> <p>Continue to work with Sport4Champions to raise the profile of sport in school and showcase opportunities in sport.</p>

<p>The children will associate learning in lessons with physical activity. They will make links between specific concepts in other subject areas and PE. (e.g. Fitness and health – science, personal bests in athletics – maths and ICT, describing a performance and evaluating it – English/speaking and listening.)</p> <p>The children will be more confident to try new sports. Younger children will get the chance to play competitive games at a younger age in PE lessons.</p> <p>Host professional athlete visit days to inspire children and staff to see the sporting opportunities that can grow from participating in grass roots sport.</p> <p>Year 6 spreading awareness of school sport through the delivery of active fun sessions to KS1.</p>	<p>Tie in competitions and themed days with sports calendar E.g. Wimbledon.</p> <p>PM to continue to work towards forest school being an active part of our school.</p> <p>Remain in contact with Sport4Champions to organize more professional athlete visit days.</p> <p>Continue to support Year 6 to deliver fun games to KS1 helping younger children to be more aware and understand more about sport and staying active.</p>		<p><i>Evidence Source: PE Planning</i></p> <p>Staff and children know about clubs in the area that provide alternative sporting opportunities, we will continue to build links with clubs in the local community.</p> <p>Children across every year group play a competitive activity in every game focused PE lesson as well as House Competitions.</p> <p><i>Evidence Source: PE Planning</i></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:
				5%
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>Consistent, sustained, and high quality CPD programme delivered by the SGO.</p> <p>All children have high quality PE lessons, through the introduction of The PE Hub. This provides a hub of high-quality PE resources including planned units, guidance videos and assessment tools for Primary School teachers to build their confidence in teaching PE.</p> <p>All children make progress in PE lessons. Using assessment trackers created on The PE Hub to monitor each child's progression through each topic.</p> <p>All children enjoy their PE lessons, be able to recall information.</p> <p>All children are enthused to carry on their physical activity after school.</p>	<p>Buy in the services of the SGO and the CPD training programme offered. Send staff (not just the PE leads) on CPD training courses. Run staff meetings to give briefings to all staff about new ideas for PE and relay any helpful or relevant information from CPD courses.</p> <p>All staff have access to The PE Hub to access high quality resources for all sports and all year groups.</p> <p>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with teachers to look at teaching, learning and assessment in physical education.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject (pupil voice).</p>	<p>Total Funding Allocation: £896.65</p> <p>Sports & OPAL Play Lead Salary Apportionment 22/23 (30% of Total Salary Assigned to Sports Premium and 10% of Assigned Salary Key Indicator 3 = £896.65)</p>	<p>Staff attended training courses where necessary. Academic year 22/23 2 x members of staff attended Football Coaching courses.</p> <p>Staff are more confident in their delivery of PE and games. Especially following the introduction on The PE Hub aiding the planning for PE and confidence in what they are delivering. <i>Evidence source: Staff Voice Questionnaire</i></p> <p>Staff can use skills/knowledge from CPD and staff meetings to help improve their teaching in other areas of PE. <i>Evidence source: Staff Voice Questionnaire</i></p> <p>Staff confidence has increased in teaching PE since attending planning surgeries (staff voice). This includes the use of practical equipment especially for gymnastics. <i>Evidence source: Staff Voice Questionnaire</i></p>	<p>Continue to invest in The PE Hub to provide pre-planned units, guidance videos and assessments tools to further develop teacher's subject knowledge and confidence in teaching PE.</p> <p>Continue to offer CPD and planning surgeries to teaching staff who would like it.</p> <p>Staff who feel less confident in teaching PE can team up with another member of staff to develop subject knowledge and help build confidence.</p> <p>Ensure progression of skills is being monitored and assessed by teaching staff.</p> <p>Bring in local coaches from clubs to deliver training to teaching staff where necessary.</p> <p>Encourage more staff to participate in leading / supporting school sports teams.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: Offer the widest range of after school sports that we can. The children's interest in sport is sustained so they continue their sporting exploits when they leave us and into later life.</p>	<p>Invite outside providers to deliver taster days.</p> <p>Set up a celebration day where many providers come in that tie in with events such as the Rugby Union World Cup, Women's football in Australia and the Ashes. Also, think about other annual events such as Wimbledon.</p> <p>Staff meetings and twilights to train staff in new sports.</p> <p>Investigate equipment we need to set up new clubs.</p> <p>Buy our own equipment for sports such as quidditch and archery so that we do not have to borrow it.</p> <p>Invest in larger storage for sport equipment so we can store and keep more equipment safely and be able to access regularly.</p> <p>Continue to buy in to ESSP competition calendar.</p>	<p>Total Funding Allocation: £6,041.62</p> <p>Sports & OPAL Play Lead Salary Apportionment 22/23 (30% of Total Salary Assigned to Sports Premium and 25% of Assigned Salary Key Indicator 4 = £2,241.62)</p> <p>Hire of Swimming Pool 2 weeks Autumn Term 1 2022 = £3,800</p>	<p>Children have been exposed to a range of sports and be enthused by them.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> 240 children Year 2 – Year 6 report feeling enthused and motivated to get involved with school sporting activities (Academic Year 22/23) <p>Evidence source: Sports Premium Survey monkey question</p> <p>Pupil voice questioned what new or unusual sports could be included in the PE curriculum. This has contributed to the LTP for PE.</p> <p>Evidence source: Sports Premium Survey monkey question</p> <p>Parents are invited to come along to events with their children, many attended to watch/support.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> 100% (all) parents were invited to attend our annual sports day to watch/support their child/ren 	<p>Additional achievements: Offer the widest range of after school sports that we can. The children's interest in sport is sustained so they continue their sporting exploits when they leave us and into later life.</p> <p>Look at the PE LTP to introduce unusual sports like curling, archery etc.</p> <p>Create school/club link contact details leaflet for all students and staff – distribute/publish this for all families of the school.</p> <p>Continue to access the ESSP calendar and attend events and competitions.</p> <p>Continue to invest in a swimming pool being brought to school for lessons and life saving skills.</p> <p><u>Pupil Voice Autumn 2023</u> requested more opportunities for young children in school to</p>

	<p>Continue our long-standing affiliation to the Burton District Sports Association.</p> <p>Check emails and social media regularly so we don't miss any one-off events.</p> <p>Arrange friendly games with other local schools in a range of competitions.</p> <p>Continue to provide professional athlete visit days to inspire the children at St Modwen's and encourage them to take part in sport after leaving us.</p>		<ul style="list-style-type: none"> • <i>X no of parents attended School Sports day Academic Year 22/23</i> <p>Evidence source: Sport Activity Tracker 22/23</p> <p>Regular football matches with local school for our boy's and girl's teams, we will look to hold matches for other sports to provide a more diverse sporting offer to our children.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> • <i>22% (50 of 226) children Year 3 – Y6 (boys and girls teams) accessed football matches</i> • <i>95 children Year 3 – Year 6 (boys and girls teams) accessed other sporting activities:</i> <ul style="list-style-type: none"> ○ <i>58 children accessed Athletics (Indoor and Outdoor)</i> ○ <i>13 children accessed Dodgeball</i> ○ <i>8 children (Year 5 & 6) represented school in</i> ○ <i>8 children (Year 6 – Year 4) accessed Boccia</i> ○ <i>5 children (Year 6 – Year 4) accessed Archery</i> ○ <i>3 children (Year 5) accessed Gymnastics</i> • <i>19 (21%) of SEND Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23</i> • <i>44 (20%) of Pupil Premium Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23</i> 	<p>engage in sports activities; to have the swimming pool in school again; and more sporting opportunities like horseriding; Gaelic football; hockey; yoga and American football.</p>
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			<p>Evidence source: Sport Activity Tracker 22/23</p> <p>Continue to raise the profile for girl's football; running a weekly training session and matches against local schools.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> • 21 girls (Years 3 – 6) accessed girl's football • 42% (21 of 50) children who accessed football activities representing school were girls <p>Evidence source: Sport Activity Tracker 22/23</p> <p>Derby County Ladies visited school and ran a training session with our girls team as part of our Girl's football initiative followed by a Q&A with two of their players, we would like to make new links and maintain the links we already have to provide more opportunities like this for the children at St Modwen's.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>Aim to increase further the number of children participating in competitive sporting events, by tracking all children attending events and the events they attend. Attending all opportunities offered to us including short notice events. Increasing the number of children attending events will subsequently increase the number of children we have playing at District and County level in sport.</p> <p>Improving confidence, resilience, teamwork, and respect levels of all children through participation in sport. The children will want to win but know it is OK to lose graciously.</p> <p>A higher percentage of children will compete at County level (Level 3).</p>	<p>Continue to buy in to ESSP competition calendar and attend all events we possibly can.</p> <p>Continue our long-standing affiliation to the Burton District Sports Association.</p> <p>Take up short notice opportunities for hastily planned events.</p> <p>Grow the number of teams we are able to take to events through raising awareness and interest in the competitions and increasing the number of children attending.</p> <p>Friendly matches with local schools for children who may not always get picked for the school team but are eager.</p> <p>Training sessions for teams prior to each event for all sports not just the regular clubs.</p> <p>Fair and vigorous trial sessions to pick teams for competitions.</p>	<p>Total Funding Allocation:</p> <p>£1,793.29</p> <p>Sports & OPAL Play Lead Salary Apportionment 22/23 (30% of Total Salary Assigned to Sports Premium and 20% of Assigned Salary Key Indicator 5 = £1,793.29)</p>	<p>Pupils can participate in competitions in school PE lessons and lunch times raising their confidence in sports such as cricket, rounders and football.</p> <p>Children will have raised confidence and resilience. They will earn respect from opposing teams. They will want to win, but know it is OK to lose graciously. Children will be more confident to compete.</p> <p>In-house competitive matches held to offer more children the opportunity to participate in sports.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> 23 pupils (Years 5 & 6) competed at County Level (Level 3) in Athletics <p>Evidence source: Sports Premium Survey monkey question</p> <p>A high number of children have represented the school in a range of sports including SEND and Pupil Premium.</p> <p>Baseline data Academic year 2022/23:</p>	<p>Increasing the number of children representing the school in sporting events. Taking up all opportunities offered to us and making the most of short notice events.</p> <p>More children will get to play for a school team at more sports and at district and county level.</p> <p>A higher percentage of children will compete at County level. (Level 3)</p> <p>Take up BACT sporting opportunities at their 3G pitch.</p> <p>Priorities opportunities for SEND, Pupil Premium and younger children at school.</p> <p>Consider options for transport to events and fixtures.</p> <p>Continue to invite professional athletes to school to increase interest in participating in competitive sport.</p>

			<ul style="list-style-type: none"> • 19 (21%) of SEND Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23 • 44 (20%) of Pupil Premium Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23 <p>Evidence source: Sport Activity Tracker 22/23</p> <p>High success rate at competitions.</p> <p>Baseline data Academic year 2022/23:</p> <ul style="list-style-type: none"> • Britannia Cup (Boys) Football League Winners 2022/23 • Rounders – Year 5 and Year 6 League Winners (ESSP) <p>Evidence source: Sport Activity Tracker 22/23</p>	<p>Ensure all sporting events and achievements are recognised in celebration assemblies to help encourage others to take part in competitive sport and ensure those involved continue to play.</p> <p>Create a Sporting Honours Board so Sports Council members and children playing sport at District, County or National level can be recognised. Board will also help to share any upcoming events or trials with the children.</p> <p>Amend sports tracker to record all sporting achievements across school.</p> <p>Extend tracking of school success/awards in competition to include:</p> <ul style="list-style-type: none"> • Number of pupils in school report feeling confident and resilient in participating in competitions in school PE lessons/lunchtimes or after school • Number of children in school report representing school in competitive sporting activities has: <ul style="list-style-type: none"> ○ Raised your aspirations to win, but you know it is O.K to lose graciously ○ Increased your confidence to take part and compete
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Signed off by	
Head Teacher:	Mrs Andrea Sherratt
Date:	3.10.2023
Subject Leader:	Mr David Read
Date:	3.10.2023
Governor:	Mr Jerome Emery
Date:	3.10.2023