

# 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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,600
How much (if any) do you intend to carry over from this total fund into 2023/24?	£130.85
Total amount allocated for 2022/23	£17,600
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£17,600

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	81.75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	81.75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81.75%
<p>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?</p>	Yes/ <b>No</b>

## Action Plan and Budget Tracking

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

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 9.17%	
Intent	Implementation	Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:  £1,613.64	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>To provide active provision for ALL children. To promote activity, embed within the whole school day; to help children be engaged, enthused and to achieve 60 active minutes per day.</b></li> <li>Providing targeted activities or support to involve and encourage the least active children</li> <li>Encouraging active play during break times and lunchtimes</li> <li>Establishing and extending the variety of active after school activities.</li> <li>Adopting a daily activity programme – golden mile and 5 a day</li> <li>Raising attainment in primary school swimming to meet</li> </ul>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active school's agenda through local case studies.</p> <p>The actions being taken to tackle the issues presented are continued investment in Teach Active packages for staff to have resources to aid active English/Writing sessions.</p> <ol style="list-style-type: none"> <li>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps.</li> <li>We are using 5-a-day fitness and golden mile to provide children with a fun way to be</li> </ol>	<p>£553.16 VRSSP</p> <p>£197 – 5ADay</p> <p>£252.48 School Sports Services – SSP</p> <p>£455 – Hartford School of Gymnastics</p> <p>£126 – Complete PE</p> <p>£30 – Intro to Basketball Coaching</p>	<p>Impact seen will in the first instance include sharing of the training with all staff and their response in identifying opportunities to incorporate more physical activity into the school day.</p> <p>Further impact will be dependent on the actions taken following analysis of the Heatmaps – some localised and some across the whole school.</p> <ol style="list-style-type: none"> <li>Active Schools Training: Focus on most sedentary areas of timetable – writing. Active Travel Group.</li> <li>Impact of 5-A-Day/Active Phonics leading to 50% of classroom based activity in line with 30 minutes.</li> <li>68% to 80% increase in</li> </ol>	<ol style="list-style-type: none"> <li>All actions taken are sustainable with continued training opportunities and current levels of support from VRSSP.</li> <li>Further develop training of our Sports Ambassadors Kids to further engage children in developing and leading activity.</li> <li>Develop an active travel policy and implement a walking bus/active travel route.</li> <li>Further increase the amount of active after school clubs.</li> </ol>

<p>requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</p> <ul style="list-style-type: none"> <li>Advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p>active, to provide active breaks across the timetable or to bring focus to groups during lesson times</p> <ol style="list-style-type: none"> <li>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</li> <li>We consult both pupils and parents about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</li> <li>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.</li> <li>We have engaged with the British Cycling balance biking programme Ready Set Ride, Big Pedal and Bikeright training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</li> <li>We took part in National School Sports' Week designed to encourage engagement and celebrate physical activity across the whole school.</li> </ol>		<p>participation in extra-curricular clubs from year beginning to end.</p> <ol style="list-style-type: none"> <li>Koboca Physical Activity Survey: 151/179 children achieving 30 minutes activity. 47/78 KS2 children engaged in after-school clubs.</li> <li>12/16 children in Year 6 engaged with Phys Kids for at least a term. Evidenced by the rota.</li> <li>Impact will be shown in the numbers of pupils achieving the key levels in each programme (Level 2 and/or Level 3 for Ready Set Ride. Big Pedal: 892 journeys. 58.42% daily score average.</li> <li>151/179 engaged in 150 minutes of activity a week.</li> <li>All classes participating through organised skills events/celebration events and sports day. Social media evidence on Facebook, Twitter #ComberbachPE @ComberbachMrN @VRSSP</li> <li>All children from reception to Year 6 received coaching from Hartford School of Gymnastics.</li> <li>All learners receiving quality teaching from use of Complete PE teaching resources.</li> <li>Children will be provided with quality basketball coaching, and have the</li> </ol>	
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	8) Hartford School of Gymnastics coaching provides to develop staff skills in teaching gymnastics. 9) Complete PE used to teach effective lessons throughout the school, providing teachers with resources and guidance to teaching high-quality PE lessons used to raise physical attainment of all learners. 10) Staff provided with basketball qualification.		chance to take part in basketball more through an after school club.	
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**Key indicator 2: The engagement of all 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:  
3.6%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:  £634.76	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>To use PE, Sport and Activity to improve the outcomes for all pupils across all ages and abilities.</b></li> <li><b>To develop staff and young leaders, confident to identify and demonstrate the values and strengths to develop the key skills to learn and do well across the full breadth of the curriculum.</b></li> <li>Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and</li> </ul>	<ol style="list-style-type: none"> <li>We ensure our PE Subject Leader has appropriate support to develop our PE &amp; School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership &amp; Youth Sport Trust trainers.</li> <li>Welcome an athlete role-model – John Macken - to school to inspire our pupils to increase their participation in PE &amp; School Sport.</li> </ol>	£553.16 VRSSP  £81.60 – Healthy Movers	<ol style="list-style-type: none"> <li>Subject Leader sessions with VRSSP attended. Complete PE online CPD.               <ul style="list-style-type: none"> <li>Current Gold Mark.</li> <li>Phys kids and Peer Mentors used in school.</li> <li>Full use of 5 a day website</li> <li>KS2 pupils as Sport leaders: 35% ‘a lot’ and 10% ‘a little’ (Koboca Survey data).</li> <li>Less active groups participation up: Figures in Y3 up from 52% up to 100% Y4 up from 82% to 100%</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>All actions sustainable with continued support and access to resources and training.</li> <li>More focus and collaboration with other staff and schools (Grange, Barnton, Leftwich) to embed structure and culture change.</li> <li>Introduce My Personal Best YST training to help develop shift in culture towards value driven skills and strengths</li> </ol>

<p>physical activity within the school – Phys Kids &amp; Sports Ambassadors</p> <ul style="list-style-type: none"> <li>Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>We use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school.</li> <li>Every child should be meeting the chief medical officers’ recommendation of 60 active minutes per day.</li> </ul>	<ol style="list-style-type: none"> <li>Staff have had coaching, provided by VRSSP, which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active</li> <li>Staff have attended Shooting Stars training to encourage greater participation of learners in sport through.</li> <li>We took part in the Youth Sports Trust active minutes survey during National School Sports Week.</li> <li>EYFS/Reception take part in the healthy movers programme.</li> </ol>		<p>Girls – football club LKS2 8 girls; UKS2 12 girls.</p> <ul style="list-style-type: none"> <li>More staff involved in the planning, delivery and evaluation of our whole sports provision. LS, AH, DN (Covering whole school, foundation – Y6). Complete PE investment across the trust – collaboration on virtual learning/challenge).</li> <li>To improve teachers’ confidence in delivering PE</li> </ul> <ol style="list-style-type: none"> <li>See online evidence – Social media evidence on Facebook, Twitter #BCNPSport @ComberbachMissS @VRSSP</li> <li>As above (1)</li> <li>Koboca data – survey results – active minutes improvement up to 151/179 150 minutes a week.</li> <li>As above (4)</li> <li>All children in EYFS meeting recommendation of 60 active minutes per day.</li> </ol> <p>See online evidence – Social media evidence on Facebook, Twitter #ComberbachPE @ComberbachMrN @VRSSP</p>	<p>development.</p> <ol style="list-style-type: none"> <li>Explore further ways to embed and enhance our curriculum, develop links across a broader range of subjects.</li> <li>Further develop and embed OPAL programme to further encourage active break and lunch times throughout the school.</li> </ol>
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<b>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>			Percentage of total allocation: 51.2%
Intent	Implementation		Impact
Your school focus should be clear on what you want the pupils to know	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and
			Sustainability and suggested next steps:

<p>and be able to do. What do they need to learn and to consolidate through practice:</p>		<p>£9,017.54</p>	<p>what can they now do? What has changed?</p>	
<ul style="list-style-type: none"> <li>• <b>To ensure our teachers have quality training, support and resources specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</b></li> <li>• Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>• Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</li> </ul>	<ol style="list-style-type: none"> <li>1. Subject Leader Training and support through VRSSP.</li> <li>2. Investment in the Complete PE planning and assessment tool for all age groups in school.</li> <li>3. Complete PE as a tool for subject lead to monitor PE and to provide support with delivery of curriculum and supporting material.</li> <li>4. Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</li> </ol> <ul style="list-style-type: none"> <li>• We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</li> <li>• Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they</li> </ul>	<p>£553.16 VRSSP</p> <p>£252.48 School Sports Services – SSP</p> <p>£280 – Hartford School of Gymnastics</p> <p>£780 – Judo Education</p> <p>£88.78 YPO tunnel</p> <p>£166.78 Climbing Crates EYFS</p> <p>£363.56 – YPO balance pk/crates</p> <p>£145.18 – YPO breeze blocks</p> <p>£6387.60 – OPAL Primary</p>	<ol style="list-style-type: none"> <li>1) All staff given access to specific planning linked to school curriculum overview, with the ability to track progress to inform future planning.</li> <li>2) Complete P.E. is a resource that provides primary school teachers with a platform to support the planning and assessment tools necessary to teach high quality Physical Education.</li> <li>3) Complete P.E. has continued evolve as a resource to enable the continual professional development of primary school teachers. Complete P.E. is not only an online planning and assessment platform but also an interactive CPD resource that has been recognised by the sector's leading educational experts. The Teach Primary Awards is a celebration of the quality of the sector's educational and professional development resources.</li> <li>4) All staff have reported a positive</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete PE to have a huge benefit for planning, teaching and tracking. One off fee worth the investment, with annual subscription sustainable with current levels of support.</li> <li>2) Continued involvement with VRSSP as training partner.</li> <li>3) More staff delivering whole gymnastics sessions.</li> <li>4) Embed OPAL programme.</li> </ol>



	<p>would benefit from additional support.</p> <ul style="list-style-type: none"> <li>• Working alongside Cheshire Gymnastics to develop specific coaching and teaching skills in gymnastics.</li> <li>• Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</li> <li>• Leading High-Quality Teaching and Learning across the School</li> <li>• Leading Achievement in PE</li> <li>• Creating the Best PE Provision for our Learners</li> <li>• Preparing for a 'Deep Dive'</li> <li>• Assessment in PE</li> </ul> <p>5. Judo education coaching provides quality teaching in judo.</p> <p>6. Sports areas and equipment enhanced in EYFS.</p> <p>7. OPAL programme membership.</p>	<p>Programme</p>	<p>impact of training through evaluations. The evaluations of KS1, KS2 &amp; PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> <li>• Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</li> <li>• Lots of good ideas to help deliver the curriculum more effectively.</li> <li>• The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</li> <li>• The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.</li> <li>• More ideas about how to enable the children to make progress</li> <li>• Highly effective in introducing the STEP differentiation process</li> <li>• Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</li> <li>• More confident in teaching</li> </ul>	
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			<p>more advanced skills</p> <ul style="list-style-type: none"> <li>• Instant feedback and use of physical education vocabulary</li> <li>• Improved PE lessons and pupil engagement with lessons</li> <li>• Knowing in greater detail what is required during a PE session</li> <li>• Improve differentiation within the lesson</li> <li>• Lots of short activities to keep children engaged</li> <li>• Improved confidence in delivery of dance</li> <li>• Better degree of AFL throughout my lessons in order to help the children progress.</li> <li>• Deeper thinking about steps to develop basic skills for KS1.</li> <li>• More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching</li> <li>• Much more organised and challenging lessons with a clear objective.</li> <li>• Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Enhanced questioning</li> <li>Improvement in teachers' confidence leading to:</li> <li>• Instant feedback and use of physical education vocabulary</li> <li>• Improved PE lessons and pupil engagement with lessons</li> <li>• Knowing in greater detail what is required during a PE session</li> <li>• More organised and challenging lessons with a clear objective.</li> <li>• Enhanced questioning</li> <li>• Better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</li> <li>• Increased confidence in own ability to teach skills in PE and in helping less able children make good progress through better teaching</li> </ul> <p>5) All KS2 Pupils taking up judo/martial arts in school or as part of after school club. Co-teaching/Leading groups – assessed and sessions obs.</p> <p>6) All children in EYFS meeting recommendation of 60 active minutes per day.</p> <p>7) Enable, encourage and facilitate active minutes</p>	
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			through various games and play in break and lunch times.	
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation: 29.1%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:  £5,127.56	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>To provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to</b></li> </ul>	1. We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to	£215.98 Portable Badminton Set  £127.17 – X2 sports items  £515.99 Triple Jump Mat  £99.59 Speed Bounce Mat	1) Increased number of activities offered as part of the PE curriculum or activities & sports offered as part of the extra-curricular programme including before and after school clubs (see 4). 2) Greater breadth of activity planned and delivered before, during and after school. Clubs form judo to hockey and multi-sports. Take up for these active clubs exceeds our	1) Majority of clubs run in house, with training and support through staff/VRSSP so sustainable. 2) Provide more breadth through clubs, not as part of curriculum. 3) To continue to develop our range of activities. 4) To focus on the needs of the children through School Council, Pupil Voice and Sports Ambassadors 5) Develop training and

<p><b>engage and are rewarding to take part in.</b></p> <ul style="list-style-type: none"> <li>• Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</li> <li>• School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</li> <li>• Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>• Partnering with other schools to run sports and physical activities and clubs</li> </ul> <p>Providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations</p>	<p>take part in.</p> <ol style="list-style-type: none"> <li>2. Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</li> <li>3. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.</li> <li>4. Our offer is inclusive, ensuring equal opportunity is presented to all groups. We have used PE, School Sport &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</li> <li>5. We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</li> </ol>	<p>£398.31 Sports Equipment inc athletics items</p> <p>£209.90 Skipping ropes</p> <p>£382.17 Footballs</p> <p>£51.54 Quoits</p> <p>£31.20 Woolmer soft balls</p> <p>£2,542.55 sports directory sports items</p> <p>£553.16 VRSSP</p>	<p>capacity – with 81% of KS2 engaged in an active club and lunchtime activity this year. Take up is still less in girls compared to boys, but this gap is closing with the extra provision on offer and future actions.</p> <ol style="list-style-type: none"> <li>3) External pathways available for children to access: Cheshire Gymnastics, Barnton FC, Youth Kicks, Judo Education, Vale Royal Abbey Golf, Tae-Kwondo, Barnton Cricket Club, Northwich Centurions. At the last count we had 150 children from foundation to Year 6 engaged in active clubs outside of school, many of which are the trusted community providers we work with.</li> <li>4) List of Active Clubs this year: <ul style="list-style-type: none"> <li>Netball</li> <li>Judo</li> <li>Fencing</li> <li>Boys Football</li> <li>Girls Football</li> <li>Mixed Football</li> <li>Dodgeball</li> <li>Basketball</li> <li>Active Maths</li> </ul> </li> </ol>	<p>resources/external partners to deliver adventurous activity on site/local facilities.</p> <ol style="list-style-type: none"> <li>6) Develop links with local, community clubs.</li> </ol>
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			Phys Kids Multi-sports Koboca data – survey results – active minutes improvement up to 151/179 150 minutes a week.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.1%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:  £1,075.65	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increasing and actively encouraging pupils' participation in the School Games</li> <li>Organising more sport competitions or tournaments within the school</li> <li>Coordinating and entering more sport competitions or tournaments across the local</li> </ul>	<ol style="list-style-type: none"> <li>Teachers use their own skills and sporting background to inspire and encourage children to take part in intra and inter-school competition. Teachers are also supported with a range of sport specific training courses to help broaden the range of competitions we provide for our children.</li> <li>Teachers attend a range of sport specific training courses to help us</li> </ol>	£553.17 VRSSP  £270.00 Coach hire to sporting events  £252.48 School Sports Services – SSP	<ol style="list-style-type: none"> <li>Staff knowledge has allowed us to increase and maximise the amount of enrichment/competition we have been able to enter. AH has provided opportunities for all with after school clubs in football and multi-sports. Active learning opportunities through other curriculum areas, such as TeachActive sessions in maths and English.</li> </ol>	<ol style="list-style-type: none"> <li>Continued access to VRSSP allows the competition and festival calendar to remain sustainable.</li> <li>Continue to work with VRSSP to deliver opportunity to all of our young people</li> </ol>

<p>area, including those run by sporting organisations</p>	<p>broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition</p> <p>3) We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</p> <p>4) Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on Commonwealth Games sports &amp; football to utilise the impact of the FIFA Women's World Cup.</p> <p>5) We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria.</p>		<p>2) Improvement in teachers' confidence leading to:</p> <ul style="list-style-type: none"> <li>• Instant feedback and use of physical education vocabulary</li> <li>• Improved PE lessons and pupil engagement with lessons</li> <li>• Knowing in greater detail what is required during a PE session</li> <li>• More organised and challenging lessons with a clear objective.</li> <li>• Enhanced questioning</li> <li>• Better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</li> <li>• Increased confidence in own ability to teach skills in PE and in helping less able children make good progress through better teaching</li> </ul> <p>3) Focus on core sports through curriculum, and identifying high-ability and supporting through 'competitive lunch/after school clubs'. (Gymnastics/judo/Football/dodgeball/Basketball).</p> <p>4) Participation in virtual competitions throughout the year. We have ensured that the least active population are also taking part in competitive sports.</p> <p>5) Development in and access to these areas:</p>	
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	<p>6) We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>		<ul style="list-style-type: none"> <li>• exclusive content, including a range of tools, resources, videos, and case studies which support the delivery of the School Games</li> <li>• contact with local School Games Organiser, who will offers an annual calendar of competition to access</li> <li>• evaluate PE provision and assist in developing an action plan for future progress</li> <li>• Koboca data – survey results – active minutes improvement up to 151/179 150 minutes a week.</li> </ul>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	