

# 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](http://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. **All funding must be spent by 31st July 2023.**

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](#).

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## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2021/22  | £1901   |
| Total amount allocated for 2021/22  | £17790  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0      |
| Total amount allocated for 2022/23  | £17,830 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £17,830 |

## Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.   |             |
| N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  |             |
| <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>  |             |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>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 2022.<br>Please see note above | 97%         |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 97%         |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | <b>100%</b> |

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| 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? | Yes/No |
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## 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: £17830 |                                  | Date Updated: 4 <sup>th</sup> July 2023   |  |
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| <p><b>Key indicator 1:</b> 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</p>   |   |                              |                                  |   | Percentage of total allocation:<br>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:   |
| Physical activity is very important to all pupils. The long-term effects of Covid and pupils being in “bubbles” for a significant period of time has meant that pupils need as much opportunity to interact, play and develop their physical skills and team work. Our intent is to look at developing the opportunities that we already have to engage pupils in daily physical activity and expand this offer further. We will do this through training “Play leaders” to promote physical activity at lunch times. | <ul style="list-style-type: none"> <li>• Observe playground behaviour and activity levels.</li> <li>• Discuss with pupils changes to be made to existing play leader arrangements.</li> <li>• Purchase equipment to promote physical activity at lunch times.</li> <li>• Consult with welfare staff and provide training.</li> <li>• Train play leaders and welfare staff.</li> <li>• Evaluate effectiveness of the programme.</li> </ul> |                              | £470.05<br>Play leader equipment | Playleader training given to Year 4 pupils by ESPE and new equipment bought to reinvigorate the playground. The play leaders all completed an application process. The level of applications was exceptional, and the pupils were able to demonstrate a good understanding of the role of a play leader. The creation of “team leaders” has helped with the management of the play leaders and given additional responsibility to those who have demonstrated exceptional leadership skills. Play leaders was very well received initially and pupils really enjoyed the new equipment. | <p><b>Sustainability</b><br/>Welfare staff Mrs Hindle and Mr Hedges are able to continue to lead play leaders in the future. We have a good range of equipment and pupils are aware of how the system works. SLT support the play leaders and see the benefits, especially in terms of developing leadership skills and improving behavior at lunchtimes.</p> <p><b>Next steps</b><br/>Consider how to develop play leaders next year. May need to fine tune the selection process, eligible pupils and create a reward system to acknowledge the efforts of the play leaders.</p> |

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|  |  |           | <p>The play leaders have demonstrated that they are responsible and can set up games and activities. Several of the play leaders from last year, current year 5's have also elected to continue to be play leaders. This may be worth considering next year to ensure that the more enthusiastic leaders continue to have the opportunity to lead.</p>   |  |
| <p>The benefits of “brain breaks” during lessons has been well documented. As our morning sessions have lengthened we would like to introduce “brain break” activities to encourage movement throughout the day. Our staff have indicated that this is an area that they would like support with and so we will look to develop this area with staff in Key Stage 1 and Key Stage 2.</p> | <ul style="list-style-type: none"> <li>• Consider the current timetable and when to include active breaks.</li> <li>• Consult staff on current provision and barriers.</li> <li>• Train staff in effective brain breaks that can be done in a classroom.</li> <li>• Consider a competition between classes to promote active breaks using MOKI bands.</li> </ul> | <p>£0</p> | <p>Y6 completed Skip to be fit. This was beneficial as all pupils enjoyed the activity and skipping a life skill that will be with them for the future. All pupils in Y6 can now skip as a result of this project.</p> <p>Due to feedback and changes to the timings of the school day, staff are now completing brain breaks as part of their school day. This is better as it gives staff more flexibility to make it sustainable and more relevant within their day.</p> <p>Unfortunately, a fault with the MOKI bands has meant that they have been unusable this year. MOKI have confirmed that this is a firmware fault after a lot of time chasing them. These have now all been returned to the suppliers and we are waiting for the new replacements to arrive ready for September.</p> | <p><b>Sustainability</b></p> <p>Teachers understand the benefits of brain breaks and are more than capable of fitting it in to their day appropriately. Teachers, however, still share that they would like more ideas for use within the classroom, especially due to space and linking it to active learning.</p> <p><b>Next steps</b></p> <p>Research now shows that brain breaks are best completed in short bursts. Therefore, our next steps are to work with staff to increase knowledge and confidence in incorporating short active bursts regularly and throughout all curriculum lessons.</p> <p>Plan the use of MOKI's to support active minutes when they are replaced.</p> |

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| <p>Promote physical activity outside school and support parents in providing the additional 30 minutes of daily physical activity.</p> | <ul style="list-style-type: none"> <li>• Continue to use the active travel tracker.</li> <li>• Classes to complete the active travel tracker daily.</li> <li>• Communicate with staff and parents.</li> <li>• KR and ES to consider ways in which to educate and promote daily physical activity to parents.</li> </ul> | <p>£0</p> | <p>The travel tracker system works well, and pupils enjoy using it in the morning. It is well embedded within our morning routine. We were ranked number 1 in Lancashire last year and are regularly in the top 10 this year. Pasta club was provided by The Sports Partnership and has run twice this year. Parents and (targeted) children from Y1/2/3/4 were invited to attend the club to learn how to cook healthy food and participate in physical activity. This club was well attended, and all spaces were taken. Our school was also used for a promotional video to promote the scheme. The feedback from parents was very positive with parents stating that they liked having new ideas for things to cook and that their children tried new foods that they would not have tried at home.</p> <p>Y5 completed the Healthy Lifestyles unit and at the end invited family members into school to share their learning. This included the pupils teaching HIIT, Yoga, the importance of sleep and sensible use of devices, as well as nutrition to their parents. Again, this was well received and the pupils</p> | <p><b>Sustainability</b><br/>We continue to consult with parents moving forwards. The travel tracker monitoring is a free resource and has full support from SLT so we will continue to use it. It provides a useful in sight in how our pupils get to school and can help to promote active travel.</p> <p><b>Next steps</b><br/>Consider the feedback from parents and look at opportunities to provide support next year. We will look at more whole school events to involve parents.</p> <p>All classes to involve parents in the Healthy Lifestyles unit as Y5 did this year.</p> |
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|  |  |  | <p>demonstrated a thorough understanding of the learning by teaching it to their parents. A healthy lifestyles survey of parents had a good response and demonstrates that many of our families are active and understand the need for physical activity.</p> <p>The results show that</p> <ul style="list-style-type: none"><li>• 22% of families are active everyday and 64% are active once or more per week.</li><li>• Only 3% of families stated that they do not do any activity at all.</li><li>• 66% of families walk as a family activity.</li><li>• When asked about personal physical activity this increased significantly with 39% being active daily and 51% once or more per week.</li></ul> <p>Parents also shared a wide range of ideas we could do in school to support the pupils and their families further in being physically active. We will use these points to plan for further support next year.</p> |  |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |  |                               | Percentage of total allocation:   |   |
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|  |   |  |                               | 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?:  |   |
| Continue to support the PE subject leader, who is new to the role. PE remains a focus in school and needs to be driven by the subject leader.                | <ul style="list-style-type: none"> <li>• ES and KR to meet regularly to plan action points.</li> <li>• Update the curriculum map and keep informed of national updates.</li> <li>• Observation of staff and quality assure visiting staff.</li> <li>• Audit school staff and consider needs.</li> <li>• Set up pupil voice.</li> <li>• Attend PLT and cluster meetings with the Sports Partnership</li> <li>• Ensure that PESS premium is reported and spent wisely.</li> </ul> |  | Included in CSSP and ESPE K13 | <p>ES and KR have met every Monday for 15 minutes during Spring 2, Summer 1 and Summer 2 as well as having termly full morning sessions to support KR. KR feels more confident in leading the subject and is well supported. Since KR became subject leader, PE has improved across the school through consistency, knowledge and organization. KR is a strong leader and is passionate about driving PE forwards. Her confidence has increased enormously and was able to share her leadership with the Ofsted inspector. Outside providers have been quality assured and feedback given. All were good or above in their teaching of our pupils.</p> <p>KR attended PLT day with the Sports Partnership, CHIP subject cluster meetings and the PE</p> | <p><b>Sustainability</b><br/>These sessions were all included within existing packages that we buy into or were free. KR will use the knowledge acquired to share with staff and in future planning for PE across the school.</p> <p><b>Next steps</b><br/>Use the knowledge and experience gained to plan PE moving forwards. The announcement of the funding for 2 years has allowed KR to plan further ahead knowing that this will be in place.</p> |

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|  |  |                      | conference with Pro Sport. This provided an opportunity for networking as well as developing subject knowledge, gaining new ideas to share with staff and develop her subject leadership.   |   |
| Promote opportunities for pupils who are more reluctant to engage in PE lessons and sports opportunities outside school.   | <ul style="list-style-type: none"> <li>● Liaise with staff to identify more reluctant pupils who would benefit from support.</li> <li>● Timetable support</li> <li>● Deliver and monitor.</li> </ul>           | Included in ESPE K13 | The following sessions were provided by ESPE in the first half of the year.<br>A1 – FMS intervention KS2<br>A2 – Yoga/nurture Y5/6<br>Sp 1 – Yoga/nurture Y1/2<br>Pupils enjoyed the session and regularly asked for more sessions. The FMS group improved their skills over the course especially in working in smaller groups. All pupils improved by at least one level in each are of FMS. The Yoga sessions were well received, and pupils enjoyed attending them. They really enjoyed the smaller group work. | <p><b>Sustainability</b><br/>The skills learnt by the pupils will remain with them. Through focusing on FMS allows these pupils to fully participate in curriculum PE.</p> <p><b>Next steps</b><br/>Focus on opportunities for these pupils to experience festivals outside of school.</p>      |
| Provide staff with a staff sporting kit to wear for teaching PE lessons and when taking children to competitions. This will encourage all staff to be physically active during lessons, as they are appropriately dressed and welfare staff to be physically active at lunchtimes with children. | <ul style="list-style-type: none"> <li>● Research suppliers for school kit and prices.</li> <li>● Order samples in order for staff to try on and check the quality.</li> <li>● Order kit for staff.</li> </ul> | £683.25              | We have ordered staff Polo shirts and Zip up hoodies, which are embroidered with the school logo and have the word 'staff' across the back. This allows our school staff to be easily recognisable at competitions and will encourage staff to be more active during PE lessons. It also raises the profile of PE and sport in the school as the staff are setting the example to the pupils.   | <p><b>Sustainability:</b><br/>All staff have their kit and will be able to wash it and rewear.</p> <p><b>Next steps:</b><br/>Ensure staff know the expectation of them to wear their staff kit on their PE days and if representing the school. Welfare staff to wear theirs at lunchtimes.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |                    |  | Percentage of total allocation:  |
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|  |  |                    |  | 61%  |
| 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 a recent staff audit, our teachers have indicated that they would like to refresh and develop their knowledge and confidence in teaching Gymnastics, especially in using the apparatus. This is even more important as we have identified that Gymnastics is an area that our pupils need to develop further. | <ul style="list-style-type: none"> <li>• Book a staff training session with ESPE ES to deliver staff training.</li> <li>• Monitor and observe teaching of gymnastics.</li> <li>• Provide further support as needed.</li> <li>• Monitor effectiveness of training.</li> <li>• ES and CSSP to work with the least confident staff in Spring 1 PE lessons.</li> </ul> | Included below     | <p>Practical Gymnastics staff training held in school on Weds 18<sup>th</sup> Jan for all staff. Feedback from the training was very positive and staff not only increased their knowledge around teaching gymnastics, but also stated that they felt more confident in using the apparatus.</p> <p>The curriculum map was adapted so that all classes had two Gymnastics lessons in Spring 1. This was necessary as we observed that our pupils found balance and climbing a challenge, especially in using apparatus. This was reported by many members of staff and also observed by ES and KR. Staff reported that there was a marked improvement in the pupils' gymnastics skills and</p> | <p><b>Sustainability</b><br/>Teachers were trained and able to put into practice their new learning straight away. This increased knowledge and confidence will remain with staff throughout their teaching careers.</p> <p><b>Next steps</b><br/>Survey staff and plan support as appropriate making sure that the timing of the training matches the delivery.</p> |

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|  |  |  | <p>confidence through completing the gymnastics across two lessons for the half term. Many staff also stated that they had more time to cover then content and also to get the apparatus out following the training.</p> <p>Class teachers in Y2, Y4, Y5 and Y6 also received support in teaching gymnastics for the Spring half term. The focus of the support was using the apparatus.</p> <p>Members of staff highlighted the benefit of having CPD in this for both themselves and the pupils. One teacher stated in the staff audit that</p> <p>“The support was extremely beneficial. To have a specialist with you, especially when using apparatus is so useful.”</p> <p>Another member of staff stated that “it was very helpful, as a new staff member it gave me the confidence to use all of the gymnastics equipment available.”</p> |  |
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| <p>Due to changes within the staffing team, we need to continue to audit staff and support all staff members in the delivery of high-quality PE and physical activity. We have subscribed to PE passport; we need to ensure that we use PE passport and data to ensure that as a school we continue to raise attainment in PE. New staff will also need support in using the app for planning and teaching, as well as assessment. In addition, several teachers have changed year groups and will need support in teaching PE in their new class.</p> | <ul style="list-style-type: none"> <li>• Complete staff audit to consider current confidence levels in teaching PE.</li> <li>• Evaluate staff audit and plan support as appropriate.</li> <li>• Purchase PE passport to support teaching, learning and assessment.</li> <li>• Ensure that all staff are confident in accessing and using PE passport.</li> <li>• Observe staff and quality assure outside providers.</li> <li>• Review the support given over the year and how it was effective/could be improved.</li> </ul> | <p>CSSP - £5500<br/>ESPE - £5500</p> | <p>During our pupil voice in December 2022 pupils shared the following</p> <ul style="list-style-type: none"> <li>• 100% of pupils asked enjoy PE lessons.</li> <li>• 100% of pupils asked understand what they are learning in PE.</li> <li>• 100% of pupils know what they need to do to improve in PE. Pupils shared that they understood the need to practice, teachers demonstrated and gave feedback as well as improvement advice.</li> <li>• All pupils understood the importance of being physically active and gave a range of reasons of why this is important. Most pupils related this to health, such as keeping your heart healthy, muscles strong and the prevention of disease and illness. Some also related this to improvement in ability in sport and that it is fun.</li> <li>• Pupils enjoy the clubs on offer at school and offered</li> </ul> | <p><b>Sustainability</b><br/>Moving forwards we do not feel that we need as much support in CPD for PE as teachers now feel much more confident across the range of areas in PE. Therefore, we will not be having CPD from the Sports Partnership, but will be keeping ESPE as staff feel that this support is more beneficial.</p> <p><b>Next steps</b><br/>Plan targeted support based on the staff audit. Look at Lancashire provision for more specialised courses that is appropriate to members of staff.</p> <p>Consider a new scheme of work as staff find the Lancashire Scheme to be lacking in variety.</p> |
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|  |  |  | <p>suggestions for future clubs.</p> <p>Curriculum support given to staff over the year by either ESPE or CSSP</p> <p>A1 – FMS Games (Bounce a ball) Y2, Invasions Games (Netball) Y3, Invasion Games (Basketball) Y5 and Y6</p> <p>A2 –Healthy Lifestyles (Yoga) Y1, Dance Y1 and Y3, Cheerleading Y4 Sp1 Gymnastics Y2, Y4, Y5 and Y6 Sp 2 FMS Reception, Target games Y3,Net &amp; Wall Y5 and Y6</p> <p>Su 1 – OAA Y2 and Y5</p> <p>Su 2 – S&amp;F Y1 and Y4, Athletics - reception and Y6</p> <p>Following the PE audit, staff have been supported in areas that they are least confident in. Staff have shared that they benefit from the expertise of having a PE specialist and coaches to support them in the delivery and assessment in PE.</p> |  |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> | Percentage of total allocation:<br>31% |
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| Intent                            | Implementation            | Impact  |                              |
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| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do  |
|                                   |                           |         | Sustainability and suggested |

| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | achieve are linked to your intentions:  | allocated:  | pupils now know and what can they now do? What has changed?:  | next steps:   |
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| <p>Our pupils enjoy a wide range of opportunities to participate in a variety of extracurricular clubs. There is also a great benefit to them in taking part in activities outside the school day. We will continue to provide a wide range of clubs and monitor attendance to ensure that pupils get the opportunity to participate. We will also look to signpost pupils to clubs within the community for further development.</p> <p>Post covid our participation in clubs and competitions has dwindled so we really want to increase engagement with these again.</p> | <ul style="list-style-type: none"> <li>• KR/BL to plan a range of clubs and timetable.</li> <li>• Use the CSSP competition calendar to plan clubs in preparation for competitions.</li> <li>• Source outside providers to deliver clubs where appropriate.</li> <li>• Consider the needs of pupils when planning clubs.</li> <li>• Logistics in providing clubs, such as informing staff, parental consent, booking providers etc.</li> <li>• KR to build links with local clubs.</li> <li>• Monitor attendance at clubs and consider how to engage pupils that do not attend.</li> </ul> | <p>£254.95 Netball kit</p> <p>£160 Football club</p> <p>£90 Tri Golf club</p> | <p>This year we have offered 29 sports/health related clubs. 86% of the school have attended a sports/health related club.</p> <ul style="list-style-type: none"> <li>• KS1 - 88%</li> <li>• KS2 - 85%</li> <li>• Pupil Premium - 76%</li> <li>• SEND - 89%</li> </ul> <p>Children enjoy all the clubs offered and often go on to represent the school at competitions. We have taken part in 12 inter school competitions this year and held our own intra school rounders tournament. This was run and organised by our sports ambassadors.</p> <p>At a Netball league we had several children scouted by Chorley Infernos.</p> <p>After school clubs – CSSP, these are in addition to the clubs run internally.</p> <p>Au1 -Football<br/>Aut 2-gymnastics<br/>Sp 1 - gymnastics<br/>Sp 2 – Dodgeball</p> | <p><b>Sustainability:</b><br/>We are very lucky that our teachers and SLT are supportive of running extracurricular clubs and all teachers are willing run clubs throughout the year. Parents are also offered the opportunity to pay for clubs such as Judo and Zumba, and uptake is good in these clubs.</p> <p><b>Next steps:</b><br/>Increase engagement with clubs through a reward system for children who regularly attend clubs, providing a prize such as an active family day out or garden sports equipment.</p> |

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|  |   |  | <p>Sum2-cricket</p> <p>One child invited to a G&amp;T dance competition.</p> <p>We also had external providers support the delivery of a football club, Zumba, Judo and Tri Golf.</p>   |  |
| <p>Change our swimming provision. For some time, we have been considering changing our current swimming provision as it does not work for our pupils, and we feel that it would be good to trial an alternative. To this end we will research other options available to us.</p> | <ul style="list-style-type: none"> <li>• Consider alternatives to current provision.</li> <li>• Costs of other options and logistics.</li> <li>• Book alternative option and put associated arrangements in place.</li> </ul> | <p>£1474.43 additional pool time to allow all classes from Y2 to Y6 to swim.</p> | <p>This year we changed our swimming provider from the local leisure centre to Pools 2 Schools. We had a pop-up pool on our playground for 2 weeks and children participated in swimming lessons every day for 2 weeks. This was a great success which saw 80% of the year 3 curriculum swimmers meet the national curriculum requirements. The children really enjoyed their swimming lessons and made excellent progress.</p> <p>One parent said: “My daughter is in stage 1 and has had approximately 11 lessons before she started going this week in school. I took her tonight for her lesson and could see a massive improvement in all areas. Very confident swimming on her back and putting her face in the water which were all areas she had been struggling with. The swimming</p> | <p><b>Sustainability:</b></p> <p>The pool is already booked for September of the next academic year. There is already a positive attitude towards the pool being on site and the logistics. We find that the time saved by not having to travel is a huge bonus, as well as the improvement in success and confidence of our pupils.</p> <p><b>Next steps:</b></p> <p>Monitor the swimming provision and data to ensure it is continuing to work for our school.</p> |

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|  |  | <p>instructor noticed straight away the improvement and mentioned to me that she has had the "lightbulb moment" where everything begins to click. The swimming she did at the school was what helped her to have this "lightbulb moment" of which I have no doubt. She has enjoyed all lessons this week and is a lot more water confident."</p> <p>Another said "Our boys loved the lessons. They felt at ease and comfortable. The pool temperature was perfect, and he was able to enjoy the lessons. This is a big problem for one of my children. It stops him from doing the lessons if the water temperature is too cool. They both did so well in the lessons"</p> <p>As the swimming pool was on-site we were able to extend our swimming provision to allow all pupils from Y2 through to Y6 to swim over the two-week period. We would normally only be able to take year 3 pupils.</p> |  |
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| <p>Health week</p> <p>Each year we hold a health and fitness week with the aim to introduce the children to new sports and inform them on how best to stay fit and healthy.</p> | <ul style="list-style-type: none"> <li>• Book a range of providers to come in throughout the week.</li> <li>• Timetable the week, liaising with providers.</li> <li>• Inform parents of the week.</li> </ul>   | <p>Total = £3575</p> <p>Street dance =£570</p> <p>Rugby = £800</p> <p>Skateboard = £450</p> <p>Summer Games Day = £545</p> <p>Quidditch = £790</p> | <p>Health and fitness week was a huge success with the children taking part in lots of active sessions. We had workshops from Drumzaloud (active drumming), traditional games for KS1, Dodgeball, archery, volleyball, Quidditch, wheelchair basketball, Healthy eating sessions from Inspire, Skateboarding, Escape rooms focusing on teamwork and communication and Wigan Warriors. The children had an excellent week taking part in these activities, which clearly inspired them. Following on from the week, some of the playleaders gathered different equipment and set up their own game of Quidditch at lunchtime based on what they had learnt about the game.</p> | <p><b>Sustainability</b></p> <p>Health week is a highlight of the year for staff and pupils. Having a whole week to focus of health and fitness really helps to develop the knowledge and skills of our children. They also become much more aware of the opportunities available to them. This also has the same impact on the staff too.</p> <p><b>Next steps</b></p> <p>Plan health and fitness week for next year.</p> <p>Monitor the impact, for example how many pupils go on to seek out new activities.</p> |
| <p>Ensure that all children are able to ride a bike safely and competently through completion of Bikeability level 1 and 2 and balance bikes for reception.</p>                 | <ul style="list-style-type: none"> <li>• Book bikeability and balance bike sessions with CSSP.</li> <li>• Ensure all children in Year 5 have a roadworthy bike to participate in bikeability.</li> <li>• Check if any children need to complete learn2ride first.</li> </ul> | <p>Included in CSSP</p>  | <p>As part of our package with CSSP Year 5 receive bikeability training, across 2 days. All children in the class completed and passed both level 1 and level 2. They really enjoyed this experience and learnt how to ride safely on the roads. As a reward for their hard work at the end of the course, they will be</p>   | <p><b>Sustainability:</b></p> <p>The children who completed the courses are able to ride a bike safely, which is a life skill.</p> <p><b>Next steps:</b></p> <p>Ensure this is included in our package next year with CSSP.</p>   |

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|  |  | able to go on a long bike ride with their instructors.<br>In reception, the children had a morning of balance bike training with CSSP. This built their confidence with balancing before moving onto pedaled bikes, as well as their steering ability and hand eye coordination. |  |
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| Key indicator 5: Increased participation in competitive sport   |  |   |  | Percentage of total allocation:   |
|---|--|---|--|---|
|   |  |   |  | 1%  |
| 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:  |
| Promote national sports events to inspire and engage our pupils, especially in our sports day and inter school competitive events. This will also promote our pupils' understanding of the world outside Coppull, so we will use events, such as the World Cup to extend their understanding. | <ul style="list-style-type: none"> <li>• Create a calendar of sporting events over the year to engage staff and pupils.</li> <li>• KR to plan activities and promote to staff.</li> <li>• Inform pupils and parents of key National Sports events</li> </ul> | £122.32<br><br>Resources to support especially Sports Day | During the recent World Cup in Qatar, we had a class sweepstake, which was drawn in the hall during an assembly. Each class and the teachers team received 4 teams drawn out of the hat. The class with the winning team, were rewarded with an extra afternoon of sports with CSSP.<br><br>We have also talked about the women's world cup, the ashes and | <b>Next steps:</b><br>Link sports day next year to the Olympics 2024.<br>Continue to build intra school competitions and assemblies into the whole school calendar. |

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|   |  |                  | Wimbledon in classes and assemblies.  |   |
| Our pupils enjoy competitions against other schools, and it is character building to go to other schools to compete. It also encourages fair play, teamwork and pride in representing our school. To facilitate this, we will engage with our local School Sports Partnership to increase opportunities to compete against other schools. We will also look at opportunities for friendly fixtures against local primary schools. | <ul style="list-style-type: none"> <li>• Liaise with the CSSP to enter competitions.</li> <li>• Plan competitions and include in the school diary using the CSSP competition calendar.</li> <li>• Logistics in attending competitions e.g., transport, parental consent, informing staff etc.</li> <li>• Record attendance on PE passport</li> <li>• Monitor pupils and consider pupils who do not usually take part in competitions.</li> </ul> | Included in CSSP | This year we have participated in 12 competitions provided by CSSP. We have also organised friendly football games with another school in our cluster, which the children really enjoyed. We were lucky enough that some of our year 5 children were chosen to represent our school at the Lancashire School Games Day at Stanley Park in Blackpool. The day consisted of an opening and closing ceremony, medal ceremonies and our children took part in a multiskills event based around tennis skills. | <p><b>Sustainability:</b> Links with other schools in our cluster schools have been made at recent CHIP subject leader meetings, to organise more inter school competitions amongst ourselves.</p> <p><b>Next steps:</b> Link sporting clubs with competitions wherever possible. Ensure children have time to practice the skills needed in competitions in order to allow them the chance to win medals. Enter a wider range of competitions and festivals next year.</p> |

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| Signed off by   |              |
| Head Teacher:   | Frances Bird |
| Date:           | 06.07.23     |
| Subject Leader: | K. Robson    |

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| Date:     | 6.7.23                     |
| Governor: | <i>Reverend Matt Horby</i> |
| Date:     | 06.07.23                   |