

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised December 2022



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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

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

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1910.80
Total amount allocated for 2020/21	£17780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1901
Total amount allocated for 2021/22	£17790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19691

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	<p>Kay – please can you add in data in the boxes below or the current Y6 pupils?</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>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.</p> <p>Please see note above</p>	<p>100%</p>
<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>	<p>100%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<p>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?</p>	<p>Yes – see KI4</p>

Action Plan and Budget Tracking

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

Academic Year: 2021/22		Total fund allocated: £19691		Date Updated: 21 st June 2022	
<p>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</p>					Percentage of total allocation: 11%
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:
Reintroduce play leaders to provide structured play at lunchtimes to all pupils. This has been very successful in the past, however due to restrictions in place we have not been mix pupils and share equipment. This “relaunch” will be dependent on restrictions being lifted, however we are keen to get this restarted as it has been a success in the past.	<ul style="list-style-type: none"> • Monitor restrictions and guidance • When appropriate train play leaders and welfare staff. • Liaise with welfare staff regarding lunchtimes. • Create play leader rota • Audit equipment • Inform pupils and staff 		<p>£213.32</p> <p>New play leader equipment e.g. parachutes, scarves, skipping ropes to encourage play.</p> <p>Included in ESPE see K13</p>	<p>Play leader training took place in Summer 1 with Y4 pupils in preparation for them moving into Y5. All Y4 pupils were trained and enthusiastic. Pupils were also given the opportunity to apply for team leader roles. The standard and number of applications for these roles was very impressive, with pupils showing maturity and interest. Following the play leader consultation prior to training pupils and welfare staff identified that equipment was a limiting factor as there was little variety. We therefore bought some new equipment with support from the PTFA who bought the storage boxes for the new equipment. This new equipment was available for the training session</p>	<p>To continue this next year, it would be beneficial to do a further training session with the play leaders in September. By training the welfare staff play leaders would be able to continue without the PESS premium as this would be able to be delivered “in house”. SLT see the benefits of this programme and are keen for it to continue, not only for the health benefits but also for improved behaviour at lunchtimes, leadership opportunities and pupils playing with children from other classes. The cycle would also move on for the current play leaders to be involved in training subsequent leaders by</p>

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			<p>and motivated the pupils further. A whole school assembly was delivered, and pupils were introduced to the play leaders and programme as many of the pupils had not experienced it before. Lunchtimes now have more structure as a result and the younger children in particular are more active. The play leader's leadership skills are developing as they gain experience.</p>	<p>sharing experiences and supporting them in the summer term.</p> <p>Next steps Further training session in September 2022 for the current leaders and welfare staff to offer new ideas and develop their skills further. In the summer term 2023, current play leaders to assist and support the new play leaders. Pupils and staff consultation to be repeated in Autumn 1, Spring 1 and Summer 1 to consider further improvements.</p>
<p>Aim for the whole school to be involved in 30 active minutes per day. We would like the pupils to be active for 30 minutes during the school day, understand why this is important and know why it is beneficial to health. We also want the children to understand and know a wide range of activities that provide daily physical activity and how they can take part in them.</p>	<ul style="list-style-type: none"> • Discuss with staff current activity levels and how daily active minutes are delivered. • Consider the best ways to deliver the 30 active minutes in small chunks over the day. • Consider safety implications following covid, especially classes mixing (bubbles) and how we can implement active minutes whilst keep staff and pupils safe. • Share with staff the plans to incorporate the daily active minutes. • Timetable the MOKI trackers over the year • Set up classes and get Moki's ready for use. 	<p>£300 prizes for the winning classes to be spent on activity equipment chosen by the class – 3 classes @ £100 per class.</p> <p>Unfortunately, this has not been spent due to issues with the Moki trackers as the classes could not compete</p>	<p>During the Autumn and Spring terms all classes were doing three 5minute brain breaks in the morning at the discretion of the teacher, depending on how it would fit in with their learning on that day. All children also completed a run of 15 mins, aiming for a mile. We had to be realistic regarding expectations around this and to ensure that pupils enjoyed the run, especially as we have seen a drop-in fitness levels as a result of the pandemic. Classes use a medal table for each workout or daily activity with teachers using the whole school Dojo system to reward pupils. We have a range of resources that support the active minutes</p>	<p>The active minutes are well embedded in school life and are reflected in our school driver of Healthy Lifestyles. SLT are fully supportive of this and reinforce that all classes must carry out their active minutes. Our pupils are confident in performing a range of physical activity and have a positive attitude. Our school uniform has also been changed to an "active uniform" which promotes pupils to be active as much as possible during the school day. Again, this shows the commitment of SLT and governors to promoting physical activity in our pupils.</p>

	<ul style="list-style-type: none"> Logistics – informing parents, pupil expectations. 	<p>against each other.</p>	<p>including Imoves, activity cards and support from our specialist PE teacher from previous years. During the Summer term as restrictions eased we decided that it would be a good time to revisit the daily active minutes to promote a wider variety of activities. This has been really well received by pupils. We have retained the three 5-minute breaks in the morning as teachers are well equipped to provide these as appropriate within their classrooms. We have introduced a themed day for the longer 15-minute session to cover a much wider variety of activities. This includes Monday Mile (running) Tuesday Tunes (dancing) Workout Wednesday (fitness) Thoughtful Thursday (yoga) Fitness Friday (dancing/fitness)</p> <p>The Moki's were planned to be with each class for a term to reinforce healthy habits. This system worked well last year. Unfortunately, due to issues with some the trackers, we have not been able to use the MOKI's to their full potential this year. This is disappointing following the success of using them last year.</p> <p>We have, however, continued to focus on daily physical activity across the school and have been</p>	<p>Moki are replacing faulty watches and guarantee them so moving forwards this will be introduced again in September.</p> <p>Next steps Continue to introduce new ideas and activities to engage and inspire pupils in the daily active minutes. Reintroduce the Moki trackers in September.</p>
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			able to adapt to the restrictions in place and then subsequently lifting as described above.	
Promote physical activity outside of school, particularly through the whole school active travel scheme. Parking is a problem around school and the majority of our pupils live close enough to walk. Through encouraging active travel encourages pupils to participate in daily physical activity outside of school, as well as their parents.	<ul style="list-style-type: none"> • Set up the wow travel tracker for each class. • Classes to complete the tracker daily. • Consider reward or monitoring system. • Communicate with staff, pupils and parents. 	Free	<p>Each day children record how they travelled to school online. This is done in classrooms by the pupils. The children earn badges each month for active travel and wear these proudly on their school uniforms.</p> <p>In May 2022, the school were chosen for a special visit from Stryder, the travel tracker mascot, as we were in the top 10% of schools in Lancashire for engagement with the tracker. This was a huge achievement for the school and demonstrates how successful it has been.</p> <p>EYFS and KS1 are participating in the right start programme to teach the children how to cross roads safely when travelling to school.</p>	<p>This project has been led by the head teacher directly and links to our school driver of healthy lifestyles and so shows the importance placed on it. By encouraging parents to be active in their travel to school sets a good example for pupils to continue.</p> <p>Next steps Consider other ways to educate and encourage parents to facilitate 30 active minutes beyond the school day.</p>
Continue subscription to Imoves to promote daily physical activities through activities that are suitable for the classroom This also links to KI3 – developing staff confidence in teaching dance.	<ul style="list-style-type: none"> • Purchase subscription to Imoves • Ensure that all staff, especially new teachers, have access to the content. • Remind/make staff aware of the content, particularly for physical activity. • Encourage staff to use Imoves to support planning 	£997 (also links to KI3 – through developing staff knowledge and confidence in teaching dance)	<p>Staff are aware of and regularly use the daily physical activity section of Imoves. The content is high quality, short bursts and regularly updated which maintains interest. The platform gets used as it is easily accessed. Imoves is also used for teaching dance across the school. DR the year 3 teacher who is not confident in teaching dance used</p>	<p>Through using Imoves teachers gain further ideas and knowledge to deliver high quality physical activity and dance. This knowledge, experience and planning will remain with the staff for future units of work.</p> <p>Pupils experience a wide range of physical activities and dance to hopefully enjoy throughout</p>

	for daily physical activity and dance.		this resource well for the dance unit of work, especially having already used it and was familiar with it for the daily active minutes. PC in Y2 also used the resource for dance, and recorded their routine for parents to watch and is also available on PE Passport.	their lives at Coppull Parish and beyond. Next steps Audit staff to consider if the resource will be needed and used next year.
Provide opportunities to promote gross motor skills through Balance bikes in reception and bikability in Y6. This will also promote cycling outside of school as a physical activity.	<ul style="list-style-type: none"> • Book sessions for Bikeability and balance bikes. • Inform parents and class teachers of the sessions and gain consent. • Delivery of sessions • Logistics – bikes and helmets for Y6. • Identify pupils that may need Learn2 ride sessions in Y6 prior to Bikeability. 	<p>£50 bikeability</p> <p>£30 learn to ride</p> <p>4 hours Balance bikes funded.</p> <p>£850 Balance bikes, helmets and digger for physical development in EYFS & Y1</p>	<p>Balance bikes sessions – delivered on 10th and 17th Jan 2022</p> <p>The children all enjoyed these sessions and became so much more confident within them. Children who were previously unsure and unable to lift their feet up, were whizzing around balancing and steering confidently by the end. Learn 2 ride delivered on 25th May 2022 – 2 children participated. One of these children didn't own a bike previously and following the course, her parents bought her a bike and continued to work on building confidence on the bike. L1 and L2 Bikeability delivered on 20th and 21st June 2022. The children all really enjoyed the course. All 31 children completed and passed L1 and L2.</p> <p>The balance bike sessions have been so successful with our EYFS children we have decided to purchase our own balance bikes</p>	<p>Once learnt pupils will always be able to ride a bike and is a skill for life. Bikability is an important date in our school calendar for our Y6 pupils.</p> <p>Next steps Member of EYFS staff to attend training on gross motor skills and physical development to improve our outdoor provision.</p>

			so we can build upon this in our own provision.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7%
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:
Support a new subject leader who is covering a maternity leave/sickness to ensure that high standards are maintained and that PE continues to be highly important and well led at Coppell Parish. In Summer 2, due to staffing a new PE subject leader was appointed at the end of the maternity cover. The new subject leader is a strong leader but will need support in developing subject knowledge.	<ul style="list-style-type: none"> • ESPE to meet with DR regularly to plan action points. • Update curriculum map and • Co-ordinate support from CSSP and ESPE in line with staff audits/needs. • Update PE policy. • Ensure that EYFS PD is in line with the new curriculum and links directly to KS1 PE. • Staff observations to ensure that PE is of a high quality across the school. • Attend meetings such as PLT day/CPD to develop knowledge. • Ensure that PESS is spent well and reported as required. 	<p>£800 – CSSP</p> <p>£347.93 supply for DR</p> <p>Included in ESPE See K13</p>	<p>DR attended PLT day as an opportunity to develop his subject knowledge and build links across the network. DR stated that he found the day to be hugely beneficial as it provided an opportunity to network and discuss ideas with other PE leaders, especially regarding pupils mental and physical health and wellbeing. DR also found it useful to increase his knowledge around the obesity data, PASTA and getting parents involved. Regular meetings with DR and subsequently KR have ensured that PE continues to be a strength in the school with clear action plans and focus. Support in updating the PE policy, curriculum map and PESS</p>	<p>New subject leader appointed in Summer 1 is confident as a subject leader but needs support in subject knowledge to continue to lead the subject well. The new subject leader is very competent and capable to drive PE and offer new opportunities. PESSPA has many opportunities to link with the whole school drivers, especially healthy lifestyles, mental health and wellbeing and diversity. KR and ES to continue to look at ways to develop this.</p> <p>Next steps Consider how best to support the new subject leader. Whole school staff meeting is planned for September to</p>

			<p>of PESSPA. A number of staff have been observed by the PE subject leader, including outside providers – ESPE and CSSP. All observations show that PE is taught well in the school. It was especially pleasing to see that PC Y2 was using plans and knowledge gained from teaching with ESPE to support her gymnastics teaching when observed. It was evident across the school that PE is well taught using the Lancashire Scheme of Work. There are areas for development, however, standards and expectations are high and pupils enjoy PE.</p>	<p>ensure that all staff are up to date with the vision for PESSPA in the new academic year.</p>
<p>Consider the needs of pupils and staff during and post covid and amend the whole school curriculum map to ensure that those needs are met. To support this, we will subscribe to PE passport to ensure continuity and progression in the planning, teaching and assessment in PE across the whole school.</p>	<ul style="list-style-type: none"> • Subscribe to PE passport • Ensure that all staff have access. • Training for staff/update • Upload curriculum map • Regularly check that assessment data is current. • Support staff as required. 	<p>£285 PE passport subscription</p>	<p>Whole school curriculum map updated in line with new units in PE passport and the needs of the pupils' post covid. In particular, we have decided to deliver 2 gymnastics units this year as we were unable to teach any in school last year due to covid. When we delivered the gymnastics unit of work, pupils were more cautious when using the apparatus and lacked confidence in the initial lessons. This improved greatly as the unit of work progressed. For example, in Y3 many pupils found it difficult to step from one level to another, due to</p>	<p>PE passport is a minimal cost and the resource is well used. It is also updated to include new units of work, which is much more effective and easily accessed than paper copies. The information shows progression of pupils from Reception to Y6 and can be used to inform future planning.</p> <p>Next steps Ensure that staff remain confident in using PE passport and provide further training as required. Amend and update the curriculum map prior to</p>

		<p>confidence and core strength. By the end of the unit of work, all pupils were able to change from one height to another confidently. We have also included OAA to all classes to continue the promotion of teamwork skills post lockdown. For the games units we have updated the curriculum to include a wider range of games to maintain pupil's interests through the inclusion of new units from the PE passport/Lancashire scheme of work, such as the target games and playground games units. The long-term planning grid has been completed and is available on PE passport and is available for all staff. This ensures that staff can easily access the units of work and that the full National Curriculum is fully covered at each Key Stage.</p> <p>We have also created a map from the new EYFS curriculum to demonstrate where there are opportunities for physical development in school and how this is covered in the EYFS units in the scheme of work. This shows a clear transition from EYFS to KS1 PE.</p> <p>By subscribing to PE passport, it ensures that the planning and assessment of PE is consistent and can be used to inform one another. It also ensures that the</p>	<p>Autumn 1 to ensure that we continue to meet the needs of our pupils and staff whilst ensuring high quality PE teaching for all pupils.</p>
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			subject leader can quickly and easily look at information to be able to drive the subject effectively and plan to meet the needs of the pupils.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
47%

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?
There have been changes within the staff team. We will need to continue to audit staff and provide relevant CPD to all staff as needed to maintain high quality PE across the school for all pupils. There are 3 new teachers in school and changes within year groups. Staff will also need support in delivering engaging lessons whilst adhering to any guidelines in place.	<ul style="list-style-type: none"> All staff to complete audit. DR/KR and ES to review staff audits to plan the support needed. DR book the CSSP and ESPE ES to provide lesson plans and resources to staff for the unit taught. Review the support given at the end of the year and how it was effective. Re-evaluate the curriculum map to consider new opportunities. 	£5500 ESPE £3696 – PE lessons and AS clubs (also cover KI4) – Thursdays	The following support has been delivered in school this year ESPE support – Y6 Hockey, Y4 Rugby EYFS, Y1 FMS Y1, Y3 Gymnastics Y4 Handball, Reception Games FMS assessments all years Y3, Y2 Athletics CSSP support EYFS, Y1, Y2 and Y3 gymnastics Y3, Y4, Y5 and Y6 OAA Y3, Y4, Y5 and Y6 Football Y1, Y2, Y5 and Y6 Cricket The end of year staff audit shows that 4 out of 7 staff feel confident in teaching PE. Staff have identified that the support given has been valuable –
			Sustainability and suggested next steps: Staff will retain the skills, knowledge and confidence gained from the support given to continue to provide high quality PE lessons for all pupils. Next steps Use staff audit from Summer 2022 to evaluate the effectiveness of the support given and plan future support. Continue to use the assessment data on PE passport to aid subject leadership. Consider how to support EYFS and Y1 further next year.

			<p>“showed me how to assess on PE passport. Also, when she completed FMS assessment she explained how it worked and what the children should be demonstrating for each level.”</p> <p>“Elaine is very knowledgeable and guides teachers through the lesson, pointing out good and bad technique where appropriate and how to adapt tasks”</p> <p>Our pupils look forward to PE lessons. We have very few incidents of forgotten PE kit or pupils not participating in PE lessons. This is clearly demonstrating that our pupils are engaged and are ready to participate in PE.</p> <p>Assessment data on PE passport shows that 88% of all pupils are working at the expected level or are exceeding. 67% of SEN pupils are working at or exceeding. 67% of our pupil premium children are working at or exceeding, with 22% of this group exceeding.</p> <p>EYFS – 69% expected or exceeding</p> <p>KS1 – 93% expected or exceeding</p> <p>KS2 – 90% expected or exceeding.</p> <p>This obviously shows us that EYF going into Y1 will need to be supported next year. It will also be beneficial to look at the curriculum at EYFS.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
After updating the curriculum map and completing an audit of the equipment available for PE we felt it necessary to purchase a small amount of equipment to enhance the curriculum	<ul style="list-style-type: none"> Look at the updated curriculum map. Identify the equipment needed to deliver the curriculum map, especially the new units introduced. Order equipment needed. Continue to liaise with staff to ensure that the equipment available is appropriate. 	£326.40 Sensy balls £75, Tennis balls £58, Netballs £115, Size 3 rugby balls £115 and bag £8, Floor hoc balls £8.40	We purchased some sensy balls, particularly for EYFS and KS1 as there was not a lot of equipment, especially balls suitable for these pupils, particularly to encourage catching and bouncing. These have been a huge success and used across school, including in KS2 to encourage LA pupils and intervention groups to develop confidence. The rest of the equipment has been well used in line with the curriculum map to ensure a broad and balanced curriculum has been delivered. Pupils have particularly enjoyed the rugby units of work at KS2 that was introduced this year.	The equipment is available for future teaching. Pupils have developed confidence and experienced now opportunities which will remain with them for future participation. Next steps Continue to monitor and audit the equipment available and opportunities to introduce new activities.
Additional swimming lessons for non-swimmers. Due to covid last year, our swimming provision was disjointed, as well as pools being closed for out of school swimming lessons. This has had a big impact on our pupil's ability to swim and meet the required standard.	<ul style="list-style-type: none"> Use previous data to audit pupils swimming abilities. Decide which pupils will need additional swimming lessons this year. Liaise with the swimming providers to facilitate taking an extra group of pupils in addition to our "normal" provision. 	£4296.60 33 children @ £6.20/session Autumn 1 – 8 sessions - £1636.80 Autumn 2 – 7 sessions -	As a school we have our normal provision for Y3 during the Spring and summer terms. Unfortunately, due to Covid our swimming was very disrupted last year. This year, we have chosen to use some of the SP money to provide further opportunities for non-swimmers in Y4/5/6 to receive further swimming lessons as one of their	Swimming is an important life skill and we place a high value on all of our pupils being able to swim before they leave our school. This skill will remain with our pupils for the rest of their lives. Next steps Plan swimming provision using

	<ul style="list-style-type: none"> • Liaise with staff and parents regarding the logistics of taking the pupils 	<p>£1432.20</p> <p>Spring 1 – 6 sessions - £1227.60</p>	<p>PE lessons.</p> <p>Year 6 – 10 children have had additional swimming – all have now passed.</p> <p>Year 5 – 26 children have had additional swimming – all but 4 have now passed. The remaining 4 will do additional swimming in Year 6</p> <p>Year 4 – 26 have had additional swimming – all year 4 pupils have now passed.</p> <p>Year 3 – 32 children have had their curriculum swimming – 22 pupils have passed, leaving 10 pupils to continue next year.</p>	<p>the assessment data next year. Look at opportunities to encourage parents to take their children swimming outside of school.</p> <p>Look at opportunities for Pools to Schools as an alternative provision.</p>
<p>Over the last few years, we have not been able to deliver our Health week, which is a shame as it is a highlight of our school calendar. Staff and pupils look forward to the opportunities to try new things that we would not be able to deliver within the normal curriculum. By bringing all of the opportunities together in one week has a big impact and also minimises disruption during the rest of the year.</p> <p>As restrictions are lifted it is possible to deliver a “normal” health week, which will be of huge benefit to our pupils linking PE, health, PSHE, science and many other curriculum areas.</p>	<ul style="list-style-type: none"> • DR/SC to consider the most recent guidelines for covid. • Confirm if health week can take place • Source providers for activities. • Book activities. • Promote health week to staff, pupils and parents. • Logistics associated with health week, such as risk assessments, timetables, parental consents. 	<p>Treebuds £400</p> <p>Tri Golf £300</p> <p>Beat goes in £428.75</p> <p>Urban Funk Latin dance £150</p> <p>HAK fitness drumming £420</p> <p>Total - £1698.75</p>	<p>Pupils and staff really enjoyed health week in its usual format. It was fantastic to see pupils enjoying the experience of new activities and working together as a whole school health week.</p> <p>We had a strong focus on mental health which was important for our pupils. For example, all KS2 pupils participated in a yoga session. At the start of the session pupils completed a body scan and shared that they had headaches or were tired. By the end of the session, when they completed the scan again, they felt much improved. Many said that they were going to go home and teach their parents. One member of staff</p>	<p>Health week is an important week in our school calendar, a significant amount is catered for within our own school staff. This week would continue without the PESS funding; however, it would be necessary to charge pupils for more “specialist” activities.</p> <p>Next steps</p> <p>Plan to deliver health week next year, with a wider range of activities.</p> <p>Look to engage with community clubs to offer a wider range of sports clubs to promote school links.</p>

			<p>also stated that their headache had gone by the end of the session. The parents enjoyed seeing updates of activities in health week via Dojo and feedback was positive.</p> <p>Parent quotes: “what an amazing week” “we didn’t get to do this stuff when we were at school” “Thank you for providing the children with such amazing opportunities”</p>	
<p>Our school is well known for providing a wide range of extra-curricular clubs to all year groups. We would like to re-introduce clubs when restrictions allow to promote physical activity, healthy habits also engage our pupils in sports. This brings about many benefits and provides opportunities for all pupils including SEN, our most able pupils and pupils who need to develop more confidence.</p>	<ul style="list-style-type: none"> • Consider the current restrictions in place, including bubbles and plan a club timetable when appropriate. • Consult staff in which clubs they would like to deliver. • Liaise with external providers in the provision of clubs • Logistics in delivering clubs, such as informing parents, staff and pupils, consent etc • Create a club timetable for each half term along with registers • Monitor attendance and consider how to engage pupils that do not attend a club. 	<p>Clubs included in the CSSP cost in K13.</p>	<p>81% of pupils attended at least one club over the year. 47 separate clubs were offered in a range of activities, including Maypole dancing, juggling, Zumba, Judo, football. A range of health and wellbeing clubs have also been offered, for example Positive Me, healthy heroes and mindfulness. A few examples of our club successes are highlighted below. Two Y6 pupils now attend Chorley Athletics club as a result of attending Cross Country club at school.</p> <p>Dodgeball has proved to be an especially popular club for pupils in Y3 and Y4. A Y4 pupil stated that “I have never been to a club before, but I love it!”</p> <p>The Y6 positive me club became more and more successful over the year with more pupils joining as the year went on. This was a</p>	<p>The majority of clubs are delivered by school staff and it is an expectation in our school. This means clubs are sustainable moving forwards. It is however beneficial to our children to be able to offer a wider range of clubs that our staff would not have the expertise to deliver. We do also have clubs that parents pay for such as Zumba and The Greatest Showman which could also continue regardless of Sports Premium funding.</p> <p>Next steps Continue to offer a wide range of clubs. Plan clubs to link to a competition to give pupils something to train for (as appropriate) Develop links to community clubs.</p>

		<p>lovely club as we have witnessed the confidence of the girls increase. The rounders club in the summer has helped the pupils to learn the rules and skills for the game in preparation for our summer rounders tournament. Pupils who attended the club clearly had a better understanding of the game and displayed good leadership teams in the tournament and were keen to share their knowledge.</p> <p>The KS2 Greatest Showman Club has been a roaring success to the point that we have been hugely oversubscribed with parents from KS1 asking for their pupils to be involved. The club has been well attended and pupils have been seen practising all round school, showing their dance routines wherever they can, especially at break times and in breakfast club. They are putting on an end of term performance to parents to showcase their skills.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Competitions offer a different set of skills and character development for our pupils. This is important to not just the physical development, but also social and mental skills of our pupils.	<ul style="list-style-type: none"> Consider the current guidelines in place and when it is appropriate to restart competitions. Look at the competitions available Enter competitions as appropriate. Logistics in attending competitions such as letters to parents, risk assessments, informing staff etc. 	£600	<p>In Lancashire restriction remained in place until the end of Spring 2. Our school was still in bubbles until the end of Spring 2 making external competitions impossible to attend. During Summer term we have started to re-introduce competitive opportunities to our pupils through internal competitions. These include</p> <p>Ran by the CSSP</p> <ul style="list-style-type: none"> Reception multiskills x3 KS1 Level 1 Pentathlon KS2 Level 2 Pentathlon <p>In school</p> <ul style="list-style-type: none"> Rounders Sports Day <p>Reception have competed in intra multiskills competitions each term. In the first competition they came 24th out of 27 schools and in the next competition they came 8th out of 27 schools. This is a huge improvement and shows how their physical development and fundamental movement skills have improved.</p> <p>Key Stage 1 and Key Stage 2 have participated in intra school pentathlon competitions. The children all really</p>	<p>Due to this year still being heavily affected by COVID (classes were still in bubbles and COVID cases were high until spring 2), the decision was made not to participate in inter school competitions this year. We have however, provided opportunities in school for competition with several organised by our school staff.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Participate in inter school competitions and festivals next year. Organise clubs to ensure children have the opportunity to attend a club before a competition.

		<p>enjoyed these competitions and performed well. Two children in year 2 achieved a bronze in this competition of which we are all very proud.</p> <p>In Summer 2, we held a rounders tournament in school. Over 50% of Key Stage 2 participated in the tournament. The sports councillors helped organise and run the tournament and held a draw where the children were put into six teams. The tournament was held at lunchtimes with the whole school watching the final.</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Kay Robson</i>
Date:	20 th July 2022
Governor:	
Date:	