

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2021** at the latest.

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.

Created by: [Physical Education](#)   To see an example of how to complete the table please click [HERE](#).

Supported by:   



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>PE highlighted as a strength by Ofsted during our recent inspection where PE was selected for a Deep Dive (February 2020).</p> <p>Successful running of PE intervention sessions outside of scheduled PE time for our less active or lower attaining pupils in PE as highlighted through our baseline data. (74% improved significantly, no longer needing the intervention, 23% showed improvements but would benefit from continuing intervention.)</p> <p>Half termly targeted intra-sport competitions for Year 3/4, Year 5/6 and for SEND children across KS2 allowing for all pupils to have an opportunity to take part in competitive sport across the year.</p> <p>Development of the role of Sports Leaders in Year 5 and 6 to plan and run intra-sport competitions across the school.</p>	<p>Embed use of progression map throughout the school. Make temporary adaptations in light of Covid.</p> <p>Consider our intervention offer to ensure that it allows opportunities for lower attainers without impeding on other learning. Consider how a potential PE apprentice could be used for this to develop our community links and encourage learning and development through PE. Also consider the use of a sports coach alongside apprentice to offer support, variety and achieve greater impact. Increase opportunities for more targeted support within PE lessons as well as through the interventions outside of PE. Develop confidence of staff through Wave 1 Quality First Teaching.</p> <p>This will need reconsidering due to Covid and inability to mix bubbles. Opportunity for personal challenge instead provided through the Virtual School Games which children are taking part in. Competition in-school. We have been recognised for our engagement and achievement in the Autumn and Summer School Games.</p> <p>This role will also need reconsidering due to inability to mix bubbles. Potential for Year 5 and 6 sports leaders to plan and lead active playtimes within their own year group/bubble. Continue to monitor situation. Sports leaders are now creating videos containing physical challenges that can be shared with children throughout the summer holidays.</p>

<p>Introduction of Active Maths and English through purchasing Teach active resources.</p>	<p>Complete staff audit and pupil voice questionnaire to continue to gain insight into active learning opportunities. Put plans in place in response to feedback and plan opportunities accordingly. Embed outdoor timetable into PE timetable to allow for greater scheduled active opportunities. Further CPD for staff in using these resources effectively.</p>
<p>Development of alternative opportunities through a temporary archery club.</p>	<p>Consider offering to individual year groups who are one bubble. Year 5 and 6 now do an archery club after school.</p>
<p>Gained recognition for participation in the Virtual School Games and achieved two virtual awards.</p>	<p>Continue to promote participation in the Virtual School Games throughout the year both through in-house competitions, personal best challenges and liaising with other schools virtually. Received further recognition in June 2021 for engagement with School Games.</p>
<p>Every year group has two hours of PE timetabled each week.</p>	<p>Due to hall cleaning regimes in light of Covid, each year group has only one scheduled PE slot weekly which is outside, no hall time is allowed. To compensate, each year group has been given an allocated outdoor slot using the alternative outside areas (e.g. Forest, Sensory Garden). Promotion of in-class activities such as yoga or some forms of dance. Encouragement of the use of Teach Active resources, particularly those activities that are highlighted as being socially distanced. Staff meeting during summer term to maximise the impact of Teach active Resources.</p>
<p>Purchase of new, suitably sized gymnastics mats that allow appropriate teaching of gymnastics particularly for our older pupils in Year 5 and 6.</p>	<p>This was an essential step given that we are a primary school not a First; previous equipment was not fit for purpose. Children made safety video for appropriate usage and storage of new equipment. Consider the impact of Covid on gymnastics due to lack of hall slots available due to increased cleaning and lengthier, staggered lunchtimes.</p> <p>Complete the Active Lives Survey to gain an understanding of our pupil's activity levels and more to help identify need and plan ahead.</p> <p>Adapt to the changing limitations due to COVID to improve activity levels.</p>

	<p>Increase our active opportunities at break and lunchtime by employing a PE apprentice.</p> <p>Increase our after-school sporting opportunities by employing a PE apprentice.</p>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020	£5,465
+ Total amount for this academic year 2020/2021	£19,110
= Total to be spent by 31st July 2021	£24,575

<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 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>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 2021.</p> <p>Please see note above.</p>	88%
<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>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<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>	Yes – for an intensive block of intervention swimming

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: 2020/21	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			6,546.65	
			26%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For all pupils to engage in regular physical activity, at least 30 minutes a day in school.	Employ a PE apprentice who will be responsible for running active break and lunchtimes, including alternative activities such as ten pin bowling and boccia.	£1926.65 (total for 13 months: £7706.60, funds have been split across to show impact across 4 of the key indicators)	Photograph evidence showing the majority of Year 5 and 6 children actively engaging in physical activity during breaktime and lunchtime. Positive comments from children about active breaktime. Children asking for equipment so that they can play the games that the apprentice has shown them. A broader range of children, including the least active, being active at break/lunchtime as they enjoy the game set up by the apprentice.	Continue to develop the role of sports leaders so that they can be responsible for setting up the active break and lunchtimes in the absence of our PE apprentice. Continue to respond to the wants and needs of the children by asking them the sorts of activities they would like during these times.
For all pupils to choose to engage in regular physical activity.	Sports coach employed to increase the number of after school clubs that we can offer for summer term in light of reduced activity levels during lockdown. Coach also runs active lunchtimes with the PE apprentice,	£1000	As above, at lunchtime, majority of children are now active with many asking to play with the coach or for the coach to help them set up a game.	Encourage more children to set up these activities in the absence of a sports coach by having 'playtime boxes' of equipment and lunchtime supervisors observing the coach to learn how to engage

<p>To encourage our pupils to see activity as a positive thing to increase their likelihood of maintaining an active lifestyle.</p>	<p>allowing every year group that is on lunchtime to have a dedicated 'active adult' to support and encourage activity during lunchtime.</p> <p>Music played at break and lunchtime through a boombox, participation in 'Pause to Play' for National School Sport Week.</p>	<p>£0 (boombox purchased Summer 2020)</p>	<p>Photograph evidence of children dancing at break/lunchtime. Majority of Year 5 and 6 children taking part. Enjoyable atmosphere, children asking for music again, staff engaging in the dance/activity, creating a culture of activity where children are not afraid of looking silly and enjoying the music by dancing.</p>	<p>the children in physical activity.</p> <p>Continue to encourage other year groups across the school to use the boombox during break and lunchtime. Increase confidence of the Teaching Assistants and lunchtime supervisors using the Boombox in a controlled manner to encourage the children to dance or move at break and lunchtime. Consider 'active mornings' as children arrive to school to get them moving instantly.</p>
<p>To encourage our pupils, staff and parents to be active as part of their typical daily routine.</p>	<p>Participation in the Sustrans Big Pedal – children, parents and staff encouraged to walk, cycle or scoot to school. Stickers awarded, staff arranged walk to school meets.</p>	<p>£0</p>	<p>Significant increase in the number of children cycling or scooting to school. Some increase in number of children walking to school. Increased awareness of the bike shed that we have in school for children and staff to use – more people using this resource that we have had for a number of years.</p>	<p>Continue to promote active travel through participation in key events and regular communication with parents. Staff encouraged to walk or cycle to work more frequently. Look into a bike store near the front entrance for staff only to aid convenience. Consider the development of walking groups at lunchtime where staff leave the premises and walk together or alone.</p>
<p>For more pupils to choose to embed activity in their daily routine through safe, active travel.</p>	<p>All pupils in Year 4 and 5 to undertake Level 1 Bikeability training next academic year – funds allocated forward.</p> <p>All pupils in Year 6 to undertake Level 2 Bikeability training next academic year</p>	<p>£600</p> <p>£520</p>	<p>NA yet</p> <p>NA yet – Level 2 training involves practising on the roads which would</p>	<p>If successful, look at Level 2 Bikeability training for Year 6.</p> <p>If successful, look into Level 2 Bikeability training for Year 5 and</p>

<p>For all equipment, including play equipment used at break/lunchtimes to be of a high standard, safe for use and to be irresistible to children so that they want to play on it, becoming more active and break and lunchtimes.</p> <p>For all children to engage in active break and lunchtimes.</p>	<p>– funds allocated forward.</p> <p>Improvements made to the trim trail that is available for children to play on during break and lunchtimes.</p> <p>Sport coach to deliver active break and lunchtimes Autumn term 2021.</p>	<p>£2,500</p> <p>£0 (funds allocated as the £4500 in key indicator 3)</p>	<p>better prepare our Year 6 pupils for active travel and independence beyond primary school.</p> <p>NA yet as the work is being completed over the summer holidays.</p> <p>Not yet as planned for Autumn 2021 but feedback from Summer 2021 very positive. Significantly increased number of pupils being active at break and lunchtime.</p>	<p>make it part of our continued provision as children progress through the school.</p> <p>Already, children have been asking to use the equipment again and are excited by the prospect of being allowed next academic year.</p> <p>Continue to offer a range of activities to get children active, particularly our least active pupils.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>£4364.65 17%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>For PE and physical activity to be an integral part of the school day and its benefits and importance recognised across the school.</p> <p>Physical activity to be used as a tool to</p>	<p>PE apprentice employed to embed a love of physical activity and spread enjoyment amongst the children. Apprentice to also support children in class and refer to sporting scenarios to support with mindset and behaviour. PE apprentice to support with the leading of Active Maths and English lessons. PE apprentice to be a positive role model to the children.</p> <p>Embed the use of Teach Active</p>	<p>£1926.65 (total for 13 months: £7706.60, funds have been split across to show impact across 4 of the key indicators)</p> <p>£0 (3 year</p>	<p>Children have a much-needed male role model in school who models positive behaviours towards physical activity and all other areas of the curriculum. Profile of PE and sport raised as we have an apprentice dedicated to the development of this area.</p> <p>Elements of metacognition and</p>	<p>Consider how to use the PE apprentice to support with development of the whole child, e.g. through physical activity-based intervention programmes for mental health development.</p> <p>Continue to embed the use of</p>

support development in maths and English.	resources and deliver CPD to ensure 'Maximum Impact'.	subscription already purchased last academic year)	other pedagogies fed through the Teach Active CPD. Staff aware of how to get the most out of the Teach Active resources for retrieval practice.	Teach Active resources and encourage staff to 'think active' first. Encourage the use of Teach Active resources for retrieval practice, including for previous years' objectives for Maths and English in response to COVID recovery plan.
For our pupils to gain orienteering skills and enjoy learning outdoors.	Purchase package from 'Cross-Curricular Orienteering' to map out our grounds with challenges for maths, English, PE and non-core subjects. A need for emphasis on Outdoor and Adventurous Activities was noted during our audit in response to COVID lockdowns. Funds allocated forward for next academic year.	£1650	NA yet	
For children to take part in Active Maths and English seamlessly.	Purchase clipboards so that it is seamless when children do active maths and English outside (we already subscribe to Teach Active and it is being used regularly).	£40	Active maths and English being used as a tool for school improvement as we have the practical necessities to make it easy to work outside and to learn while moving.	Continue to promote use to support with active learning.
For children to use activity as a tool to support with learning across the curriculum, behaviour and concentration.	Purchase standing desks as a trial.	£748	Children enjoying using the standing desks. Other children wanting to use them.	Continue to seek feedback, look into expanding to purchase either a class set or a cluster of standing desks for each class to allow options for pupils. Explore cheaper options.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£6,970 26%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

<p>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>achieve are linked to your intentions:</p>	<p>allocated:</p>	<p>pupils now know and what can they now do? What has changed?:</p>	<p>next steps:</p>
<p>For staff to learn how to deliver PE with increasing confidence with a focus on skill development.</p>	<p>Sports coach employed to work alongside our PE apprentice and our teachers for summer term. The coach supported staff and PE apprentice with the planning and delivery of PE. The coach also supports the PE apprentice, modelling approaches to leading PE interventions and after school sport clubs.</p>	<p>£2000</p>	<p>Staff equipped with new ideas for teaching PE. Staff able to better support children in PE. Positive comments from our PE apprentice around the support that the coach has provided. Improved confidence of our apprentice, allowing him to develop the skills to continue more independently in the coach's absence. Apprentice learning non-PE specific techniques to support when leading after school sport sessions, e.g. managing behaviour, reward systems to encourage effort etc.</p>	<p>Encourage staff to continue reflecting on their practice, including what they have learnt from the coach.</p>
<p>For staff to learn how to teach PE skills that link to our progression map through a range of different sporting activities aimed at increasing activity time.</p>	<p>Engage with WCCC for coaches to deliver cricket sessions to our Year 1 and 2 pupils alongside the class teachers.</p>	<p>£0</p>	<p>Pupils thoroughly enjoyed the sessions, staff had very positive feedback: one offered to deliver a cricket based after school club to utilise skills and another teacher offered to note down all the lessons and share with staff to support development further. The teachers also asked if we could purchase more wicket sets so that we could replicate the lessons modelled by WCCC.</p>	<p>Staff to share their knowledge through discussions and noting down the lessons/modelling to others. School to purchase the necessary equipment so that the WCCC lessons can be re-created and cricket used as a means for developing skill further.</p>
<p>Staff to be enabled to replicate and develop the lessons learnt from WCCC coaches.</p>	<p>Purchase enough wickets so that the lessons and activities modelled by WCCC can be replicated by our class teachers. Funds allocated forward to next academic year.</p>	<p>£350</p>	<p>Teachers enabled to develop the lessons modelled by WCCC coaches and share the sequence of learning with other teachers and the PE apprentice to support CPD.</p>	<p>Share knowledge with other staff.</p>

For our teachers and PE apprentice to become skilled in the teaching of swimming.	Hire a swimming coach to deliver swimming intervention alongside two of our class teachers and our PE apprentice.	£60	Staff aware of how to best support non-swimmers or poor swimmers.	Share knowledge with other staff.
	Swimming coach for intensive swimming intervention for next academic year – funds allocated forward.	£60	NA yet	
For all staff to feel equipped to deliver high quality PE.	Sport coach employed for Autumn 2021 to support our teachers and PE apprentice in the delivery of high quality PE. This coach will also lead active break/lunchtimes and design/deliver PE interventions for our least active pupils.	£4500 (full cost, although this impacts other key indicator areas too)	NA yet as this is allocated for Autumn term 2021.	
For all staff to feel equipped to deliver high quality PE, including those staff members who have not taught PE for two years due to shared staffing with one of our MAT schools.	WCCC to deliver high quality cricket based PE to Year 5 and 6.	£0	NA yet as this is planned for Autumn term 2021 although feedback from Year 1 and 2 who benefitted from coaching WCCC was very positive.	Continue to develop links with local clubs and NGBs. Staff to share knowledge and build on it themselves.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£4106.15 16%

Intent	Implementation	Impact	
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Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
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and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Children to be exposed to a broader range of sporting opportunities, especially the least active, to help them find an activity that they can enjoy.	PE apprentice employed to deliver after school sport clubs to include archery for Year 5 and 6. PE apprentice also employed to lead active break and lunchtimes, setting up alternative games to include ten pin bowling and boccia.	£1926.65 (total for 13 months: £7706.60, funds have been split across to show impact across 4 of the key indicators)	Least active children choosing to take part in ten pin bowling or boccia at break and lunchtime. 60% of our Year 5 and 6 pupils taking part in archery as an after school club, of which some have sought information about local clubs.	Seek further pupil voice, particularly those less active, for activities that they would like to see in school.
Children, including the least active, to find a physical activity that they find enjoyable.	Music on at break and lunchtime to promote dance.	£0 (boombox purchased last year but unused due to COVID lockdowns Summer 2020)	Majority of children in Year 5 and 6 joining in with dancing and moving around in response to music, especially our usually least active pupils. Pupils, including those who are least active, enjoying movement – lots of laughing and smiling whilst being active.	As mentioned previously, continue to develop the playing of music at break and lunchtime for other year groups, including when teaching assistants or lunchtime supervisors are out with the children.
For all children to be able to swim confidently and competently so that they are open to a broader range of physical opportunities including those in the water.	Intensive week-long swimming intervention for Year 4 children who did not meet the expected standard when they went swimming last year. Small coach for the intervention group and pool hire.	£593.75	Increased water confidence from our non-swimmers as they attend every day. Some of the group now meeting the expected standard. Increased confidence as we go into summer.	This intensive block was a trial for future swimming interventions that supplement our usual swimming offer. Reflect on the success of the sessions by discussing with the attending staff. Consider using this intensive approach for intervention swimming and as an introduction for younger year's swimming to raise the profile and enhance results.
	Intensive week-long swimming intervention for next academic year (funds allocated forward)	£593.75	NA yet	
	Purchase Balanceability training 3	£992	NA yet, allocated for 2021/22.	

feel confident riding a bike so that their avenues to other physical activity areas remain unlocked.	staff members and balance bikes and pedal bikes so that they can roll out the programme.			
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3,865.80 15%
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:
For all children to have the confidence to take part in competitive sport. For those who are confident and competent in a competitive sporting environment to develop skills and behaviours surrounding sportsmanship.	PE apprentice employed to run after school sports clubs, some of which have an element of competition. PE apprentice to support with the running of Sports Days and create videos to share with parents. PE apprentice to organise some competitive opportunities at break and lunchtime, such as through basketball, promoting sportsmanship in a competitive environment. PE apprentice to record 'Summer Challenges' with the support of our Year 6 Sports Leader for children to do active challenges to beat their personal best.	£1926.65 (total for 13 months: £7706.60, funds have been split across to show impact across 4 of the key indicators)	More able and least able children playing in competitive games together at break and lunchtime, particularly basketball in Year 5 and 6. More children choosing to take part in competitive sporting opportunities.	Return to having intra-sport competitions across phases as we did pre-COVID to allow every child the opportunity to take part in competitive sport. Train PE apprentice up in how we deliver this, showing them how we use the Sports Leaders from Year 6. Continue to offer a broad range of competitive and non-competitive activities during active break and lunch. PE apprentice to share the 'Summer Challenges' with teachers so that they can be assigned at frequent points throughout the summer term.
For all children to have the confidence to take part in competitive sport. For those who are confident and competent in a competitive sporting environment to develop skills and behaviours surrounding sportsmanship.	All pupils to participate in the School Games Virtual challenges in Autumn. All pupils to participate in Paralympic challenges in Summer Games. Many pupils to choose to engage in Personal Challenges set during Home Learning. All children to take part in a Sports Day. Purchase Bronze, Silver, Gold stickers for sports day as well as	£6.25	Children encouraged to take part as they feel rewarded for their efforts. Children learn that competitive sport is not all about coming first, you can, and will, be rewarded for sportsmanship and other key behaviours that are crucial in competitive sporting environments.	Continue to engage with virtual events and, hopefully, take part in face-to-face events next year. Return to intra-sport in phases as mentioned above. Continue to celebrate sporting achievements from outside of school during our school 'High Flier' praise assemblies weekly.

For our pupils to seek additional competitive sporting opportunities outside of school.	sportsmanship and participation awards. Promotion of competitive sport through WCCC taster sessions and sharing of promotional leaflets.	£0	A number of children from across the school signing up to our local cricket club.	Continue to promote local sporting clubs.
For all children to feel confident to take part in competitive sport.	Sports coach to deliver PE interventions to improve confidence in sport and physical activity and seek to promote further activity outside of school through clubs and alternative competitions.	£0 (part of £4500 allocated in Key Indicator 3)	Not yet as allocated to Autumn 2021	Engage our least active pupils in physical activity through PE interventions and seek to find something that they enjoy, then direct them towards this outside of school and continue to nurture their interest. Ensure PE interventions are measurable to monitor progress of pupils and

Signed off by	
Head Teacher:	J. Burton
Date:	23.7.21
Subject Leader:	E. Clifton
Date:	23.7.21
Governor:	G. Mellor
Date:	23.7.2021