

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2024 - 2025



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

The grant is used effectively and based on school need. We 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

We will use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) we offer. This means we will use the Primary PE and sport premium to:



Develop or add to the PE activities that we already offer:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

and promote the DfE’s 5 Key Areas:

- The engagement of all pupils in regular physical activity – The Chief Medical Officer guidelines recommend that children aged 5-16 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school (includes playtime and journeys to and from school)
- The profile of PE and sport being raised across the school as a tool for whole school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£
Total amount allocated for 2020/21	£22,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£22,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,420
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£22,420

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>Based on swim data from 22-23 Current year 6</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 2023.</p> <p>Please see note above</p>	72%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	51%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No
<p>To ensure all children can swim, particularly disadvantaged children.</p> <p>Transport for Year 5 children to participate in swimming lessons every week. Track number of pupils able to swim 25 metres.</p> <p>£7350.00 £210.00 per week x 35 coach transport SCHOOL FUNDED</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: 2023/24	Total fund allocated:	Date Updated:		
<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:	
			%	
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week</p> <p>To engage and ensure that all pupils are participating in a minimum of 30 minutes of physical activity every day.</p>	<p>Seasonal Scheduled Activities, e.g. Mass Dance Whole school sponsored run Half termly runs Internal comps to reflect national sports events</p> <p>Through staff inset and specific training (video and guidance set out in Primary PE in Sport Premium Webinar), accompanied by allocated year group equipment and resources. Allocate 30 minutes of daily curriculum time. Play Leaders in KS1 playground (playground games and girls football)</p>	<p>Equipment £4600.00</p>	<p>Oct 23. 31.7% Yr 6 chn in B and D are obese. This is the highest figure of any region in England according to the analysis NHS data. Borough data explorer: B and D have the highest rate of obesity of all London Boroughs from R to Yr 6. According to the National child measurement program in 2022-3 : Our data places us deep into the lowest quadrant in the borough (34/42) Reception. Within Rushgreen school due to the impact of the PE curriculum and wider opportunities provided we have made significant</p>	<p>Register of extra-curricular activities for each pupil July 2024</p> <p>Tracking sheet of 'Active Learning' throughout the school – YGL to inform and update Revisit Heatmaps- to know where activity would have the most impact.</p>

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<p>Target Y5&6 – behaviour and inactive girls – mindful of drop off at specific age</p> <p>Exposure for all to wider range of sports and activities</p> <p>Target year 3 chn - SEND and lower 20% - support transition into KS2 and foster love of sport</p> <p>Target year 4 children who do not enjoy physical activity to help reduce levels of obesity.</p>	<p>Secret spo</p> <p>Additional staff support in KS2 playground</p> <p>Review of timetabled activities completed by PE Team, Senior Middays and SLT</p> <p>PE Team to liaise with Senior Midday with regards to equipment needed and resources – focus: Yoga, ‘Daily Mile’ and Archery</p> <p>Specialist Support Staff to run lunch time clubs to target: G&T, Least Active, Lower 20% and SEND (specific YGs)</p> <p>Share resources and information with Borough/ staff</p> <p>PE INSET Aut 2024- developing and furthering ideas to achieve 30 mins – monitor and share brief with chn.</p> <p>PE INSET Aut 2024 - bball (including benefits of girls only)</p> <p>Inset Aut 2024 To discuss benefits of active learning on the pupils outcomes and on health/ wellbeing.</p> <p>Pupil voice Aut 2024</p> <p>Olympics 2024- share successes</p> <p>New secret sports club Year 4</p> <p>To encourage less active children to participate / develop a love for sport.</p>	<p>£15.00 per hour</p> <p>X1 a week</p> <p>15.00 per hour</p> <p>x1 week</p>	<p>progress by year 6 and now sit firmly in the upper third compared to other schools in the borough. (13/42).</p> <p>100% chn receive support to achieve an additional 30 minutes of daily physical activity each day through a combination of class and structured playground activities.</p> <ul style="list-style-type: none"> Improved fitness (half termly runs) Improved physical competence (competition results) <p><i>According to teachers assessment 85% of chn in year 1-6 were achieving expected outcomes for curriculum PE (Dance, Games and Gymnastics) in Summer 2024.</i></p> <p><i>In Early years 91% of children achieved the Gross Motor skills. In addition, developing core strength and fine motor skills to improve the quality of handwriting and 86% achieved fine motor skills in the Early Learning Goal in July 2024, despite a large number of children with SEND, thus affecting their rate of development. (national average 85%)</i></p> <ul style="list-style-type: none"> Improved confidence and mental-well being (pupil voice) 	<p>Add to staff and pupil voice. Discussions and regular communication with midday team</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending and uptake of new initiatives e.g. Street Tag, Change4Life</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid e.g. after school clubs, monitoring uptake</p> <p>PP funding, free places and free clubs given where applicable to support families who need extra - help accessing these clubs e.g. yoga, karate and cycling</p>
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<p>Opportunities to be active outside of school for families</p> <p>To ensure all children have a voice/ access to activity regardless of gender/ culture/ religion/ ethnicity.</p>	<p>Street Tag assemblies and parentmails</p> <p>Karate in the community Rushgreen dragons</p> <p>Liase with Borough/ Kim- family support</p> <p>Signed up to Inclusion Hub.</p> <p>Sports councillors to comprise a range of ethnic minorities.</p> <p>School games committee to organise internal comps</p> <p>Prayer times and puberty concerns to be addressed.</p> <p>Clothing for PE to be considered.</p> <p>Specialist clubs such as netball/ yoga/ football for girls only targeting those less confident and G and T</p>	<p>£299.00</p> <p>Inclusion Hub subscription</p> <p>PE team Carlena</p> <p>After school/ lunchtime clubs</p>	<ul style="list-style-type: none"> • Improved capacity for learning (quantity and depth – embedding mastery skills through active learning) • Aspect of enjoyment (engagement) • Action the outcomes of pupil voice • All pupils to have access to activity. <p>It is expected that there will be 100% Fitness/ Health 100% enjoyment</p> <p>Share results of Street tag comp</p> <p>Support for families- healthy eating and exercise opportunities</p> <p>Pupil voice- monitor pupils feedback on STEP/ differentiation</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: %
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:
To entice pupils to want to participate in exercise.	<p>Encourage fun PE through the use of playground games and teamwork unit for whole school at the start of each academic year. CPD given</p> <p>Chn/ classes to have an input into PE annual timetable. PE team to adjust year groups overview to reflect pupil voice and accompany CPD in certain areas of Games - continue</p> <p>Insets of 2024 - To discuss benefits of active learning plus sticky Learning – Drip feed ‘Impact of PE on wellbeing/ mental health and learning’ to staff Physical literacy- encourage a positive relationship with movement through basic skills STEP Assess- bibs- physical, emotional, social, cognitive</p>		<p>In summer 2024 100% children or higher enjoyed PE. It is expected we will achieve this in 2025</p> <ul style="list-style-type: none"> Improved participation: Increase in a wide variety of children participating in extra-curricular clubs Girls/ boys, FSM, SEND, least active pupils, ethnic minority groups. It is expected 55% children, 20% SEND will participate in extra-curricular clubs. Expected (based on data from 23-24): <p>73% of our FSM children</p> <p>55% of children attending clubs are girls.</p> <p>61% of children attending clubs are boys</p> <p>36% SEND</p> <p>35% Least active</p> <p>According to data in June 2024 100% children know PE aim.</p>	<p>Pupil Voice and Staff Voice to assess and monitor</p> <p>Club analysis</p> <p>Wording printed in halls for PE, assemblies and outdoor playgrounds so chn, parents, staff and governors are aware of PE focus. Be Active Be Healthy Be Happy</p>

<p>To inspire children through PE</p>	<p>Visits by high profile athletes. E.g. Sports for schools. Sharing/ celebrating of world events- world cups, Olympics etc Celebrate sport successes for individual and teams through newsletter, regular sharing of individual/team achievements on social media and end of year assembly.</p>		<p>Regular checks on pupils in the corridor or assembly to check knowledge</p> <p>Club analysis for school</p> <p>Register of pupils activity</p>	
<p>To encourage participation</p>	<p>Attend festivals- Borough events to increase enjoyment of sport for all In 2024: BMX Eastbrook Mini Olympics Gymnastics Football 5-6 girls Football 3-4 girls Playground football Whole school Dance, regular runs, sports day New kits for comps and adults</p>	<p>£1500 kids £1500 staff</p>	<p>Pupil voice will show 100% chn enjoyed meeting a high profile athlete and learning of world sporting events.</p> <p>Pupils will recognise and understand the benefits of active learning.</p> <p>Pupils understand and know the Olympic values (excellence, respect, friendship) and links to British Values Democracy- fair play, choices in curriculum Rule of law- rules Respect Tolerance Liberty</p>	
<p>To encourage PE through cross curriculae links.</p>	<p>For example reading challenge: Ready set read will showcase how reading can be active and engaged and can itself involve teamwork and community. Drama Maths- measuring throws/ jumps When celebrating world sport events- use maths, English, pshe resources.</p>			

	Cross curriculae approach to Olympics 24 by multiple teams.			
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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
%

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?:
<p>Headline Intended Impact on Pupils – All pupils’ will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>To improve gross motor and fine motor skills and core strength In Early Years.</p>	<p>Annual subscription to LA Sports partnership/ YST</p> <p>Pupils and staff have access to specialist teaching staff and borough led competitions.</p> <p>Children are motivated to improve their skills within different sports and attend club sessions.</p> <p>PE team to attend regular partnership meetings to enhance PE in school and make links to help improve outcomes/results in competitions.</p> <p>Regular PE insets</p>	<p>£580.00 per year</p>	<p>As a result of a bespoke CPD (Local authority support package and additional CPD), staff insets, courses, interactive SOW and updating equipment we expect to see significant impact:</p> <p>Staff voice/ PE learning walks in 23- 2024 showed that 89% of teachers were confident in teaching all areas of PE. We predict that by July 2025, 100% of staff will feel confident in teaching all areas of the curriculum. We plan to give support to NQTs.</p> <p>By July 2025 we predict that all teachers will have been trained and that 100% of KS1 teachers all lessons being delivered will be good or better.</p> <p>Pupil voice data in Summer 2024 showed that 100% of pupils felt that PE is always fun. By July 2025, we predict that this will be the same</p> <p>According to teachers assessment 85% of chn in year 1-6 were achieving expected outcomes for curriculum PE (Dance,</p> <p>PE Leader completed the Level 5 certificate in Primary PE subject specialism and leadership. This allows sustainability going forwards as PE leader upskills staff in house through bespoke team teaching on PE release day</p> <p>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools plus our Level 5 qualified PE Leader.</p> <p>PE Gurus for each year group-email to be sent aut 25.</p>

<p>PE specialist to train staff on the job and therefore improve teaching of PE and ensuring high quality lessons are delivered.</p> <p>To increase the technical vocabulary learnt and used by staff and children.</p> <p>To upskill staff enabling confident, good quality teaching</p>	<p>Basketballs, footballs, tennis rackets and balls. Bikes/ scooters/ helmets</p> <p>Specialist PE staff and PE providers Primary PE, Total Sportz, First touch staff to support with CPD for KS1/ Year 6.</p> <p>PE specialist Nic Seabrook to carry out CPD across yrs 3-5. 1 day a week.</p>	<p>£500.00</p> <p>KS1 CPD PE £9,180</p> <p>Yr 6 CPD £14,700 per year</p> <p>School funded</p> <p>£9750.00</p>	<p>Games and Gymnastics) in Summer 2024.</p> <p><i>In Early years 91% of children achieved the Gross Motor skills Early Learning Goal in July 2024. In addition, developing core strength and fine motor skills to improve the quality of handwriting.</i></p> <p><i>By July 2025, we predict that 96% EYFS, 90% of KS1 and 90% of KS2 will achieve ARE.</i></p> <p>By July 2025 we predict 95% teaching staff will be delivering high quality PE</p> <p><i>To support chn learning - .specific and relevant PE vocab is displayed in both indoor and outdoor PE areas.</i></p>	<p>Sharing YST resources and data.</p> <p>Ongoing teacher assessments/ learning walks for PE.</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:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity.</p> <p>Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p>Additional achievements: To increase the number of children, particularly vulnerable children, SEND, FSM, Least active, ethnic-minority groups who participate in extra- curricular PE (60mins a day).</p> <p>Increase the diversity of physical activities</p>	<p>Set up and run clubs. Use internal and external resources. Insets Inclusion- mental health/ wellbeing Looking at the whole child: Social, emotional, physical, cognitive Free clubs</p> <p>Develop pathways for new sports (cricket, basketball, karate etc) and sports for all.</p> <p>New extra curricular clubs: Mixed football Girls free football</p>	<p>£5014</p> <p>Free extra curricular lunch clubs to encourage Least active and G and</p>	<ul style="list-style-type: none"> Dance Network Association working with Barking and Dagenham Borough to showcase opportunities to broaden the experience of dance for all and G&T pupils. We predict that this will increase performance and encourage showcasing a performance Club analysis shows 73% FSM chn, 35% least active and 36% SEND attending extra curricularr clubs summer 2024 Increase the number of free clubs: athletics, tennis, netball, cross country especially football and girls only football. Encourage and support uptake of teaching staff to become involved in extra- curricular activities and some teachers feel more confident teaching new activities. Children able to apply for and take grading in new high quality Karate club, hoping to develop lifelong skills. To encourage girls football to promote confidence, determination and team building in young girls. 	<p>Staff will work together and share good practice within the school and with Borough - which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. Continue to offer free clubs to support cultural capital.</p> <p>PP funding and free places given where applicable to support families who need extra - help accessing</p>
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	<p>Karate Lunchtimes: Train for comps, Secret sports club</p> <p>Introduction and set up of Mini Golf</p> <p>Cycling Inset</p> <p>Reintroduce yoga club, kick-boxing club, Cycling sessions. <i>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</i></p>	<p>T children.</p>	<p>90% of pupils say they enjoy PE and Sport and want to get involved in more activities</p>	<p>these clubs – after school sports clubs, curriculum time and holiday clubs</p>
<p>To improve children’s cycling abilities</p>	<p>Bikes, helmets for foundation stage Encourage/ reward use of balance bikes, 3 wheeler and two wheeler bikes in Rec</p>	<p>£500</p>	<p>30%rec chn to be able to ride a 2 wheeled bike</p>	<p>100% chn exposed to new sports</p> <p>100% chn access to bikes</p>
	<p>Bikeability for ks1</p>	<p>£1000</p>	<p>50% chn able to ride safely in ks1</p>	
	<p>Training for use of static bikes for PE time and clubs</p>	<p>£1000</p>	<p>100% chn in ks3 able to access cycling opportunities</p>	
	<p>Work with Dagenham and Redbridge cycling club to support riding and G and T</p>	<p>£1000</p>	<p>100% ks2 have the opportunity for G and T cycling</p>	
	<p>Children benefit by learning to ride a bike and being safe on the road.</p>		<p>5% are successful</p>	
<p>Support transition to secondary</p>	<p>Work with Borough</p>			

<p>Raising the profile of PE through well known, successful sporting role models (GB athletes) – specific – BAME role models</p> <p>Increase partnerships with sporting providers/ pathways</p>	<p><i>Eastbrook school</i></p> <p><i>Sports for Schools, GB athletes, changing stereotypes.</i> <i>Barking and Dagenham College sports students to come in and work with the children</i></p> <p><i>Working with Sports specialist from the local area</i> Barking and Dagenham College Redbridge Cycling Assoc Premier First touch Havering Gymnastics Complete PE Karate- Rush Green Dragons Barking and Dagenham Sports Partnership YST Dance club Sports for schools Essex Cricket Tigers/ wildcats football clubs Dance Network association BBL- reduced tickets for playoffs</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <p>To increase the number of children, particularly vulnerable children, who participate in competitions (Level 1 and 2), offering opportunities across all Key stages for children to compete against themselves, in school and outside.</p> <p>Sport for all.</p>	<p>Access borough competitions; compete against other schools.</p> <p>Ensure children have opportunities to compete in borough competitions.</p> <p>Attend borough competitions with 28, A teams, 3, B teams and 1 C team.</p> <p>2 whole school events.</p> <p>Class/ year group comps</p> <p>Whole school run x half terms</p> <p>Level 1 comp</p> <p>Mass Dance with Dance Network Association (Summer) whole school</p> <p><i>Predicted</i></p> <p>Cross country Year 3 – 6 (32 chn)</p> <p>Football Boys yr 6 (11chn) x 4 comps at least</p> <p>Footbal boys yr 4-5 x 4</p> <p>Football Girls Yr 5-6 (9 chn) x 1 comp at least</p> <p>Basketball Year 6 (12 chn) A, B teams</p>	<p>£15.00 per hour</p> <p>Preparation lunchtime clubs</p> <p>£ 6440.00</p> <p>28 trips at least</p> <p>PE</p> <p>28 comps/ festivals attended</p> <p>£200.00 supply cover per event</p> <p>approx. 20 events</p> <p>£4000.00</p>	<p><i>In 2023-24 the teams achieved more successes due to the training and preparation that went into competitions.</i></p> <p><i>In 2023-24 20 competitions were held in school, 24 borough comps and 4 festivals attended</i></p> <p><i>Improve fitness, stamina and well-being (across the school) – target cultural capital – in addition, opportunity for mass participation – competition</i></p> <p><i>Providing inclusive sporting opportunities at competition level (within Borough)</i></p> <ul style="list-style-type: none"> • increase confidence • improve skill level (differentiated) • increase motivation for physical activity • sense of achievement (certificate) • team building skills <p><i>Black lives Matter focus – multiple genres.</i></p> <p><i>By July 2025 100% of children across all key stages will have competed in level 1 competitions and 43% children G and T will have competed in level 2 comps.</i></p> <ul style="list-style-type: none"> • Schools own data / registers of teams 	<p>Competition will be imbedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time. (SOW). This will bear no cost if the SSP funding stops</p> <p>Access to level 2/ Virtual Borough/ YSG</p> <p>PE team</p> <p>PE team</p> <p>PE team</p>

	<p>Basketball 3V3 year 5-6 (9 chn) A, B , C teams Sportshall athletics Year 6 (18 chn) Panathlon x 2 – all year (10 chn) Netball year 5/6 – (9 chn) x 1 at least. Tennis year 3- 4 – 8(chn) A and B Quad kids – year 3-4 and 5-6 (40 chn) Quad kids 5-6 (20 chn) Cricket Boys (9 chn) Cricket Girls (8 chn) Quad kids yr 1-2 (20 chn)</p> <p>Festivals: Gymnastics 10 chn Mini Olympics 10 chn Girls football yr 3-4 chn Girls football yrs 4-5 10 chn BMX festival 15 chn</p> <p>Transport for events</p> <p>Supply cover so staff can attend events with children. Staff to support children and help improve techniques and tactics for each sport/competition.</p> <p>Baseline assessments twice a year for chn to improve physical competence.</p> <ul style="list-style-type: none"> • Implement an effective house system for engaging in competition in lesson time. This means there will be an in class 		<ul style="list-style-type: none"> • Calendar of events / fixture lists • School Games mark <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • Improved standards in invasion games in curriculum time (95% of KS1 and KS2 achieve ARE) • More girls are participating in Level 2 competition • Better integration of pupils from minority ethnic backgrounds and parents also showing more interest in PE and sports. • Increased number of chn participating in extra curricular activities especially SEND, FSM, least active <p>Historical Data 2023- July 2024 Inter 28comps</p> <p>Cross country Year 3 – 6 (32 chn) Football Boys yr 6 (11chn) x 4 comps at least Football Girls Yr 5-6 (9 chn) x 1 comp at least Basketball Year 6 (12 chn) A, B teams Basketball 3V3 year 5-6 (9 chn) A, B , C teams Sportshall athletics Year 6 (18 chn) Panathlon x 2 – all year (10 chn) Netball year 5/6 – (9 chn)x 1 at least. Tennis year 3- 4 – 4 (chn) Quad kids – year 3-4 and 5-6 (32 chn) Cricket Boys (9 chn) Cricket Girls (8 chn) Quad kids yr 1-2 (20chn)</p> <p>Festivals: Gymnastics 10 Mini Olympics 10 Girls football yr 3-4 Girls football yrs 4-5 10 BMX festival</p> <p>22-23</p>	
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	<p>level 1 competition for all classes at the end of each term (SOW supports this set up and guides teachers)</p> <ul style="list-style-type: none"> • Apply for school games mark to achieve Gold level Award 		<p>Cross country Year 3 – 6 (32 chn) Football Boys yr 6 (11chn) x 13 comps Football Girls Yr 5-6 (8 chn) x 2 comps Basketball Year 6 (12 chn) A, B teams Basketball 3V3 year 5-6 (9 chn) A, B, C Sportshall athletics Year 6 (18 chn) Panathlon x 2 – all year (10 chn) Netball year 5/6 – (9 chn)x 2 comps Quad kids – year 3-4 and 5-6 (32 chn) Cricket Boys (9 chn) Cricket Girls (8 chn) 2 whole school comps ? intra school comps</p> <p>Historical Data 2021- July 2022 (limited comps due to impact from covid) Football boys 4 x comps (10 chn) Football girls 1 comp (9 chn) Panathlon team (10 chn) Panathlon bowling Quad kids 3-4 Quad kids 5-6 9 A teams</p> <p>Historical Data 2019- March2020 : Cross country A team 3-6 (32 chn) Basketball A and B team (12chn) Sportshall A team (20 chn) Football boys 3 x comps (10 chn) Football girls 1 comp (9chn) Panathlon A team (10 chn) Volleyball A team (6 chn) Netball A and B team (14 total) Tag Rugby A team (10) 11 A teams 2 B teams 28% Children in level 2 comps up until Easter. 70% children in extra curricular clubs 50% SEN in extra curricular clubs 41%Least Active in extra curricular clubs (secret sports club, girls football, yoga, kickboxing) Base on a third of each class being inactive. Less in some areas than year before as school closed in March. Increase up until then in club participation compared to year before.</p>	
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			Historical Data 2018/19 74 %Children in extra curricular clubs SEN 65% in clubs 45% children in Level 2 comps	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	