

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education

Created by



Additions by:



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

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

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

Please visit gov.uk 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 2023. To see an example of how to complete the table please click [HERE](#).

Funding Available for 2022/23

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and also to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2022/23 Premium and our Total Funding available for 2022/23.

Budget Summary for 2022/23

Total amount of any unspent funding at 31st July, 2022, to be carried forward	-	£00.00
2022/23 Premium	-	£17,060

Total Funding for 2022/23* **£17,060**

*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 2	End of Term 3	End of Term 5
	Yes	Yes	Yes

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 2	End of Term 3	End of Term 5
	Yes	Yes	Yes

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA
			NA



COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*

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 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>	40%
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%
<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/No

	<ul style="list-style-type: none"> • JB to provide a range of lunchtime and after-school provision across both key stages one day per week across the school year <p>3. School Staff to provide enhanced range of physical activities with key focus on learning outdoors</p> <ul style="list-style-type: none"> • Pupil voice to be engaged when selecting the range of extra-curricular clubs offered each term. • Gardening club provision to targeted children to enhance their understanding of a healthy lifestyle. • Minimum 2 other sports clubs per term (based upon results of pupil voice survey) • Extra Midday Supervisor with responsibility to continue running Young Leaders and structure lunchtime games and activities across the year <p>4. Develop our 30 minutes a day provision with a key focus on the benefits of healthy physical activity on mental health and well-being</p> <ul style="list-style-type: none"> • Whole school focus to include outdoor learning and activity focus where possible • Identify health and mental well-being benefits • Also identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Target and support any children not engaging in 30 minutes a day activities and opportunities • Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class • Resources available and being used in classes: Super Movers, Go Noodle, Cosmic Yoga, 5 a Day <p>5. Encourage children's involvement in intra-school sports competitions</p> <ul style="list-style-type: none"> • Launch termly sports competition, building on existing 'colour' teams. • Give team competitions high priority during whole-school assemblies. • Purchase of new trophies for each of our team sports. 	<p>JB First Aid Training £600</p> <p>As part of JB coaching package £4380</p> <p>£430</p> <p>£500</p> <p>£250</p> <p>£50</p>	<ul style="list-style-type: none"> • Fitness levels for all, but with a particular focus on the less active children, will increase. • All classes regularly use activity resources in class to promote healthy, physical activity. Children are able to discuss ways this supports a healthier lifestyle • The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. • Increased opportunities for healthy activity available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of mental health and well-being • Greater understanding of the national requirements for 30 Minutes a Day • Greater understanding of opportunities for engaging children in physical activity • Staff using sustainable strategies to engage children in healthy, physical activity on a daily basis • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children participating in school clubs – high number have taken part in one or more clubs across the year • Children are accessing structured, healthy physical activity at lunchtimes. • High levels of pupil engagement in and enthusiasm for team competitions <p>Evidence</p> <ul style="list-style-type: none"> • Equipment purchased and used <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Enhanced learning opportunities during active play and PE lessons 	<p>and 6 x extra-curricular clubs. School staff are providing more clubs now so will purchase 3x X-C clubs in 23-24.</p> <p>Pupil voice engaged x5 this year. To continue next year.</p> <p>Lunchtime games 2x p.w. fully embedded and will continue.</p> <p>6 x intra-school competitions held, culminating in Sports Day trophy. To continue again next</p>
--	--	--	---	---

	<ul style="list-style-type: none"> Incorporate a wide range of sports, including accessible skill-based as well as traditional invasion games Track pupil engagement and use pupil voice where necessary to involve more pupils. 			year. Focus on 2 x accessible competitions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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: £560	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Support our pupils' physical and mental well-being through the prism of sport and physical activity	<p>1. Strategic Approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being</p> <ul style="list-style-type: none"> Focus in whole-school Academy Improvement Plan on using sport and physical activity to support delivery of Behaviour and Attitudes target. Children's extra-curricular involvement in school targeted and monitored for development: pupils to feel valued and have a sense of belonging within our school community. Sport and physical activity clubs focused on what children would like delivered; monitoring of pupil participation across the year with action taken to maintain engagement. <p>2. Participate in an increased range of competitive opportunities including inter-house</p> <ul style="list-style-type: none"> As above: building up across the school community of the 'Team' ethos. All pupils to know that they are part of different communities within school – whole school, class, team. Competition being something that can be accessible and enjoyable for all pupils JB competitions: £360 annually Pupils not initially being identified as participating to be targeted for potential 'accessible', less traditional competition 	Part of GAT Membership below £360	<p>Evidence</p> <ul style="list-style-type: none"> Competition calendar New Competition Programme in place (within-school, JB's, local schools and GAT) Increased Inter-House competition opportunities Raising the profile of colour teams School houses display with trophies from across the year Pupils aware of their houses Record of inter-house competition results Greater use of the outside learning areas Planning to reflect the greater use of outside areas Celebration assemblies – focus on sport Participation Registers Discussions with staff and children OAA / Orienteering resources implemented <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Greater understanding of how to engage children in cross-curricular learning through OAA / Orienteering Enhanced confidence Greater understanding of role competition can play in development of whole child 	<p>Pupil voice and number engaging in sports strong. Continue next year.</p> <p>Further use of colour teams next year – children's coloured shirts to be used in informal competitions. IGA took part in</p>

which may be more appealing as means of gaining participation.

3. Further develop PE and Sport Assemblies

- Use assemblies once every half term to link to our school identified PE Values and to celebrate sporting success
- Talk more widely in assemblies about the link between sport, success, aspiration and community, using sportspeople as a positive example.

4. Develop pupil leadership through sports and physical activity

- Pupils in Year 5 and 6 have opportunities (as stated in Academy Improvement Plan) for leadership across the school. For sports, through development of Young Leaders programme.
- Mini-police representatives to support with playtime and lunchtime duties, including through refereeing and umpiring as well as other playtime leadership roles.

5. The further development of our Outdoor Learning Environment (OLE)

- We will have a significant focus on physical health and mental well-being through a whole school approach that prioritises high quality, active outdoor learning opportunities for our children
- The mental and physical health benefits of outdoor play and the effectiveness of outdoor learning approaches are well known. Pastoral support often to be delivered through outdoor activity.
- Pupil voice engaged in terms of how we can develop our outdoor area to make it sustainable and accessible to a range of wildlife.
- Links to science and geography through growing resources and sustainability form part of our curriculum.
- We will increase the access to the outside area and increase active learning through green activities such as gardening, constructing with logs and den building, bringing other areas of the curriculum into the outside area
- The OLE package will also include Outdoor Learning training for staff from Martin Smith from GAT
- Martin Smith from GAT will support us in developing provision in this area
- Term 5 designated as 'OAA' term in PE framework – all classes to engage in outdoor and adventurous activities at this time.

£200

- Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme
- Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons

Leading to the following outcomes by all children. Increased pupil:

- Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem.
- Wellbeing, acknowledgement of own emotions and behaviours.
- Engagement in lessons as a result of 30 minute a day activities
- Experience of competition against self and others
- Experience and understanding of rules and scoring systems
- Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship
- Confidence
- Enjoyment of sport and games across the school
- Opportunities to participate in a wider variety of activities
- Awareness of the importance of physical activity and health
- Socialisation with other children from other schools / backgrounds
- Experience sense of well-being and the feeling of achieving their best
- Sense of health and well-being improved
- Experience of gaining awards and certificates and the feelings of achievement
- Increased engagement in teamwork and exercise
- Improved concentration in lessons
- Increased sense of belonging and engagement in whole school life
- Development of the whole- child (personal and social skills)
- Increased confidence
- Improved concentration in lessons
- Experience of gaining awards and certificates and the feelings of achievement
- Sense of belonging
- Ability to transfer skills to support learning across the school

Evidence

- Pupil Voice (Mental Health and Well-Being) audit developed and implemented
- Staff Voice

hockey, dodgeball, athletics x 2.

Assembly focus each term to build up to and celebrate termly competitions. Continue in 23-24.

YLS fully in place. Sports team captains in Y6 x 8 also in place.

Focus on developing outdoor area in Y1/2 and 4, along with gardening club. Built into Y4 curriculum with Lincolnshire Show. To continue.

			<p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Increased confidence, knowledge and skills to deliver high quality learning activities to meet children's needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Enhanced sense of health and well-being Engagement in enjoyable, fun, healthy, outdoor physical activity Improved activity levels and engagement in physical activity with resultant health benefits Children learn about the benefits of physical exercise and time outdoors and on mental wellbeing and happiness Physical health and mental wellbeing are interlinked, and children will learn that good physical health contributes to good mental wellbeing, and vice versa The benefits to children of playing outside bring a host of social, emotional and physical rewards As well as improving children's mental health and wellbeing, teachers have reported many other benefits of outdoor learning. Children that spend more time outside during the day have shown improved concentration, increased productivity, better behaviour and more positive relationships amongst their peer group. 	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14% (crossover with section 1 – money spent on JB sports also as professional development for staff))
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: £100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Improve the progress and achievement of all children by allowing staff to access CPD to increase knowledge and skills to deliver high-quality PE, School Sport and Physical Activity

Staff CPD Programme

1. Re-visit staff CPD needs and support from PE Lead

- Focus in staff training to be on the Ingoldmells Academy PE Intent – 'Active bodies, healthy minds', with the focus Academy Improvement links to Behaviour and Attitudes and Personal Development
- Share changes with staff on changes to our long-term PE framework and how it is meeting the needs of our pupils
- PE Learning Walks to help identify needs
- Ensure future actions support Physical Activity requirements / recommendations from the Department for Education Guidance
- Ensure all Trust and local guidance followed

2. GAT Membership Support Package

Purchase membership of GAT PE and Sports Programme. Support to include 3 x Central GAT PE Co-ordinator Network Development Days

Support to include:

- Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice
- This includes information from DfE, Youth Sport Trust (Membership), the national Association for PE (afPE), GAT and Allison Consultancy
- Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding
- Sharing of best practice to support pupil well-being
- PE and Sport Premium preparation for inspection: RAG Review and identification of key actions
- Ofsted and DfE requirements in relation to PE and School Sport Premium
- Quality Assurance of Planning and delivery for PE
- Health and Safety Updates
- Sharing of best practice
- PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff

PE lead to receive 2 x In-school, bespoke days of support

£2,400
(budgeted in section 1)

Evidence

- Discussions with staff
- Learning walk information
- Updates from PE Lead

Impact / Outcomes for staff:

- Subsequent CPD bespoke to meet identified needs
- Staff fully aware of school vision for PE and school sport

Impact / Outcomes for children:

- Children engaged in more effective, enhanced provision from upskilled staff
- Increased PESSPA opportunities provided by staff

Evidence

- Membership purchased
- Central Development Days attended
- Bespoke In-school and remote support from Allison Consultancy taken place
- Discussions with staff and children
- All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete
- Templates on website and web-compliant
- Enhanced pupil progress and attainment data for PE in place
- PE Learning Walk Sheets
- PE assessment data
- New PE Curriculum Map
- Power of PE Schemes of work being used

Impact / Outcomes for staff:

- Enhanced PE subject leadership
- Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template
- A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children
- PE Lead supported to identify key strengths in the planning and delivery of PE across the school and key areas for

PE QA from GAT completed successfully.

JB Sports booked again for next year to continue supporting class teachers

	<p>including a Quality Assurance review to ensure that whole-school PE is meeting the needs of Ingoldmells pupils. Also:</p> <ul style="list-style-type: none"> • Review and development of PE Curriculum Map • Joint PE Learning Walk and feedback • Review of 2021/22 PE & Sport Premium Plan and discussion/support with 2022/23 Plan • Website Compliancy Review <p>3. Engage high-quality external PE providers for professional development</p> <ul style="list-style-type: none"> • JB Sport to work alongside pupils and staff to provide quality CPD opportunities: use the model 2/2/2 weeks of model/ team teach/staff leading sessions across each of the different areas of PE across the year • To plan and deliver high quality sessions • Engage with ECB-promoted 'Chance to Shine' sessions with qualified cricket coach to work alongside staff in ways listed above to develop staff knowledge of delivering high-quality cricket coaching in school. <p>4. Embed PE Scheme 'Power of PE' across the school</p> <ul style="list-style-type: none"> • Introduce and monitor impact of Power of PE scheme across the academy • Staff will be supported in the use of the new PE scheme • To assess the fitness and improved fitness level of pupils 	<p>£100</p>	<p>improvement</p> <ul style="list-style-type: none"> • PE lead has greater knowledge and understanding and enhanced capacity to support staff across the school • Staff across the school supported to self-review and develop own practice • Staff across the school planning and delivering higher quality PE lessons • A consistency in approach by all staff • Improved confidence in teaching good and outstanding PE lessons • Increased confidence in making and recording assessments in PE • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children • Sustainability: Assessment resource in place and can be used year on year • Improved assessment and monitoring and tracking of assessments in PE • Staff upskilled to develop OAA activities with their children <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children involved in more regular, healthy, sustained, vigorous physical activity in PE lessons • Enhanced quality of teaching, learning and assessment for children in PE • Improved challenge and engagement for all pupils • Enhanced pupil understanding of and learning across all four areas of National Curriculum PE • Children develop each aspect of PE, not just the 'Physical' • Enhanced tracking and monitoring of pupil progress and attainment leading to more targeted lessons based on pupil need • Greater pupil progress and attainment in PE against national, age-related expectations • Increased pupil progress in PE • Enhanced quality of learning • Improved challenge and engagement across all pupils • Extended OAA activity opportunities 	<p>Power of PE used in all staff-led sessions. In place for 23-24.</p>
--	---	--------------------	---	--

		(Included in costs above)	Evidence <ul style="list-style-type: none"> • Purchased scheme implemented • Planning checks • Discussions with staff • PE Learning walk information Impact / Outcomes for staff: <ul style="list-style-type: none"> • Staff have greater understanding of this more progressive and effectively sequenced PE Curriculum Journey • Enhanced planning • Enhanced quality of teaching and learning Impact / Outcomes for children: <ul style="list-style-type: none"> • Increased quality of teaching and learning • Enhanced engagement • Increased progress and attainment 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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: £2090	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Increase children's engagement in a wide range of sports and physical activities through a broad selection on offer across the Academy</p>	<p>1. Engage JB's Sports Coaching and the wider community to extend the range of physical activity opportunities</p> <ul style="list-style-type: none"> Engage with JB for a lunchtime club every week and an extra-curricular club (different content each term to engage as many pupils as possible). Work with providers including JB to bring in a variety of different physical activities across the year for all pupils: Musical Theatre, cricket, balanceability, boxercise, street dance, yoga. Provide after school provision in a range of activities for each year group . Range of competitions offered provide children with the opportunity to engage in a range of activities <p>2. Bikeability to be offered to all year 5 pupils</p> <ul style="list-style-type: none"> Provide children with essential skill to be safe on a bike Encouraging healthy activity outside of the school day <p>3. Use of Pupil Voice</p> <ul style="list-style-type: none"> Identify pupil wishes before each round of extra-curricular clubs Use feedback to tackle non-participation and any current non-enjoyment issues / barriers to participation. Termly competitions to include a range of sports which some pupils who previously have not engaged would be willing to try. 	<p>JB clubs: Lunchtime £855 X-curr £1235</p>	<p>Evidence</p> <ul style="list-style-type: none"> Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers maintained as well as evidence of actions taken Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities <p>Evidence:</p> <ul style="list-style-type: none"> Pupil voice questionnaires completed Pupil responses collated <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Feedback used to tackle non-participation and any current non-enjoyment issues. Clubs introduced catered around those who would not usually participate. 	<p>Completed clubs in hockey, dodgeball, athletics, football, basketball. Engaged with by children (chosen using pupil voice)</p> <p>In place, also booked for 23-24 and for Y3/4 children.</p>
---	--	--	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:	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:
<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	<p>1. Participate in an increased range of competitive opportunities outside of the PE Curriculum</p> <ul style="list-style-type: none"> Review extra-curricular programme and identify competitive opportunities in school and between schools Access to GAT competitions and festivals including hockey, athletics, dodgeball and football. Access to local competitions and festivals. Include fixtures with other local schools, including Chapel St Leonards, Hogsthorpe and Willoughby Develop programme to include non-traditional activities. Supply cover for staff to attend competitions <p>2. Further develop the Inter-House PE Competition Programme</p> <ul style="list-style-type: none"> Whole school assemblies and display used to promote the inter house competition. Launch assemblies based on PE School Values and mission statement Further develop opportunities to recognise and share achievements - include website updates, social media, school newsletter and sports display board. Ensure we use our Intent for PE: Active Bodies, Healthy Minds Communicate to the parents about sporting achievements throughout the school <p>3. Extend competitive opportunities from within the PE curriculum itself</p> <ul style="list-style-type: none"> Further develop new, inclusive competitive opportunities for all children within the PE Curriculum PE Lead to review curricular programme and identify competitive opportunities 	<p>£0</p> <p>(Part of GAT costs see Indicator 3)</p>	<p>Evidence</p> <ul style="list-style-type: none"> Competition Programme Summary Sheet Participation Registers Competition programme updated and extended New, additional competitive opportunities now in place Inter-house activities taken place and scores recorded House Trophies and results PE Units of Work developed to include competitive opportunities Pupil voice Medals and certificates awarded Participation Registers Resources to plan and deliver programme JBs coaches engaged <p>Impact / Outcomes for staff:</p> <p>Leading to the following outcomes accessible by all children.</p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship 	<p>In place successfully, children engaged with each term, including 100% engagement in 3/6 terms.</p>

	<ul style="list-style-type: none"> • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all • Competitive opportunities become more inclusive and are increased • Introduce new PE Inter-House Sports Competition Trophies; ensure they are seen centrally in school. <p>4. Liaise with JB Sports to ensure pupils have access to high quality sports competitions and festivals</p> <ul style="list-style-type: none"> • JB's to provide a possible framework to be used to encourage competition against other schools • 6 x Competitions <p>5. Celebrate Participation and Achievement</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within assemblies for children who have taken part in competitions • Pupils have a space on their school 'punch card' for representing their school or their team during competitive sports and activities 		<ul style="list-style-type: none"> • Confidence • Enjoyment of sport across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best • Achievements recognised and celebrated • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging 	<p>IGA participated in 5/6 termly competitions.</p> <p>Teams celebrated when representing the school. Individual pupils bringing in trophies and awards for sport regularly for Friday assemblies.</p>
--	--	--	--	--

Budget Summary as of 17/04/23

Total Funds Allocated

-

£17,060

Total Spend Identified in Plan ('Yellow' figures) - **£17,060**

Balance - **£0**

Signed off by	
Head Teacher:	N Mitchell
Date:	29.6.23
Subject Leader:	N Mitchell
Date:	29.6.23