

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

November 2023

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:

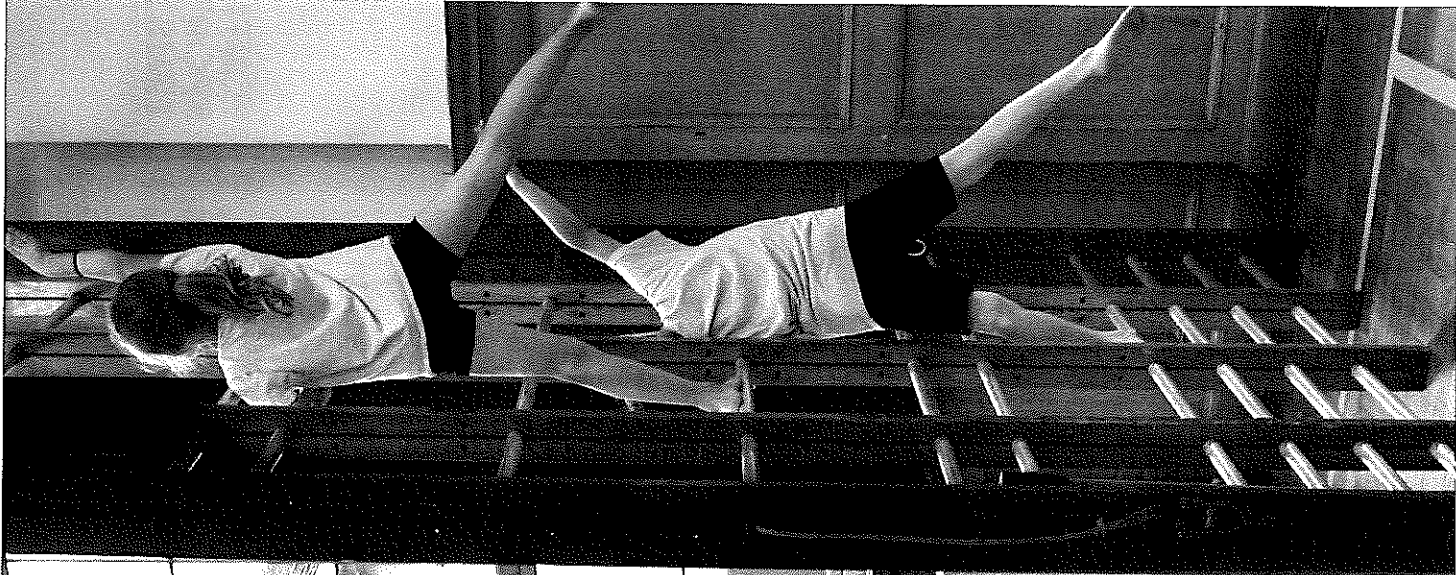
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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

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

Schools are required to publish details of how they spend this funding, including any under-spend from 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 **31<sup>st</sup> 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. To see an example of how to complete the table please click [HERE](#).



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.

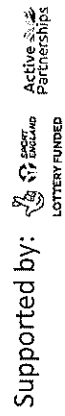
<p>Key achievements to date until July 2023:</p> <ul style="list-style-type: none"> <li>Sainsbury's School Games Platinum Award</li> <li>Increased participation in physical activity of least active pupils</li> <li>Introduction of Intra-school competition during lunchtime</li> <li>Extra-curricular Programme is over subscribed</li> <li>School Netball team winners of the Wilmslow Netball League</li> <li>School Football team winners of the Wilmslow Football League</li> <li>School Rounders team winners of the Wilmslow cluster tournament</li> <li>Basketball and Hockey school teams MSSP winners through to County finals</li> <li>Increased participation in Inter-school competition, attending the Celebrate, Aspire and Inspire strands of the School Games competition structure</li> <li>Re-established links with local sports clubs</li> <li>3 new sports introduced; Lacrosse and Handball during NSSW and sustained within the Extra-curricular Programme and/or competition framework. Badminton, as part of both the curricular and extra-curricular provision</li> <li>Use of MUGA for curriculum, extra-curricular, tournaments, NSSW and lunchtime provision to increase access to increased physical activity and competition</li> </ul>	<p>Areas for further improvement and baseline evidence of need:</p> <ul style="list-style-type: none"> <li>Maintain status of achievement in leagues, tournaments and School Games competitions</li> <li>Maintain broad range of sports on offer</li> <li>Maintain Sainsbury's School Games Mark Platinum Award</li> <li>Formalise the CMO's target of 60 physically active minutes per day</li> <li>Continue to increase accessibility of PESSPA on the physical and mental wellbeing of pupils</li> <li>Increased leadership and volunteering opportunities for School Games Makers</li> <li>Maintain participation rates in Inter-school competitions</li> <li>Increase participation rates in Intra-school competitions</li> <li>Consider the Ofsted Subject Review for PE and introduce the pillars of progression to increase the knowledge and confidence of staff in the delivery of PE</li> <li>Increase the individual competitions with local schools to wider year groups</li> </ul>
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Did you carry forward an underspend from 2022 - 2023 academic year into the current academic year? NO  
\* Delete as applicable

**Total amount carried forward from 2023 - 2024    £..... 22/23 Overspend of £3020**

**+ Total amount for this academic year 2023 - 2024£.....17,950.00**

**= Total to be spent by 31st July 2024            £.....14,930.00**



<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><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></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><b>N.B.</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. Please see note above.</p>	100%
<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>	88%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	69%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

## 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: £ 2600	Date Updated: November 2023	Percentage of total allocation: Up to 12.5% from school budget
Key indicator 1: The engagement of all 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			
Intent	Implementation	Funding allocated:	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>Clarify the CMO's requirement for pupils to be engaged in 60 active minutes per day and distinguish the difference between the 30 active minutes within school and 30 active minutes beyond. Explain the need for evidence of this for the re-application of the School Games Platinum Award, Ofsted and the Sport England Active Lives Survey, which is completed by all pupils annually.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE specialist to devise a monitoring form to highlight where physical activity is taking place, within or beyond the school day. Liaise with the Headteacher as to when to introduce this in the first half term.</p> <p>Present to staff and the newly appointed SGMs, how this is to be recorded on the form and that this is to be part of each pupil's daily routine. Class teachers and SGMs to encourage pupils to take ownership of their own physical activity levels by identifying particular trends ie gaps of activity at a particular time or on a specific day of the week and address this accordingly.</p> <p>SGMs to be asked for their preference of year groups to work in</p>	<p>£2600 (inc in cost of PE specialist for 2 days a week)</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>

partnership with and the PE specialist to assign pairs of SGMs to each class. Explain that they will be responsible for collating weekly data from the class they are attached to and forward this to the PE specialist.

A weekly PESSPA trophy is to be launched for the class who has the most pupils engaging in 60 minutes of physical activity per day. This will be presented and celebrated in a whole school assembly. An award will be given to the class who wins the trophy for the most amount of weeks at the end of each term.

PE specialist to re-establish the SGMs understanding of the 'Active Curriculum'. Training needs to be delivered for the SGMs to facilitate and encourage the physical activity of pupils in their assigned class. This can take place at break and lunchtimes and be an informal or more formal arrangement. A central resource is to be created with fun and practical ideas of how to boost levels of physical activity.

Following the presentation of the weekly PESSPA trophy, each SGM will demonstrate their physical activity challenge for their respective classes. This will be an age-appropriate task and can be performed at breaktime, lunchtime and/or as part of their Active

<p>To review and identify pupils with weak FMS in KS1 and within the year 3 transitional point. Enable this target group to attend structured lunchtime activity and encourage informal physical activity during other free time.</p>	<p>Curriculum. Emphasise that this would contribute to their activity minutes within the school day.</p> <p>Continue to use National and international sporting events to inspire pupils to understand the impact of physical activity on their physical and mental wellbeing. Link with annual charitable themes and seasonal events to ignite a fun-filled approach to any form of physical activity eg Children in Need, with Joe Wicks' 'Bearpee Challenge'.</p> <p>All KS1 classes to continue with weekly music and movement lessons using music as the medium to engage in fun physical activity.</p> <p>SGMs, with the support of data from the PE Specialist, to compile a short survey to establish the current sporting/physical activity interests of these identified pupils. Tailor any provision to reflect the outcomes eg House sport, Tournament Tuesday or lunchtime activities.</p> <p>Enhance their enjoyment of physical activity by encouraging the participation at multi skills festivals eg Change 4 Life and Little Champions. This will improve their generic skills and build their confidence and motivation to access</p>			
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<p>To track the activity levels and attendance at clubs and competitions to ensure particular target groups are engaging in regular physical activity eg girls, SEND, pupil premium.</p>	<p>a variety of physical activity opportunities.</p> <p>PE specialist and SGMs to closely monitor the PESSPA activity data of these pupils. Ensure all groups are participating in physical activity opportunities within and beyond the school day. Align the intent of the provision to the needs of the pupils.</p> <p>The Headteacher has scheduled structured lunchtime activity to be delivered in the MUGA twice a week. This is to be hosted by the PE specialist and identified SGMs on Tuesdays and Wednesdays.</p> <p>PE Specialist to access the minutes of Midday meetings which are held during curriculum time. Any points of interest, feedback or agenda items regarding lunchtime activity to be forwarded through the Headteacher.</p> <p>PE specialist to liaise with the Headteacher regarding the introduction of a PESSPA representative on the School Council. This role will provide a forum for information and ideas to be exchanged between classes. More so, this will be an effective and regular platform for pupil voice</p>			
<p>Increase the number of children engaging in structured activity at lunchtime.</p>	<p>PE Specialist to access the minutes of Midday meetings which are held during curriculum time. Any points of interest, feedback or agenda items regarding lunchtime activity to be forwarded through the Headteacher.</p> <p>PE specialist to liaise with the Headteacher regarding the introduction of a PESSPA representative on the School Council. This role will provide a forum for information and ideas to be exchanged between classes. More so, this will be an effective and regular platform for pupil voice</p>			

on PESSPA and encourage the ownership and uptake of increased physical activity.

SGMs to attend the MSSP Leadership Conference with the PE Specialist to access external training on leadership and volunteering. This will provide opportunities to interact with similar and like-minded peers from a range of local primary schools during their introductory phase to this role.

PE specialist to follow up the training received at the Conference eg develop their understanding of the principles of leading a physical activity session, including ideas for activities/games, safety, organisation of teams and equipment, being a role model and overseeing the physical activity levels of the class they are attached to.

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				
<p><b>Intent</b></p> <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>Ensure all staff and pupils know what the acronym PESSPA represents and that they understand how they can actively take part in all aspects of it.</p>	<p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Include 'PESSPA' within the PE display area to familiarise pupils with the acronym. Introduce and launch the PESSPA Trophy which acknowledges the class who has the most pupils engaging in 60 minutes of physical activity per day. SGMs to use the term freely and engage in conversations with pupils to identify how they can improve their levels of activity per day/week. Display this result weekly for public acknowledgement and for pupils to enjoy the recognition.</p>	<p><b>Funding allocated:</b></p> <p>£5200 (inc in cost of PE specialist for 2 days a week)</p>	<p><b>Impact</b></p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p><b>Percentage of total allocation:</b></p> <p>Up to 12.5% from school budget</p> <p>Sustainability and suggested next steps:</p>

<p>Ensure all children are engaged in positive physical experiences and that this provision enhances their physical literacy and their social and emotional wellbeing.</p>	<p>PE specialist to host staff training on PESSPA and how this underpins physical literacy. Demonstrate how we deliver in each of the strands and the vital contribution each aspect impacts on both physical and mental wellbeing. Therefore, upon their overall performance in school life.</p> <p>Careful selection and preparation of pupils for festivals and competitions will build confidence for participation and motivate pupils for future involvement in physical activity. Identify pupils who suit the intention of the event and this will create a successful and invaluable experience. Positive experiences within the appropriate competition theme will enable pupils to progress through the School Games 'Roadmap to Competition' structure and encourage a lifelong passion for physical activity. Through participation in events, pupils will be exposed to situations which will enhance their personal development eg socialising and cooperating with unfamiliar people and will also be character building, allowing them to gain transferable skills they can employ in whole school life.</p> <p>The Extra-curricular Programme</p>			
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<p>Encourage positive behaviour by creating a PE achievement noticeboard to recognise and celebrate outcomes in PE lessons, clubs and competitions.</p>	<p>should also reflect the needs, age and interests of the pupils participating. This information is to be collated through the school council and SGM forums. Additional clubs should also be on an invitation only basis (Multiskills/C4L), to ensure targeted pupils are encouraged and supported to improve their confidence and competence in physical activity. Again, careful monitoring of the intent of the provision with the young people participating is needed in order to build positive attitudes towards an active and healthy lifestyle.</p> <p>PE specialist to continue to ensure that preparation is planned for and shared, involving the identified pupils being informed of the requirements of the competition eg rules, strategies, tactics. Practical experience of the activity needs to be planned into the curriculum and/or through the Extra-curricular Programme to breed familiarity, confidence, competence and indeed for success to be achieved.</p> <p>PE Specialist to maintain a high quality noticeboard, newly entitled 'PESSPA'. Present a display to celebrate the positive experiences of the pupils eg photographs of</p>			
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<p>recent competitions/lessons, clubs and Active Curriculum sessions. Link sport orientated displays to relevant and current global events eg World Cup/International Tournaments and curriculum activities eg Gymnastics. This will ensure the celebration of achievements, participation and physical activity opportunities, which can enhance social interaction between pupils and their school community. For example, peers can reflect on fun and enjoyable experiences, sharing success stories etc.</p> <p>Celebrate success with the newly prepared PE Achievement board by showcasing the names of pupils awarded with the weekly PE certificate in each class. The certificates are to recognise pupils who display characteristics of the School Games values in their PE lessons and to promote the importance of these skills is simultaneously promoted, showing that such attitudes and values underpin success and our core curriculum drivers at AECPS.</p> <p>The PESSPA display is to be used as a platform to inspire take up in physical activity. Ensure the use of this space is as a point of reference eg intra-competition leagues/fixture</p>	
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<p>Staff and pupils to know and recognise the value of the Platinum award. Understand how physical activity opportunities can impact on overall school performance.</p>	<p>dates and a timetable of clubs for the half term which can signpost pupils to activities of interest to them and further the uptake in participation.</p> <p>Raise the profile of the SGMs by displaying their photograph and the class they are attached to. This is to forge links and a working partnership between the SGM and their class. This whole school profile will give them the prestige and value that comes with this leadership and volunteering role.</p> <p>Create a learning wall in the hall to support the teaching of Gymnastics. Display diagrams and key words as a scaffold for learning and to further support the retrieval knowledge of pupils within and after the lesson.</p> <p>PE specialist to create a PE classroom pack with PESSPA resources to display eg age appropriate gymnastic vocabulary, physical and mental health benefits of physical activity etc.</p> <p>Meet the new Governor linked to PE and promote the Platinum status of the School Games Sportsmark award achieved in 21/22, rolling over into 22/23. Raise awareness of the display of this award in the</p>			
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	<p>school entrance hall and that it has a lifespan of two years. Highlight the evidence of the medal for 22/23 also attached to the award.</p> <p>PE specialist to attend School Games meetings and be updated on the 23/24 re- application process for the Platinum award. Maintain, deliver and develop practice and systems, to gather evidence to re-apply for the award, eg evidence of 60 minutes of daily physical activity.</p> <p>Share this with the Headteacher and involve staff in the requirements needed for this. Emphasise how a whole school approach is mandatory for a successful submission.</p> <p>Liaise with the Headteacher and ensure that the Platinum School Games kitemark is placed on letterheaded paper. SGMs to share the Platinum award with the pupils in their assigned classes and what this represents and reflects about them and their school. Highlight the vision for 23/24 and what we need to be doing in order to achieve it again. Highlight, on a class and school council level, that there is a low percentage of schools across the country who have been awarded this kitemark for as many consecutive years as AECPS.</p>			
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
<p>Opportunity to develop healthy lifestyles and healthy mind to support learning.</p> <p>Invite guest role models into assembly to inspire children to excel in school life, achieve their personal best, and develop lifelong healthy and active habits.</p>	<p>Promote the Active Lives survey in line with the Platinum award and that this achievement should be reflected in the survey. Show how the criteria overlaps for both awards and there is a correlation between the results for both. Emphasise the importance of the Active curriculum alongside both the PE curriculum and the Extra-curricular Programme as part of our mental and physical wellbeing offer and the need for this to be recorded and monitored.</p> <p>All pupils year 1 to year 6 to complete the survey during the school day with their respective class teachers.</p> <p>Endeavour to coordinate the planning of an invited role model of a particular sport to the relevant curriculum or Extra-Curricular Programme being delivered.</p> <p>Request that the guest should share their roadmap of becoming a professional athlete eg how goal setting, dedication to excellence, focus and decision making all contribute to success. Use links to local sports clubs, development coaches and initiatives eg Legacy Day to identify contacts from the professional sporting world. Invited role models to emphasise the impact physical activity has on both</p>			
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<p>Ensure the physical activity of children with SEND is fully incorporated across PESSPA to support inclusion.</p>	<p>our mental and physical wellbeing in everyday life.</p> <p>Monitor the contents and use of the Lusu bag in PE lessons and where appropriate, during Active Curriculum sessions, to allow SEND pupils to access the same curriculum and activities as other pupils. Collect photographic and weekly class assessment evidence of the bag being implemented in PE lessons.</p> <p>TAs/LSAs to use this resource to support the learning of identified pupils. PE specialist to ensure all staff are aware of the central resource and it's location, particularly through the annual transitional period and the change in roles of staff.</p> <p>Further support the inclusion of SEND pupils in physical activity, through initiatives. Eg Paralympian GB athlete as an invited role model or the introduction of a disability sport during intra-school competition (House sport) that can be played by all children.</p> <p>Demonstrate the accessibility of sport which can be inclusive, fun and a forum to engage all abilities playing and working together.</p>			
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	<p>Liaise with the School Games Organiser to find out about virtual SEND competitions to broaden the variety of activities these pupils can engage in. This will also facilitate the participation in events across the country and allow access to competition on a county, regional and national level.</p> <p>Track the uptake of clubs in the Extra-Curricular Programme of SEND pupils to ensure the provision on offer is accessible and inclusive.</p> <p>Conduct pupil voice surveys to reflect the thoughts and feelings of SEND pupils in relation to the impact of PESSPA on school life.</p> <p>Continue to subscribe to MSSP festivals that target SEND pupils to ensure they access the School Games inter-school competition structure.</p>			
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Created by:  Association for Physical Education

 YOUTH SPORT TRUST

Supported by:  Active Partnerships

 NATIONAL LOTTERY FUNDED



Intent	Implementation		Impact	Up to 12.5% from school budget
Intent	Implementation	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>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>All children to have at least one PE lesson per week taught by a specialist. Non-specialist staff to shadow a coach to provide team-teaching and CPD opportunities in PE to ensure the high quality delivery of the PE curriculum.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PFC to team teach alongside KS2 staff in the delivery of PE lessons to upskill class teachers in the provision scheduled in the Long Term Curriculum Map. This will facilitate the gaining of confidence and knowledge of staff in these curricular areas for future delivery.</p> <p>Staff to complete an audit on their current knowledge, skills and understanding of the PE curriculum. This will establish the impact of the CPD currently in place and identify gaps and areas where future training is required.</p> <p>PE specialist to complete Inclusive Health Check Tool on the School Games dashboard using the information gained from the CPD survey completed in Autumn 2023. This will inform the SGO of our CPD needs as a school, who will respond with provision, to address any training needs.</p>	<p>£5,500 for PFC</p> <p>£2600 (inc in cost of PE specialist for 2 days a week)</p>		



<p>Ensure all PE lessons being delivered reflect the content from their year group.</p> <p>Consider the Ofsted Subject Review for PE in the planning and delivery of PE lessons to provide a high quality, progressive PE curriculum.</p>	<p>The learning objectives for every year group which are to be delivered each half term are extracted from the key concepts in the Knowledge Organisers. These are forwarded by the PE specialist to class teachers and shared on the school website. Similarly, the class teacher also identifies learning objectives for their PE lessons based upon the Long Term Curriculum Map for PE and again using the Knowledge Organisers.</p> <p>PE specialist to monitor the weekly assessments of class teachers at the end of each term to ensure the provision coincides with the PE curriculum map and the content of the PE curriculum for their year group. Learning walks to be planned to informally monitor the implementation of the PE curriculum and observe the delivery of high quality PE lessons.</p> <p>PE specialist to read, understand and begin to organise the Games strand of the PE curriculum into the pillars of progression for each year group. Develop this by expanding on the key concepts and ideas in the Knowledge Organisers and structure these ideas into the three pillars of</p>		
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<p>Attainment and progress recorded on INSIGHT to ensure progress is maintained in PE in all year groups.</p> <p>Update staff on PESSPA and the impact of this on the physical literacy of all pupils.</p>	<p>Motor Competence, Rules Strategies and Tactics and Health Participation. This will ensure coverage of the different types of knowledge to be taught within a PE lesson and will build a progressive PE curriculum. A sequenced approach will allow opportunities to re-visit concepts, as well as building on previous knowledge and skills.</p> <p>PE specialist to deliver staff training to update the expertise of colleagues within this area of the PE curriculum. Emphasise the need to reference the three pillars within their planning and weekly assessments.</p> <p>Class teachers to begin to consider the three pillars when assessing in PE. This will measure progress in the different domains and will inform attainment recorded by staff on INSIGHT.</p> <p>Within staff training review the methods of delivering PESSPA. Ensure staff understand that in order to maximise the development of a child's physical literacy, the different strands within PESSPA must be delivered to a high standard. This includes PE lessons, Extra-Curricular Clubs, the Active</p>		
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			<p>Curriculum, Break and lunchtime activity, Intra-competition and Inter-competition. For this to be achieved each class teacher needs to support, encourage and facilitate all provision on offer. Staff are to actively promote the access to PESSPA for their year group by signposting them to events. They should be encouraging pupils to have ownership and drive to increase their own activity levels (60 minutes/day), shaping a commitment to lifelong participation in physical activity.</p> <p>PE specialist to attend WHS cluster meetings, CPD, events and competitions. Any invitations to receive specialist coaching from WHS staff to be accepted and scheduled into the school diary. This is to provide further CPD to staff and aid preparation for pupils participating in competitions.</p> <p>PE specialist to attend MSSP meetings to be briefed on the School Games competition calendar, Sports Mark Platinum criteria and PESSPA updates. Network with PE colleagues to share best practice and resources, to facilitate the delivery of high quality PE. Share knowledge with</p>	
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<p>PE resources are appropriate with correct quality and quantity in place. Equipment is available to support the less able and extend the more able. Staff are familiar with the location of suitable resources to support the delivery of high quality PE lessons.</p>	<p>colleagues in school during appropriate forums.</p> <p>PE resources labelled and organised to allow easy access by staff. Each of the outdoor equipment stores support the KS1&amp;2 content of both the PE curriculum and Extra-curricular provision to enable the use of high quality resources to aid delivery.</p> <p>Newly purchased equipment to also be arranged into a suitable place and labelled. All staff to be informed that pupils must not access this equipment during lunch and breaktimes.</p> <p>Indoor resources for gymnastics to start to be replenished, with the top up of benches and planks.</p> <p>Differentiation to be evident within the delivery of the PE curriculum using a variety of equipment in different year groups, to provide challenge and support for pupils where appropriate.</p>		
<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>			
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p>Percentage of total allocation: Up to 12.5% from school budget?</p>
<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</p> <p>Created by:  <b>ASSOCIATION for Physical Education</b>  <b>YOUTH SPORT TRUST</b></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>

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LOTTERY FUNDED

<p>consolidate through practice:</p> <p>PE Long Term Map for KS1 to build on the consolidation and mastery of Fundamental Movement Skills (FMS). In KS2 ensure FMS feature within PE lessons and are revisited to foster competence and confidence when learning more sport specific and complex skills.</p>	<p>KS1 pupils to master FMS as well as consolidating the development of agility, balance and co-ordination (ABC) skills. PE specialist and class teacher to teach these concepts in isolation and then when learning simple skills.</p> <p>A multiskills approach is to underpin the teaching and learning in KS1 to develop the basic skills. Ensure that the Games PE knowledge taught encompasses the three different types of Games in the curriculum and to also include Target Games. In KS2, more sport specific skills need to be selected to ensure the National Curriculum aims can be met. This should include creating a progressive curriculum across all year groups, providing a depth of knowledge reflecting competence and confidence in the identified sports.</p> <p>The Long Term Map to reflect other areas of the PE curriculum, namely, Gymnastics, Dance, Athletics and Swimming within each year group in KS1 and KS2. This is to ensure full coverage of the National Curriculum and provide a broader range of activities. This will also provide opportunities to recap and enhance FMS and ABC knowledge and skills.</p>	<p>Included as part of the cost of sports specialist teacher</p>	
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<p>PE specialist to produce a planning document reflecting the three pillars of progression, to provide an in-depth sequenced curriculum, where pupils can revisit, retain and build on prior knowledge of a range of sports and activities.</p>	<p>PE specialist to begin to respond to the PE Ofsted Subject Review, by looking at the three pillars of progression. Initiate this with Invasion Games due to the implementation of this content during the Autumn Term. Extend this to other areas of the PE curriculum throughout the year. PE specialist to deliver PE training to whole school staff to update them on the Review. Introduce them to the knowledge that is required to be delivered, which cover all three pillars and align with the Knowledge Organisers. Explain how to plan for this and that Class teachers need to begin to refer to the pillars within their planning and weekly assessments.</p>			
<p>All children to have access to high quality resources to suit their needs and enable them to achieve their potential in a range of sports.</p>	<p>PE specialist to purchase and appropriately store new equipment to cater for SEND pupils and the more able. Use these resources to differentiate, so that all pupils can succeed and achieve their best. Pupils are facilitated to access and explore a variety of equipment. In KS1, the PE specialist and class teacher is to teach how to execute a broad range of simple motor skills and begin to apply these when using different equipment and</p>			

<p>exploring simplified games and rules. In KS2, use more sport specific equipment to implement the knowledge they acquire, practise and refine, especially when applying the learning to individual sports.</p> <p>Continue to work in partnership with the Tytherington Golf Club and Cheshire Golf Club to again secure a 6 week golf coaching programme and a visit to the golf course during NSSW, for year 2 pupils.</p> <p>Introduce a year 2/3 Tri-golf club during lunchtime to support less able and the least active pupils. This identified activity is based upon feedback from the specialist coaching provision they received in year 2 and the visit to the Dinogolf in National School Sports Week. PE specialist is to invite targeted pupils and deliver these sessions with the support of the SGMs. The intent is to upskill these pupils and provide a fun route to engaging in regular physical activity, alongside their peers and positive role models, the SGMs. Use the new equipment, secured as part of the coaching package received in the previous year.</p>	<p>School Sports Week - cost usually covered by additional sponsorship from community</p> <p>If not cost to school fund of approx. £2500</p>	
<p>PE specialist to maintain links with local sports clubs/schools ie WHS and the National Governing Body of a variety of sports, to offer a broader experience of sports to all pupils within and beyond the curriculum.</p>		

Register for the Annual Dance Festival for the third consecutive year. Open up the invite of pupils to all KS2 year groups, specifically targeting those who are less active and prefer to participate in a less traditional activity. To ensure a positive experience, ensure that the performance builds on existing skills learnt in PE lessons (Dance) and a Dance Extra-curricular club is scheduled in the Summer Term, in preparation for the event. This is to increase the motivation, confidence and enjoyment of all pupils participating in the Festival, but to also springboard future engagement in a wider arena of physical activity.

Liaise with the Chairman of UKCA to investigate the introduction of a Cheerleading Club as part of the Extra-Curricular Programme. Pupil voice has shown that this is in demand, however, coach availability is limited. Again, identify pupils who prefer a less traditional approach to physical activity and if initiated, enter the National Cheerleading Schools and Clubs Competitions. Include Cheerleading in the NSSW programme as a returning popular activity.

	<p>Include newly introduced sports during NSSW, into the Extra-curricular Programme, where pupil voice highlighted an interest; A Handball Club, after receiving specialist coaching from our WHS Link teacher. Similarly, a Badminton club, following previous curricular and extra-curricular provision, to extend Central Net and Wall games opportunities.</p> <p>PE specialist to explore CPD opportunities to facilitate the offer of additional sport in the Extra-curricular programme, or participation in inter or intra competitions, based upon pupil voice eg Lacrosse.</p> <p>Explore and build upon new links established during NSSW. Investigate potential schemes attached to the club/Business which would enable access to specialist in-school coaching, guest visitors or provision of an Extra-curricular club. This will broaden the variety of activities on offer and could be an invaluable contribution towards competitive preparation, or alternatively, as a source of inspiration for engaging in physical activity.</p>	<p>Continue to work in partnership with existing links in the local community to further develop PESSPA. Initiate new Business links to help broaden the</p>

<p>knowledge of the factors contributing to a lifelong healthy and active lifestyle.</p> <p>Increase the participation rates in both WHS cluster and MSSP events. Additionally, extend inter-school competition to be on a county and/or regional level.</p>	<p>Use tracking systems to identify pupils with low levels of physical activity and who do not access an inter-school competition. Target the less traditional and more multi-sport discipline to engage pupils in the 'Celebration' strand of the School Games Roadmap to Competition. A more generic and a fun approach to physical activity is required to motivate this group of pupils to participate. More so, ensure less active pupils are introduced to competition by working alongside peers who have a similar level of experience. Through the sign up to KOBCCA, the PE specialist is to enter at least 2 events throughout the year via this platform, to increase inter-school competition to be on a county/regional level. Tailor the choice of competition to target more able pupils who need to experience competition on a wider level, eg for individual achievement in gaining Personal Bests.</p> <p>PE specialist to liaise with the Headteacher to find out the most suitable time for class teachers to administer the survey with their own class. Use the outcomes to design future PESSPA opportunities to increase current activity levels</p>		
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<p>All pupils to complete a KOBACA survey to establish the rate of participation in sport/physical activity and current activity interests.</p> <p>Maintain a high quality National School Sports Week to enrich and extend opportunities in PESSPA. Provide pupils with a broader range of positive experiences, which will contribute and build on their existing knowledge on the importance of physical activity, as part of a fun and active lifestyle.</p>	<p>and broaden the sports on offer. Feedback to School Games</p> <p>Organiser to investigate if any gaps or areas for development could be addressed through the MSSP.</p> <p>PE specialist to plan, organise and schedule an inclusive sports week. Maintain and build upon links with relevant partners, including those from educational settings, sports clubs and business. Produce a NSSW programme to disseminate all activity information and the relevance of this to the PE National Curriculum. Ensure various channels of communication with the parents share the range of activities experienced by the pupils and the impact on of these on enjoyment at school. Also share the benefits of physical activity on their physical and mental health and wellbeing and Government/CMO targets in relation to this.</p> <p>All staff to use the MUGA when their PE is scheduled. Staff to have high expectations on the care and respect of this first-class sporting facility. PE specialist to have an updated risk assessment in place. Launch formal intra-school tournaments at the end of each half term with House points being</p>			
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<p>Continue to use the MUGA to be used for PE lessons and during appropriate extra-curricular provision. The MUGA to be used as a resource to facilitate structured lunchtimes to increase physical activity levels.</p>	<p>promoted and accumulated throughout the year.</p> <p>PE specialist, along with the SGMS, to coordinate activities and zone the MUGA for structured lunchtimes to increase the participation of physical activity. Pupils need to access this space on a regular basis with the presentation of timetables etc available via noticeboards and information regarding the schedule of different activities being communicated, assemblies and SGM class drop-ins.</p> <p>PE specialist to liaise with the Headteacher and Midday Assistants for the updated 23/24 lunchtime arrangements for the MUGA.</p> <p>Introduce the PE Lead from AESG to the Headteacher. Discuss opportunities to work in partnership by hosting Extra-curricular clubs, sharing the use of the MUGA and specialist coaches to broaden the provision on offer.</p> <p>Encourage pupils from across both schools to work cooperatively and develop relationships with peers, providing character development opportunities and the promotion of life skills.</p>		
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	<p>Continue to host tournaments on behalf of the MSSP and Intra-school competition leagues (hosted at lunchtimes in 'Tournament Tuesday'). Continually select activities/sports on the basis of pupil voice feedback, alongside the consolidation of the PE curriculum. Extend the community offer to host WHS festivals and future MSSP CPD training for PE leads across the Borough.</p>			
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**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation: Up to 12.5% from school budget				
Intent	Implementation	Funding allocated:	Impact	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<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>Continue to enter KS1&amp;2 fixtures to engage in inter-school competition. Ensure the intent of competition correlates to the ability and needs of the pupil. Improve the sustainability of competitive opportunities by providing positive experiences, through quality preparation time, a supportive and fun approach and pupil voice reflections post competition. The impact from this is to progress pupils through the School Games competition framework, so that individuals enjoy and in turn motivated to engage in competitive sport.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE specialist to attend WHS and MSSP meetings to be informed about the 2023/24 competition structure. Register, enter and communicate all details to the invited parents of pupils through electronic school systems. Select traditional and non-traditional routes for entry into competitions, to increase the uptake of participation in competitive sport.</p> <p>Attend Festivals where pupils participate in a rotation of activities to gain confidence in an off-site sporting experience, alongside peers who they may not know. Register for both multiskills events and more sport-specific events, eg Tag Rugby Festivals.</p> <p>PFC to manage the school football club, team, Wilmslow Football League and football tournaments. Train, prepare and make team selections for the different</p>	<p>Included as part of the cost of sports specialist teacher</p>	<p>Sustainability and suggested next steps:</p>	

	<p>competitions. Aim to be in the top three of the results table or being placed into the qualifying rounds of tournaments eg in the semi finals.</p> <p>PE specialist to liaise with PFC to share the competition calendar 23/24. Align this with the Long Term Curriculum Map and the Extra-Curricular Programme where appropriate, to maximise preparation time for competitive events and broaden the range of sports competing in.</p> <p>PE specialist to continue to manage the school netball club, team, Wilmslow Netball League and netball tournaments/festivals, building on the success of last year. Using the MUGA, arrange friendly matches with neighbouring primary schools to increase 'match fit' preparation time. Open up the opportunity of competition to younger year groups, following on from the netball practised during Tournament Tuesday, for years three and four in Autumn 2. Parent advocate to continue to support with the club, to enable more pupils to engage in high quality training sessions.</p>	Included in cost of PFC	
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	<p>PFC to continue to host football tournaments for wider year groups than years 5&amp;6. Engage younger pupils (year 2,3 and 4) in tournaments, to allow them to gain confidence in competitive play. PFC, along with the PE specialist and class teacher, to oversee the the team, where cluster schools host one-off tournaments.</p>			
	<p>PE specialist to select pupils for specific competitions based upon School Games criteria. Ensure pupils progress through 'The Road to Competition' by participating in competitions at a level based on their previous experiences. Extend the opportunity to engage in more competitive events to build confidence and enhance their character development, so that they become more motivated to participate. Allow them to take ownership of their engagement and positive attitude towards competitive sport.</p> <p>PE specialist to track participation of pupils in inter-school competition. Target and prioritise those pupils who need to take part in competitive events. Identify</p>			

<p>Extend the level of competition for pupils to compete in on a wider level eg county and regional, by entering into competitions via the KOBOCA platform.</p> <p>Continue with the intra-school competition schedule during curriculum time, ending each half term with House sport. Similarly, continue to host Tournament Tuesday during lunchtime on a weekly basis. Organise different groupings to engage and excite various age groups of pupils working together, eg vertical grouping.</p>	<p>events which are more Festival or FMS orientated initially, progressing into more formal competitions. Motivate and encourage with School Games values, PESSPA Trophy, certificates and public recognition eg assemblies, school website and PE noticeboard.</p> <p>PE specialist to consult the School Games dashboard and the SGO to select appropriate events to engage particular target groups into, on a county, regional and wider level eg SEND, more able and less active pupils. For eg SEND competitions, Festivals for inactive pupils and Inspire events to open up the competition arena and challenge the more able.</p> <p>PE specialist to host a variety of different sports for intra-school competition (House sport) in PE lessons during the last lesson of each half term. Sports to be selected on a pupil voice basis. All pupils to participate and engage in positive competition opportunities. SGMs to organise fixtures and take part in umpiring and coaching-type roles, to support and encourage all teams. Points scored to be accrued</p>		
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<p>Establish whole school positive ethos to competition and increase the participation in events through recognition, rewards and celebration systems. Pupils to understand the impact of being physically active on their physical and mental wellbeing.</p>	<p>towards the end of year house totals. Publicise ongoing results.</p> <p>PE specialist to meet with SGMs to explain 'Tournament Tuesday'. Together, re-launch the initiative in assembly. SGMs then to plan and prepare teams (vertical groupings of houses), fixtures and the distribution of information to their classes. Display on the PE noticeboard to raise awareness and share both results and house points. Scores to be collated and contribute towards house totals for cup winners at the end of the academic year.</p> <p>Intent to be the focus of different leagues, with some gaining house points for participating and some for winning. Rotate the sports played based upon pupil voice, the competition calendar and the offer of an inclusive intra-school competition programme.</p> <p>PE specialist and class teachers to use whole school rewards during PE lessons eg house points. Also, use a topical approach, correlating to current sporting events eg World Cup tickets, to enhance motivation and adopt a fun reward system. Promote the School</p>			
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			<p>Games values which underpin our PESSPA ethos and emphasise the importance of these characteristic attributes. Recognise this through various platforms eg assemblies, noticeboards, newsletters and school website. Reference how to access physical activity and the taking of ownership of their participation levels throughout all PESSPA opportunities.</p> <p>Introduce player of the match in competitive tournaments and showcase these on relevant platforms, eg displays, assemblies etc. Celebrate the results of teams to raise the profile of achievements in our local community.</p> <p>PE Specialist to enter, attend and compete in town netball and football leagues.</p> <p>PE Specialist to select and target specific children to enter inter-school competition based upon School Games criteria. Track engagement of children in clubs, festivals, leagues, tournaments and competitions to prioritise those that need to improve their participation in physical activity and competition. Target those who</p>
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	<p>may need further intervention eg PP, SEND and girls.</p> <p>Utilise KOBOCA beyond competition registration purposes. Through this platform, investigate any access to virtual competitions on a local, county and national level. Complete surveys on here and create surveys on here using the tools available.</p>			
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Signed off by	
Head Teacher:	Lindsey Walsh <i>LWalsh</i>
Date:	30.11.23
Subject Leader:	Ruth Lewis <i>R.Lewis</i>
Date:	14.11.23
Governor:	Alex Shaw <i>Alex Shaw</i>
Date:	10.11.24

