

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



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:

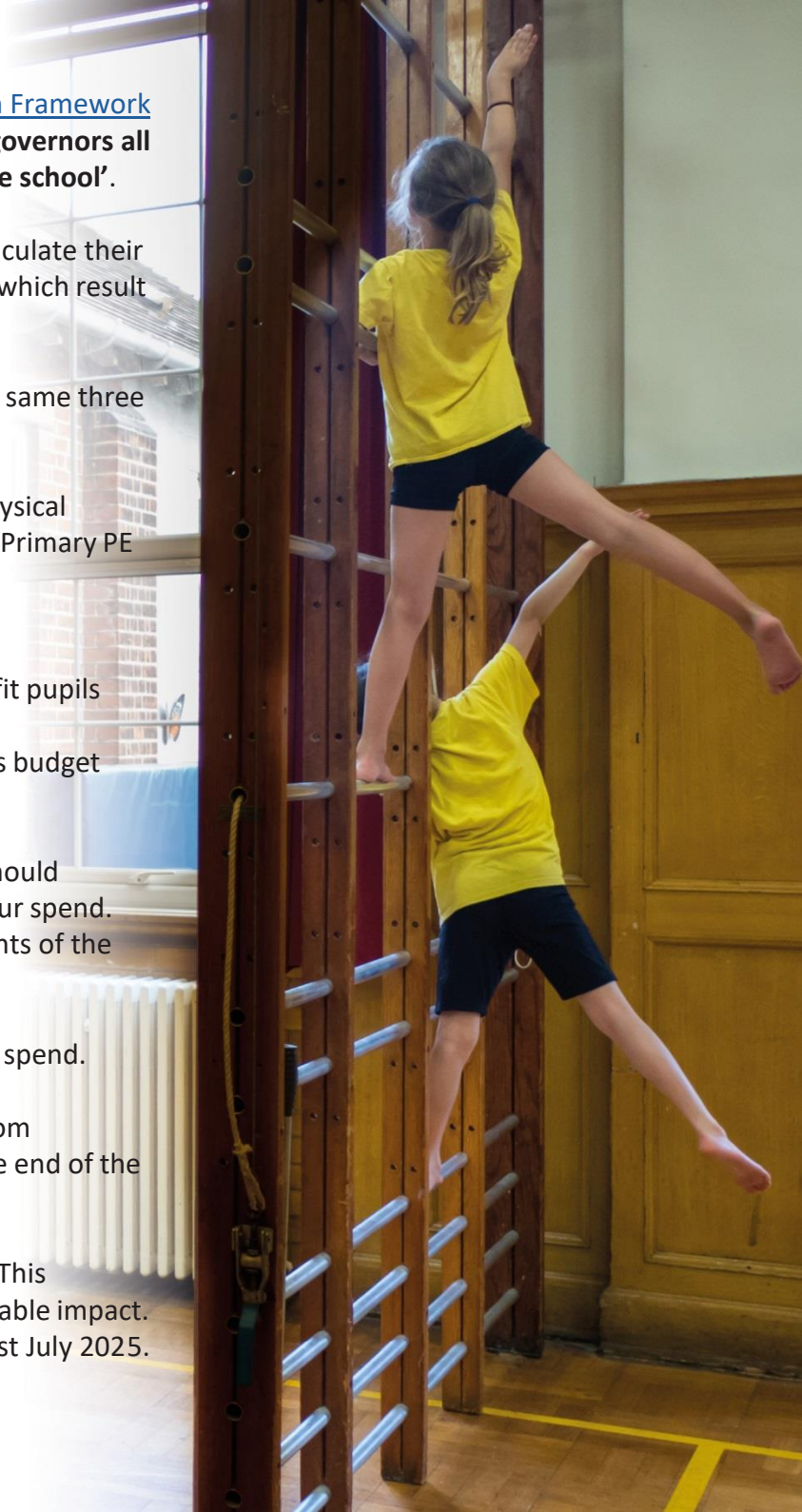
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](https://www.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 2023/2024, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2025** 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 2025. 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.

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

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

| Key achievements to date until July 2024: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Awarded Sainsbury’s School Games Platinum Award 2023- 25 (6 years) • Introduction and raised profile of PESSPA and the different strands to whole school • Raised profile of the Active Curriculum throughout the school day • Raised profile of the CMO’s target of 60 active minutes per day • More formalised Active Break opportunities hosted by the SGMs • Introduction of the monitoring and tracking of daily physical activity levels • Introduction of the PESSPA trophy related to daily activity levels • Increased opportunity to be active throughout the school day targeting the least active children • Confidence in teaching of PE by non-specialist teachers • Increased enthusiasm, engagement and embedded physical literate environment • Pupil voice reflecting positive attitudes to all strands of PESSPA, active lifestyles, school life and mental health • Broad and balanced Extra-Curricular Programme to enrich and extend provision within the PE National Curriculum • 80% of year 5 and 6 children participate in the Extra Curricular Programme • Extra-Curricular Programme is over-subscribed • National Curriculum outcomes: <ul style="list-style-type: none"> • 80% of SEND pupils are expected or above in PE • 100% of Pupil Premium pupils are expected or above in PE • 93% of pupils in EYFS, KS1 and KS2 achieve expected or above in PE • Increased participation rates if pupils engaging in intra-school competition • Winners of the Wilmslow Netball League • Winners of the MSSP Sports Hall Athletics, Hockey and Lacrosse competitions • Qualified and represented in the County finals for Sports Hall Athletics and Hockey, placing 2nd and 4th respectively • Engagement in all strands of the School Games Competition Roadmap • Semi-finalists of Wilmslow Football League • Continuation of professional relationships with local clubs • NSSW success with local clubs, business’, link schools and professionals from the sporting world • Sustainability of new sports introduced as part of the curriculum or Extra-Curricular Programme (Handball, Lacrosse, badminton and Cheerleading) • MUGA facility used for curriculum, extra-curricular, NSSW, active breaks and intra-school competition to increase physical activity levels and engagement in competition | <ul style="list-style-type: none"> • Maintain currently high level of PESSPA opportunities in and out of school • Maintain Sainsbury’s School Games Mark Platinum Award • Ensure the Health Participation pillar of progression is evident in every PE lesson • Maintain and collect evidence of the impact of PESSPA on positive attitudes to learning and school life through pupil voice opportunities • Continue to track inclusion and accessibility for all in clubs and competitions • Further embed Intra-school competition and raise the profile for all of KS2 • A targeted group of children to compete in at least one virtual inter-school competition • All children to engage in personal challenges and active break times • All KS2 children to compete in virtual interschool competitions • Continue to support staff with the implementation of the GETSET4PE scheme of work • Audit and monitor the knowledge, skills and confidence of staff delivering PE through learning walks/photographic evidence and the impact of the new PE scheme of work • Embed the use of the electronic PESSPA folder for PE documents and resources • Deliver staff training on the Pillars of Progression as part of the PE curriculum • Qualification into more County sport finals • Continue and embed the Physical Activity Tracker forms in KS2 to monitor daily activity levels • Award the PESSPA Trophy to classes meeting the CMO’s target of 60 active minutes per day • Continue to raise the profile of the role of SGMs <p>Maintain achievement awards for PE lessons and introduce Player of the Tournament awards</p> |

Did you carry forward an underspend from 23 - 24 academic year into the current academic year?YES/**NO**

* Delete as applicable

Total amount carried forward from 2023/2024 £ -2230

+ Total amount for this academic year 2024/2025 £17950

= Total to be spent by 31st July 2025 £15720

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| <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> | % |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p> | % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | % |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | Yes/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.

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| Academic Year: 2024/25 | Total fund allocated: £ | Date Updated: | | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 27% |
| 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: |
| Embed the tracking of physical activity using PAT and continue to encourage informal discussions regarding activity levels between staff and children. Raise the profile of the PAT trophy and the value of this award being reflected in the reward gained. Encourage teamwork, determination, honesty and other school games values in striving for their class to win the award. | Arrange individual meetings with all staff Autumn 24. Present a tweaked version of the PAT and recap on the system of monitoring activity levels throughout the school day. Class teachers to be aware of their role within this through the Active Curriculum and Government responsibility given to schools as referred to in the powerpoint delivered in staff training in Summer term 24. Encourage staff to engage in dialogue with their class pre and post break and lunch times, advocating the need to be active. Explain that this is a team effort as a class and the class who has the most children participating in 60 minutes of physical activity per day in a week and is rewarded with the PESSPA | RL cost | | |

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| <p>Identify the SGMs and embed them in the physical activity strand of PESSPA, leading on active break and lunchtimes. Extend their involvement in monthly themes and other whole school initiatives to increase physical activity levels.</p> | <p>Trophy. PE specialist to discuss with the Head Teacher the extended break time reward, where the duty will be covered by the PE specialist. This will also qualify as an active burst, contributing to their 30 minutes of Active Curriculum for that particular day.</p> <p>PE specialist to liaise with the Head Teacher and the year 6 class teacher to discuss the appointment of the new SGMs. PE specialist to attach them to a class and book in SGM initial training to introduce them to the role. Arrange this with the class teacher to find a mutually suitable time. The training delivered is to explain their responsibility with regard to physical activity lessons, being advocates and facilitating the monitoring of this to support the teacher in the class they are attached to. Signpost them to a central resource which is accessible to the SGMs on a daily basis to support them if the implementation of their role as a leader. This will build positive relationships and experiences which will impact on activity levels of all children.</p> <p>Meetings with the PE specialist and SGMs to take place on a regular basis to closely monitor activity levels and raise awareness of</p> | | | |
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potential children, who may need to be targeted with a particular intent eg activity of interest, multiskills, new sport. This forum will also allow frequent communication of both parties to aid the dissemination of information across the school regarding PESSPA eg support with PAT, presentations of challenges/themes, updates on clubs/competition.

Display photographs of the SGMs in the central PE display area with their name and the class they are attached to. This will raise their profile within the school and empower and motivate them to be good role models, employing various strategies to increase activity levels.

Display a hand-made PESSPA trophy in the central PE display area with space for a certificate to publicise the winning class of the week. The profile of this along with the advocating of physical activity is to drive activity levels so that at least one third of every class is reading the CMO target of 60 minutes per day.

PE specialist and the Head Teacher to discuss the most suitable

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| <p>Relate current practice of all PESSPA opportunities to wider world sporting events to increase interest and motivation. Use this as a platform to improve attitudes towards engagement in all strands of PESSPA and how this positively impacts on their mental and physical wellbeing.</p> | <p>assembly for SGMs to demonstrate their class weekly challenge. SGMs to promote the challenge during break/lunchtimes and observe the children who participate daily can be rewarded at the end of each week with stickers/house points. The SGM can identify one child per week who has shown commitment and determination, School Games values, to being engaged in daily Physical activity. This can be presented on a class level, following whole school assembly and one displayed within the classroom and for the identified child to take home.</p> <p>Continue to use National and International events to inspire children to engage in physical activity. Capitalize on the Paris Olympics/Paralympics 2024 returning in September 24. Share clips of the mental and physical determination, self-belief and resilience, attributes from within the School Games, that Olympians/Paralympians have displayed on the international stage to perform in the highest level of competition and in some cases win medals. Maintain the high profile of the wider sporting world beyond AECPS and annual charitable themes and link PESSPA where appropriate</p> | | | |
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| <p>Use other curricular areas to increase the activity levels throughout the school day, particularly in younger age groups.</p> | <p>to these events eg PE lessons, Tournament Tuesday, Active Curriculum, inter-school competition. Reflect this also in the central PE display area with photographs, quotes, related values.</p> <p>PE specialist to devise calendars for the Active Curriculum, Inter and intra- school competitions to keep all staff and children informed of events. This will impact and increase awareness of PESSPA school themes and events to promote and raise activity levels of the school community. This will impact upon the whole school ethos, driving forward the PESSPA agenda to ultimately positively affect achievement/attainment of all children.</p> <p>PE specialist to meet the music teacher to cross reference objectives of both PE and music. If appropriate, suggest physical activities to support the EYFS and KS1 curriculum. PE specialist to explain that music and movement is one of the strategies to deliver an Active Curriculum and request evidence from the music teacher through photographs, along with examples of progressive tasks throughout the age range participating.</p> | | | |
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| <p>Review the tracking of pupils in 23/24 and identify activities to engage those pupils who are less active or from particular groups.</p> | <p>PE specialist to compile a survey using KOBOCA early in the Autumn term to establish current sporting/physical activity interests of all children, keeping a particular focus on these from specific groups eg least active, SEND, pupil premium and less able. PE specialist to devise timetables to include activities to reflect the outcomes of the survey to ignite and inspire participation.</p> <p>Study the MSSP competition calendar and PE specialist to sign up for events with a range of intent. Mirror this within all other provision to cater for children of varying abilities and interests eg C4Life, multiskills festivals and competitive leagues. Increased participation and positive experiences will be endured if the activity/event is pitched at the correct level of intensity and skill level, not only at the current time but also in the future access and motivation to engage in more events/experiences.</p> <p>Continue to access the minutes of midday meetings. Discuss any lunchtime provision in the MUGA and Ball Pen with the Head Teacher who can then, as appropriate include on the agenda of any</p> | | | |
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| | <p>meeting. This will enhance partnership working between all staff and assist in the smooth running of leagues and structured activities at lunchtime.</p> <p>PE specialist to discuss and request from the Head Teacher to add PESSPA as an agenda item on the school council. In addition to the SGMs, this will be an invaluable platform to establish a two-way communication channel to discuss the AECPS PESSPA offer and another opportunity for pupil voice regarding this. Likewise, the PE specialist can inform the Head Teacher should anything need consultation, evaluating or reviewing.</p> | | | |
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| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 3%</p> |
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| Intent | Implementation | | Impact | |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |

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| <p>Embed PESSPA within the ethos of the school with all staff and children having a secure knowledge of the different strands. Ensure the contribution of each strand is valued and recognised to advocate a lifelong future of physical activity.</p> | <p>Re-display PESSPA 3D letters along with relevant material for the Autumn term ie Invasion Games. Display photographs for each of the strands to consolidate knowledge of the different strands and how they are altogether an overall physical literacy offer. This could include evidence from PE lessons, both in the MUGA and hall, active break times, classroom active bursts, extra-curricular clubs and competitions, which will highlight how and when children can access opportunities to be physically active. More so, if they are not participating in some of the activities on offer, this is a platform to promote ways in which they can increase their activity levels.</p> <p>Meet with the newly appointed Sports Ambassadors about PESSPA and the strategy they are going to be involved with during active break times (physical activity strand). Explain that this will adopt a monthly theme, beginning with 'skipping September'. PE specialist to type, print and laminate the names of all pupils from each class to create a skipping ladder for challenges. Share with them the children who are less active from the class they are attached to and</p> | <p>RL cost</p> <p>MSSP subscription</p> <p>WEP sports contribution</p> | | |
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| <p>Ensure all children are engaged in positive physical experiences that are fun, successful and enables them to enhance their physical literacy and both their physical and mental well-being.</p> | <p>that they are to be especially encouraged to participate in the break time activities. Show how this will increase their daily activity levels and celebrate this with photographs, house points and rewards.</p> <p>PE specialist to attend a KS1 and KS2 assembly in October 24, once the Sports Ambassadors have established 'Skipping September' to initiate active break times. Remind them of the Physical Activity Tracker (PAT) and the purpose of this is to monitor activity levels. Share the CMO's target of 60 active minutes per day, in and out of school and how this can be recorded on the PAT with examples. Refer to Skipping September and how this can help with the meeting of the 30 minutes during the school day. Organise the Sports Ambassadors to have prepared and deliver the PATs to their class every Friday in advance of the successive week.</p> <p>Use this high quality PESSPA display area to celebrate the positive experiences of pupils engaging in physically active opportunities. Showcase photographs of active breaktimes and brain breaks as</p> | | | |
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ways of reaching their daily active minutes within the school day. Emphasise that this excludes PE lessons and therefore it is a personal responsibility to seek uptake in the provision on offer to be physically active. PE specialist, class teachers, Sports Ambassadors and SLT to praise and reward for participation and achievement in the different strands of PESSPA. This is to encourage positive behaviour, engagement in exercise and for pupils to feel happier, confident and have an increased sense of wellbeing.

PE specialist to laminate the names of all children so that these can be swiftly accessed and attached to the gold plate for each class on the Achievement board within the PESSPA display area. The successful child from each PE lesson awarded with the PE certificate can be publicly celebrated, adding a positive and proud sense of wellbeing. This recognises their efforts or progress within PE lessons and reflects their demonstration of the AECPS core curriculum drivers and school games values.

Following the launch of the PESSPA trophy, purchase a new, prestigious one to award to a class on a weekly

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| <p>Attend the MSSP and WHS cluster welcome meetings in September to gain an overview of the competition calendar for 2024/25. Use this to contribute to the co-ordination of both the PE curriculum and Extra-Curricular Programme in conjunction with other local leagues and other variables such as annual school events and weather/facilities.</p> | <p>basis, to be kept in their classroom for the week. Have an artificial trophy to represent this in the PESSPA display area to again publicly recognise the winning class and raise the profile and motivation of being physically active.</p> <p>Continue to strategically select and prepare children for all events to build confidence and competence. Identify children who suit the intent of the event to pitch all opportunities at the appropriate level for individual children. This will facilitate enjoyment and success and aid the retention of engagement in physical activity. In addition, children will be enhancing their personal skills through developing life skills such as turn taking, co-operating with teammates, respecting rules and fair play conduct.</p> <p>After the purchase of a new PE scheme of work, the PE specialist should select sports from the various units within the half term which coincide with 2024/25 competitive events from the MSSP and WHS calendar. This will provide practice opportunities and maximise preparation time for pupils to be equipped with the necessary skills.</p> | | | |
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PE specialist to devise a long term Extra-Curricular Programme for the academic year 2024/25 with consideration to pupil voice following clubs from the previous year. Allow provision for all ages, targeting specific year groups in line with the competition calendar. In addition, use KOBOCA to conduct a survey on the interests of pupils and incorporate the results into the programme.

Supplement the Extra-Curricular Programme with more formalised lunchtime clubs, targeting KS1 in particular and the transition point, year 3. The PE specialist should identify children from within PE lessons who are less able and need some intervention for FMS development and for the least active children to increase their activity levels. Support the Sport Ambassadors in delivering fun, basic and active sessions who are attracted to classes in these younger age groups. The aim and intent is to nurture positive attitudes towards the enjoyment of an active and healthy lifestyle and simultaneously, positively impact upon National Curriculum PE outcomes.

PE specialist to provide rules and

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| <p>Use the PE display area to promote PESSPA information of clubs for the half term. Use this zone to inspire and motivate children in the uptake of physical activity in all strands of PESSPA.</p> | <p>teams to staff attending events. Ensure children are confident with this during their practice sessions within or beyond the curriculum and are therefore both mentally and physically prepared to aim for maximum success.</p> <p>PE specialist to advertise and promote extra-curricular clubs each half term.... Inter-school competitions and monthly themes for the Active Curriculum, with PAT results and events. Inform children of intra-competition events with team lists, fixtures and results. Encourage children to become independent by seeking information disseminated and profiled in this area. Increase communication channels and knowledge of PESSPA opportunities using the PE display area as a reference point. Continue to promote and National and International sporting events and link into the curriculum and the extra-curricular programme where possible to generate enthusiasm and interest in sport. Add questions to the pictures showing the benefits of physical activity to provoke the thoughts of children as they pass through this zone. Extend this by adding quotes from athletes, some of who the children may be familiar with.</p> | | | |
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| <p>During a performance development meeting between the PE specialist and the Head Teacher, share both the new platinum status and medal achieved for 2023/24 and 2024/25 in Summer 2024 and with the logos of this prestigious award, to be placed in the school entrance hall and on school letter-headed paper respectively. Roll out this awareness raising the profile of the achievement of this award with staff, pupils and Governors, in meetings and/or assemblies to recognise the value of a Platinum award for as many consecutive years.</p> | <p>Extend the profile of PE by securing a permanent display in the hall to provide a learning wall for gymnastics with key vocabulary and diagrams of foundation shapes, actions and criteria for performance. Showcase quality work and the progression of skills between year groups to inspire children to reach their potential and aid both retrieval knowledge and future learning.</p> <p>PE specialist to deliver staff training on a new scheme. Share the status of the Platinum award and the history of this achievement.</p> <p>Research the number of schools that have gained this within the Borough to exemplify the enormity and status of the award. Liaise with the SGO to access this information.</p> <p>PE specialist to present the award in assembly to the Sports Ambassadors on behalf of all children. Explain the criteria for this achievement and the data referred to above. Emphasise that each child makes the award possible and this is to recognise the efforts, standards and frequency of physical activity they take part in. The Platinum award represents a school committed to healthy and</p> | | | |
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active lifestyles and one that strives to meet challenges and targets related to physical activity. It acknowledges that the children in these schools tend to be happier and more successful achieving more positive outcomes.

PE specialist to arrange an annual meeting with the Governor for PE. Share the Platinum award and discuss all strands of the PESSPA and school developments within this in the last academic year. Present the new PE scheme adopted for the delivery of PE. Potentially, invite the Governor to the assembly when this kitemark is shared with the children and awarded to the Sports Ambassadors. Photographic evidence of this could be placed on the school website and in the school newsletter.

PE specialist to facilitate the organisation with colleagues of children completing the KOBOCA survey. This is to be submitted to the SGO and will reflect all the physical activity opportunities and positive experiences the children engage in. The survey could act as a tool to represent and measure similar data from in the Active Lives survey, if the school is not selected to take part.

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| <p>Invite guest role models into assemblies or during National School Sports Week as a source to inspire children to develop motivation, resilience and life skills to enable them to excel in school life.</p> | <p>Use links within the sporting world and local PE and sport community ie clubs, schools, development officers, athletes and sport-related professionals to visit. As well as sharing their personal journey to success, advocate the benefits and impact of physical activity on both mental and physical well being in everyday life. Invite role models to champion children to achieve personal bests and develop lifelong healthy and active lifestyles</p> | | | |
| <p>With the School Games' focus of inclusivity in 2024/25, ensure children with SEND are fully emerged in PESSPA and supported within all strands.</p> | <p>PE specialist to check the Lusu bag and order and equipment needed to maintain the use of adapted resources to access any learning within PE lessons. Share the location of the Lusu bag with colleagues to support identified children and utilise during the delivery of PE. Incorporate the resource within planning and take photographic evidence of this taking place.</p> <p>Further support the inclusion of SEND children by engaging in disability sports ie table cricket and Boccia during intra-school competition (House sport), that can be accessed by all children. Demonstrate how this can engage</p> | | | |

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| | <p>all abilities and be a fun and inclusive forum for all children to play together.</p> <p>Consult the MSSP calendar to identify Boccia and NAK events for SEND children to attend. Explore virtual SEND competitions by liaising with the SGO to widen the access to activities to compete with schools across the country.</p> <p>Track the uptake of clubs in the Extra-curricular Programme of SEND children to ensure the provision is suited to their needs. PE specialist to study the responses from the KOBOCA survey to inform future provision.</p> <p>Sports Ambassadors to feed back on the achievement of children identified by the PE specialist (SEND) on their achievement of 60 active minutes per day. Consider their needs and interests through the monthly themes for the Active Curriculum.</p> | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 20% |
| 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: |
| Ensure a smooth transition is made into the use of a scheme of work to deliver high quality lessons. PE specialist to deliver CPD on the implementation of this through both staff and individual meetings. | All staff to use the knowledge and skills gained from team teaching with PFC when planning and delivering PE lessons. Where appropriate transfer knowledge gained from specialist coaching and practical sessions observed during NSSW and/or through accessing additional in-school coaching hours/programmes. Where any gaps become apparent, the class teacher should observe the PE specialist delivering a high quality typical PE lesson. This will model the correct format of a PE lesson and how to organise groupings, equipment/facilities and use assessment within the lesson to ensure progression of learning. Research a variety of PE schemes, | Cost of New Scheme for non specialists - £500 | | |

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| <p>Embed the location of the PESSPA folder and navigate staff around the documents. Highlight the need to evidence half termly learning objectives and assessment information in order for the PE specialist to monitor. Extend this knowledge to the practical resources/facilities to deliver the PE curriculum.</p> | <p>discuss and select a suitable curriculum resource based upon its strengths and compatibility with current provision and user friendliness. Deliver a staff workshop to introduce the chosen scheme of work prior to implementing. Demonstrate how the resource fits in and supports our long term map for PE, Knowledge Organisers and progressive skills, highlighted within the half termly objectives for each activity/sport.</p> <p>Converse with staff to arrange a PE meeting at the onset of Autumn Term 1. Signpost colleagues to the newly created PESSPA folder in staff share and its contents. This is now a permanent resource and therefore documents are saved there as a point of reference eg PESSPA powerpoint delivered in a staff meeting 23/24. Other useful documents for planning are saved in the folder to support and guide the delivery of lessons eg long term PE curriculum map, Knowledge Organisers and learning objectives, key vocabulary etc.</p> <p>Inform staff that the timetables of the MUGA during lessons and</p> | | | |
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| | <p>lunchtimes and Extra-curricular hours will be displayed for reference in the staffroom. Any changes to their own PE lesson to be shared with the PE specialist and to avoid lessons being delivered simultaneously. Encourage all staff to use the MUGA to facilitate high quality PE lessons with large areas of space, line markings, available nets and goal posts to aid the delivery of PE.</p> <p>Raise staff awareness of the KS organisation of the outdoor equipment stores. Explain one store caters for basic skills and the teaching of more generic skills in EYFS/KS1. The other store contains more sport specific equipment, generally delivered in KS2. Emphasise that this is not exclusive but for ease of access. A trolley located in the KS2 store facilitates the transfer of resources to the MUGA which need to be returned to the same labelled area within the store.</p> <p>The coverage of the National Curriculum is determined by the Long Term PE Curriculum Map. Staff should use the Knowledge Organisers to ensure the appropriate concepts are taught</p> | | | |
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| <p>Conduct a survey as a baseline audit of the knowledge, skills and overall confidence of staff in teaching PE. This is to be conducted at the onset of a new PE scheme to establish the scheme as a tool to support CPD in this curricular area.</p> | <p>but refer to the specific matrix of learning objectives which provides a progressive curriculum for each activity. To assist with adaptive teaching the PE specialist is to recommend the use of the matrix which will provide objectives for both the previous and successive year groups and therefore inform how to support less abled children and alternatively stretch the more abled children.</p> <p>Class teachers to return a staff audit on their knowledge and skills within PE at the initial PE meeting in September 24 which the PE specialist emailed pre-Autumn 1. Discuss the outcomes and plan for any action required to up-skill individual staff and ensure a high quality delivery of PE.</p> <p>PE specialist to recap on PESSPA on the Autumn 1 PE meeting with individual staff. Remind them of the overall impact of each of the PESSPA strands and that collectively they create a physically literate environment for all children to physically and mentally thrive. Ensure they understand their role within the Active Curriculum and distribute the refined PAT forms.</p> | | | |
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| <p>Continue to raise the awareness of the SGM and the frequency of communication both on a class and school level to provide understanding, clarity and open communication channels to support existing and new systems.</p> | <p>PE specialist to introduce each class teacher to the SGM attached to their class. Help them to understand the role of the SGM who will regularly 'drop in' to disseminate information eg participation rates in clubs, PAT forms, challenges/themes, distribution of rewards. This is to create a positive relationship between class members and their year 6 sports Leader, to inspire them to be more physically active and as a result improved fitness, happiness and reaching of their potential.</p> | | | |
| <p>Raise the expectation for assessment within PE each half term on the activities taught, using systems within the new scheme of work. Ongoing evidence is also required, through photographic evidence, saved into the PESSPA folder, weekly assessments and using relevant resources within the scheme adopted.</p> | <p>PE specialist to feedback to teachers that monitoring of weekly assessments showed a lack of reference to PE. As a subject leader explain that PE needs to be recognised and the objectives taught within the lesson referred to. Due to the physical nature of PE, the progression of skills taught within a block of teaching and across Key Stages needs evidencing through photographs of increasingly more complex skills being taught, the gradual inclusion of more equipment or numbers of teammates in a group.</p> | | | |

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| <p>Adopt a scheme of work for PE that considers the pillars of progression identified in the Ofsted Subject Review for PE. Adapt current documents to map onto the new scheme to ensure continuity, progression and a spiral curriculum.</p> | <p>Pe specialist to revisit the PE Ofsted Subject Review and any other, more recent DfE PE material. Explore how a new scheme may support the structure of lessons in line with the Knowledge Organisers and matrix of objectives. Investigate how the work previously drafted on the three pillars of progression by the PE specialist, can be completed with support from a scheme, detailing all aspects needing to be taught every lesson.</p> | | | |
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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Percentage of total allocation: Provided from school budget 40%</p> |
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| Intent | Implementation | Impact | | |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Access to sporting and competitive opportunities to be enabled through delivery and preparation from the PE National Curriculum. Long term planning for both PE lessons and the Extra-curricular Programme to compliment each other with some activities being consolidated in clubs, but others to supplement curriculum</p> | <p>Review the Long term PE curriculum map of activities and sports with consideration to the National Curriculum, relevant events from the local sporting community and worldwide arena and pupil voice from provision during 23/24. For EYFS and KS1</p> | | | |

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| <p>provision. Considerations to be made to the local and wider sporting arenas, all six units of the National Curriculum and internal resources eg facilities, equipment and whole school performances.</p> <p>All equipment to be appropriately stored and managed by the PE</p> | <p>teaching should continue with a multiskill approach to practise the fundamentals and pre-requisites of more complex skills. Selected sports in KS2 should enhance progression growing in complexity where several combinations of skills are executed in succession.</p> <p>The PE National Curriculum areas of gymnastics, games, dance and athletics are to collectively run throughout the academic year with a greater curriculum emphasis on games due to the three different types. The time allocation for each area will depend on variables such as weather, facilities, length of half term and best suited time to correlate with national and international sporting events and cross-curricular themes. This coverage of the National Curriculum provides a broader range of activities which are also built upon in the Extra-curricular Programme and other physical opportunities.</p> <p>As a team the SGMs will support the PE specialist in maintaining the</p> | | | |
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| <p>specialist and support of the SGMs. Discussions in meetings with classteachers to share ideas of adaptive teaching using different resources. This should encourage the development of fundamental motor skills with increasing complexity to underpin more sport specific skills to aid confidence and competence in physical activity.</p> <p>Widen opportunities for this during active break timesw with the SGMs leading partic ular activity stations which will also increase activity levels.</p> | <p>progression of the KS1 and KS2 outdoor equipment stores. PE specialist to create a rota assigning different SGMs on different days to check resources are in the correct labelled area and equipment is maintained to a high standard. Showcase the Lusu bag and the contents during the first meeting with class teachers and show how it can support adaptive teaching. Consult all the Head Teacher to discuss the purchase of resources to deliver more complex FMS in KS2.</p> <p>PE specialist to introduce an Active Curriculum monthly theme to focus on active bursts when brain breaks during lessons to re-invigorate learning or during lunch and break times. Initiate this with 'Skipping September'. Train and brief SGMs to group. SGMs should base themselves in their activity station to encourage children from the class they are attached to be physically active and present fun challenges. Alternatively for some monthly themes, the PE specialist can place activity stations around the playground for eg different kinds of jumping exercises for 'Jump into July'. SGMs should be aware of the children regularly</p> | | | |
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| <p>Develop existing partnerships with all colleagues from within sporting areas to build on provision formerly introduced to broaden the range of activities on offer and to further increase activity levels and the uptake of activities. Use intra and inter school competition opportunities through existing networks to engage more children in different sports. Continue to audit, track and monitor this to maximise engagement.</p> | <p>taking part and have ownership to award stickers or house points. This can then be recorded on their PAT on return to the classroom. Likewise, class teachers should be encouraged to utilise these themes, along with other methods they choose and plan a range of activities over the week for their brain breaks ensuring equipment is organised in advance which again SGMs can facilitate. be responsible for organising equipment into different activity stations around the playground for each year</p> <p>PE specialist to liaise with coaches from Lacrosse, Hockey, Golf and Cheerleading following National School Sport Week to explore broadening either or both of the PE curriculum or the Extra-curricular Programme. If in-school coaching can be secured with a view to sustaining this provision by offering an extra-curricular club the children will be receiving an increase in the number of sports offered that they have previously experienced during National School Sport Week and requested to learn more of these skills.</p> <p>Following a survey compiled by the</p> | | | |
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| | <p>PE specialist to enquire about children’s current interests of activities/sports, map out the Extra-Curricular Programme. Due to pupil voice already gathered, be mindful to continue with the new sports recently offered within the timetable. PE specialist to seek further training, knowledge and resources from these specific sport hubs formed to provide CPD and from other partners eg local clubs, WHS, MSSP. Explore competitive opportunities using these channels to add fun, excitement and another dimension to the club.</p> <p>PE specialist to consider the long term PE curriculum map and the Extra-curricular Programme when selecting sports for the intra-school competition eg House sport in the last week of each half term and in Tournament Tuesday scheduled at lunchtime. This is to be carefully planned and can offer different sports or can extend current learning in a competitive arena. PE specialist to use KOBOCA to formalise fixtures and share these with running totals of points in the PE display area. PE specialist to continue with the tracking of participation rates in the Extra-curricular Programme, along with</p> | | | |
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| <p>Maintain high quality National School Sports Week to enrich and extend opportunities in PESSPA. Provide pupils with further positive experiences which will contribute their existing knowledge and understanding on the importance of physical activity, as part of a fun and active lifestyle</p> | <p>activity levels using the PAT system. PE specialist to regularly meet with SGMs to target the least active children and those who are least able within their respective classes. SGMs to collect information regarding the interests of this target group through observations and dialogue during break and lunch times. Keep the PE specialist updated to ensure provision is both reactive and proactive to continually inspire children to be physically active.</p> <p>Continue with the use of the MUGA for both curricular and extra-curricular provision to deliver high quality physical opportunities which offer the children the space and resources to develop and excel in a range of sports and prepare them for competitive experiences.</p> <p>PE specialist to continue to work in partnership with professionals from business and the sporting world to host a broad array of activities. Arrange off-site visits for KS2 and extend this where appropriate for KS1 year groups. Introduce and facilitate</p> | | | |
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| <p>MUGA to be used for all games 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>opportunities to extend their current opportunities to have further positive experiences through physical activity.</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.</p> <p>SGMs, with support of the PE specialist, to coordinate activities and zone the MUGA for structured lunchtimes. Physical activity is to be accessed here on a daily basis and pupils should know via communication channels, eg assemblies, noticeboard, SGM drop ins when and what they can engage in, so that they can have ownership of their own physical activity levels.</p> <p>PE specialist and Headteacher to liaise with partners to source community hire of the MUGA. To establish the ethos and utilise the MUGA as a hub of activity, PE specialist to volunteer to host tournaments, festivals and fixtures.</p> | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 10% |
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| 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: |
| Maintain engagement in KS1 and 2 fixtures. Ensure to correlate the intent of the event to the ability and needs of the pupil. | <p>PE specialist to attend initial Welcome meetings for the MSSP and WHS cluster to access the competition calendar and highlight the events for AECPS. Discuss this with the Head Teacher and register through KOBOCA. Work in partnership with colleagues in the office to communicate details to parents, using electronic school systems.</p> <p>Select traditional and non-traditional routes for entry into competitions to increase the uptake of participation in competitive sport. Include festivals where selected pupils can engage in a rotation of activities with support on each station to help them gain confidence and improve their motor competence. Register for Little Champions and multi sports events. Likewise, register for more sport-specific competitions which will provide</p> | <p>PE specialist cost</p> <p>MSSP cost</p> <p>PFC cost</p> | | |

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| <p>Monitor the progress of identified pupils through the School Games Competition Roadmap, developing from non-participation in events to engagement in school-based competition and beyond.</p> <p>Sign-up to Wilmslow Leagues including netball, football and the newly formed rounders league to offer more longer term opportunities throughout the year, in addition to one-off tournaments.</p> | <p>enjoyment and competitive challenge for the more sport-experienced children. This will also facilitate opportunities for exit routes into a level of higher competition ie county finals.</p> <p>PE specialist to target children who took part in celebrate events and intra-school competition ie 'Tournament Tuesday'. Invite them to take part in either more sport-specific and formal events, progressing on from events developing generic motor skills. Equally, if into a new sport at a celebrate event to inspire them to be more physically active, explore opportunities for them to participate in the sport again through a club , intra-school sport fixture or another festival.</p> <p>PFC to continue to manage the school football team. Train, prepare and communicate tea, selections for the various rounds of the Wilmslow league or any other tournaments, including for younger year groups.</p> <p>PE specialist to manage the netball and rounders league, capitalising</p> | | | |
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| <p>Continue to use the MUGA for PE lessons, extra-curricular provision and intra-school competition to facilitate high quality delivery and increase enjoyment of physical activity.</p> | <p>preparation from within PE lessons and beyond in the Extra-curricular club. In the latter, more specifically, discuss tactics of different team members and set play strategies. Communicate team selections to the office and meet prior to matches and tournaments to promote confidence and motivate them to be their best on and off the court/pitch, displaying School Games values with peers from other teams and schools. Open up the opportunity of competition to younger year groups, particularly to friendly matches with neighbouring schools. Continue with the present parent helper in supporting the netball club to offer more targeted training to different groups of children attending and therefore a higher quality of provision.</p> <p>All staff to use the MUGA for scheduled PE lessons. Demonstrate high expectations from children in terms of care and respect of this first-class facility. PE specialist to liaise with the site manager to access an up to date risk assessment.</p> | | | |
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Extend the use of the MUGA for KS1 provision with the Sports Ambassadors, along with the PE specialist, hosting a lunchtime club for less active children using this resource. Continue to use the MUGA for all extra-curricular clubs conducive with the outdoor environment.

PE specialist to host 'Tournament Tuesday' in the MUGA. Initiate this with netball to continue to raise activity levels, offering competitive opportunities for teams across KS2. Teams to be distributed to year 6 children who have responsibility for organising players. PE specialist to display these, along with fixtures in the PE display area for reference. All results to be accessed here as a source of interest and motivation for children to become involved and enjoy. In addition, continue to communicate and promote 'tournament Tuesday' in assemblies and through SGMs class drop-ins. Consider the results of the KOBOCA survey to inform future fixtures activities for intra-school competition. Establish an intent for the selected activity with some having a participation focus, where house points can be

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| <p>Embed communication channels with the Head Teacher and Midday staff to understand lunchtime arrangements and to coincide with any PESSPA initiatives being hosted.</p> <p>PE specialist to promote the use of the MUGA to local schools and clubs to raise the profile and extend the use of this high-class facility to the local community.</p> | <p>awarded for taking part to offer an inclusive intra-school competition programme. Again use the MUGA and promote the facility by incorporating it into Sports Day events, celebrating with colourful bunting to showcase to parents and visitors.</p> <p>PE specialist to meet with the Head Teacher regarding lunchtime activity and access the midday minutes of meetings. Be aware of the timetable for the use of the MUGA and co-ordinate physical activity opportunities in line with this eg KS1 club, 'Tournament Tuesday'.</p> <p>PE specialist to liaise with partners working in the local sporting world to offer the use of the MUGA for a festival, competition or tournaments ie WHS and MSSP. Re-establish communication with the PE Lead from AESG to discuss opportunities to share resources ie their coaches/our facility, to broaden our extra-curricular provision. Increase the number of friendly matches with AESG to inspire children to take part in activities beyond the school day and become more physically</p> | | | |
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| <p>PE specialist to maintain links with local sports clubs/schools ie WHS, sporting business' and the National Governing Body of a variety of sports to offer a broader experience of activities to all children within and beyond the curriculum.</p> <p>Establish whole school positive ethos to competition and increase the participation in events through</p> | <p>active.</p> <p>Pfc to continue to host football tournaments for wider year groups than years 5&6. Engage younger pupils (year 2&4) in tournaments, to allow them to gain confidence in competitive play.</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 and build confidence so they become physically more confident and competent.</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. Motivate with School Games values and player of the tournament certificates and generally public recognition eg through assemblies, school website and PE noticeboard.</p> <p>PE specialist to host intra-school</p> | | | |
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| <p>recognition, rewards and celebration systems. Pupils to understand the impact of being physically active on their lifelong wellbeing.</p> | <p>competition (House sport) in PE lessons during the last week of each half term. All pupils to participate and engage in positive competition opportunities. Points scored to be accrued towards 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 for</p> | | | |
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| | <p>engagement in positive and healthy competition 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 Games values which underpin our PESSPA ethos and emphasise the importance of these characteristic values. Recognise this through various platforms eg assemblies, noticeboards, newsletters and school website. Reference to how to access physical activity and taking some ownership of their participation levels to be encouraged throughout all PESSPA opportunities.</p> <p>PE teacher to host inter house competitions in PE lessons during the last week of each half term. All children to participate and scoring to be collated and contribute towards house totals for the house cup winners at the end of the academic year</p> <p>Through vertical groupings SGM to launch and create mixed year group teams within the same house. Play different sports during lunchtime leagues, using this</p> | | | |
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| | <p>system to promote intra school competition alongside School Games values such as teamwork, determination and passion</p> <p>Share and showcase the achievements of teams and individual; children through assemblies, newsletters and PESSPA noticeboards</p> | | | |
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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
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