

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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

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

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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

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

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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,280
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,280

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>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 2020.</p> <p>Please see note above</p>	85.18% (55.9% last year)
<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>	85.18% (55.7% last year)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100% (98.3% last year)
<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>	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.

****Please note that in the 'funding allocated' column, the total amount has been given for each implementation to indicate the large proportion of money that goes into PESSPA in our school. Any money required that goes above the Sports Premium, is taken out of the school budget. Some of these figures are repeated due to them being used across different key indicators. Some areas are funded via other routes/have no cost but are still mentioned for reference. The two specialist PE teachers are employed by the school via the school budget, therefore any costings are in addition to PPA cover e.g. additional PE lessons, staff CPD, extra-curricular clubs/competitions, intervention work etc.**

Academic Year: 2020/21		Total fund allocated: £19,280		Date Updated: 16/03/22	
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: %
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:
1. Promote physical activity at break and lunchtimes through structured activities	Play leaders are employed to lead structured sessions at lunchtimes e.g. football, Scrap Shed etc, whilst targeting the least active.		Play Leaders £9570.57	Lunchtime behaviour has improved and physical activity has increased due to these activities. Specific children with low levels of physical activity were 'targeted' to join in with set activities.	PE staff will continue to liaise with the play leaders to give them activity ideas to use e.g. skipping workshops.

<p>2. Develop the safe and effective use of Cedarwood (our outdoor active area) at breaks, lunchtimes, in lessons and after school, to encourage physical activity.</p>	<p>Continued staff training (including play leaders) and safety practices to enable children to access all areas of Cedarwood e.g. fire pit. Staff to incorporate Cedarwood into their lessons e.g. Y6 WW1 outdoor learning.</p>	<p>Lunchtimes - Play Leaders £9570.57 (money for Cedarwood development comes from the school budget)</p>	<p>Children are accessing Cedarwood throughout the school day i.e. breaks, lunchtimes, lesson time and after school. This is increasing the amount of physical activity our children are doing.</p>	<p>To continue to use Cedarwood in a variety of different settings. For staff to share ideas of what they have done in lessons. To maintain staff training and risk assessments as well as upkeep.</p>
<p>3. Promote physical activity through engaging resources and via Y6 sports leaders</p>	<p>Provide engaging resources at lunchtimes e.g. cricket, basketballs, footballs, skipping ropes.</p> <p>Create a cohort of Y6 sports leaders. Train them up to lead set activities using the equipment provided with younger children at lunchtimes, targeting the least active.</p>	<p>New equipment / replacing damaged equipment £200.</p>	<p>Resources are being used by children at lunchtimes. This is facilitated through Play leaders and Y6 Sports leaders. Specific children with low levels of physical activity are 'targeted' to join in with set activities.</p>	<p>The PE specialist teachers and Links partnership work with the Y6 sports leaders during the year to give them ideas for sessions. Resources are looked after in our Cedarwood Store / PE play store.</p>
<p>4. Promoting physical activity through 'Active Travel' and 'Bikeability'</p>	<p>Promote active travel to school during the year. Children take part in the Active Travel initiative (sticker chart and rewards).</p> <p>Bikeability is also run each year to teach the older children how to ride their bikes safely.</p>	<p>N/A</p>	<p>Awareness of active travel has been raised and active travel 'peaks' during these initiatives. More children are choosing to come to school by walking, scooter, bike etc. Children who live further out are encouraged to get dropped off close to the school and then 'travel' up themselves.</p>	<p>To continue to promote Active Travel during the year.</p> <p>To continue to provide Bikeability training for our children.</p>
<p>5. Promoting regular physical activity through extra-curricular activities. Please see 'Key indicator 4' section 2.</p>				

<p>6. Promoting physical activity in lessons (Maths, English etc) through the Healthy Body and Minds Project. Please see 'Key indicator 3' section 4.</p>				
<p>7. Promoting physical activity through the Scrapshed Scheme</p>	<p>Scrapshed provides children with physical items for active play. Staff training and resources are provided. This is used at lunch times via the play leaders, in lessons and after school.</p>	<p>£1950 – yearly cost</p>	<p>This scheme has developed children’s creativity, teamwork and communication skills. It has allowed those children who wouldn’t choose to play with sporting equipment at lunchtime to be more active and engaged. It has been successfully used in class to promote teamwork and cooperation.</p>	<p>The resources are replenished three times a year. All play leaders and staff are trained in the concept of Scrapshed. Staff and children are even bringing in items that can be used, which promotes the concept of ‘upcycling’ e.g. old computer keyboards!</p>
<p>8. Utilising Seesaw for ‘blended learning in PE</p>	<p>To utilise Seesaw as a tool for ‘blended learning’ in PE. This is to be used during school PE lessons and for home learning tasks.</p>	<p>£1085.70 (full subscription amount - this is split between subjects, so would equate to a % of that cost)</p>	<p>We use Seesaw in PE lessons to support learning and evidence children’s progress. During Covid, we used Seesaw to set all children in school their weekly PE lessons. This has allowed children to remain active during ‘lockdown’ and support their physical and mental wellbeing with creative tasks and feedback from the PE team.</p>	<p>To look at the various ways in which we can fully incorporate Seesaw into PE lessons to support learning and evidence progress, including cross-curricular links.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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>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>1. Specialist PE teachers to raise the standards of PESSPA across the school.</p>	<p>Complete the PESSPA audit and focus on areas for improvement. Raise the quality of teaching and learning in P.E. Develop a broad and balanced curriculum that shows progression from Y3 to Y6. Increase participation in PE and sport, with a focus on engaging the least active.</p>	<p>2 Specialist PE teachers**</p>	<p>Children are: Learning different key PE concepts (physical, social, mental skills and analysis/evaluation) More active in lessons Show deepening of learning Take part in a variety of activities</p>	<p>Continue to provide high quality PE lessons for all children in school. Support staff who are teaching PE lessons through CPD and support meetings.</p>
<p>2. Dedicated timetabled events: Healthy week Sports days Taster days e.g. Clubbercise</p>	<p>Children to take part in a variety of different activities e.g. Clubbercise, Discovery Kitchen (food making/tasting), rowing, fencing, dance, smoothie bike. Cross curricular links are made e.g. healthy eating, effects of exercise etc.</p>	<p>Use of coaches / equipment is part of our Links membership fee: £1842. Additional costs e.g. £200 for Discovery Kitchen</p>	<p>Children take part in a variety of different activities. Children thoroughly enjoy these events, which motivates them to be more physically active. Some children even go on to do those activities out of school via our school-club links e.g. gymnastics. Children develop their understanding of health and wellbeing.</p>	<p>Continue to run these timetabled events and try out different activities with the children e.g. archery, trampolining. Utilise our SSCO for a variety of sessions? Target children with SEN for set activities e.g. boccia?</p>
<p>3. Targeted programmes e.g. Mini Mermaids Programme</p>	<p>Eight-week programme which is designed to boost confidence and self-esteem for girls. They take part in sessions which encourages mindfulness in addition to enjoying fun physical activities.</p>	<p>£195 – Mini mermaids. <i>This was impacted by Covid – we are aiming to do this in the Summer.</i></p>	<p>In past sessions, teachers have noticed an increase in confidence in girls that take part in these programmes and they have also been more enthusiastic in their PE lessons. The Sheffield Telegraph has previously been into school to write an article about the success of the Mini Mermaids programme - this is available on the school website.</p>	<p>Create new cohorts – liaise with staff to make sure children aren't 'missed' off the list. Create an 'active girls club' to encourage these and other girls to take part in physical activity after school.</p>

<p>4. Utilise local facilities and external agencies</p>	<p>External coaches into school e.g. Clubbercise taster sessions, wake and shake (online through SSCo), healthy week sessions.</p> <p>Liaise with the PE department at the High school to allow a successful transition process e.g. Y10 sports leaders assist in our local cluster competitions in their sports hall.</p> <p>Liaise with the local leisure centre and local businesses e.g. 1 Step Fitness (Lee Hible) to provide opportunities during term time and in the school holidays</p>	<p>Through Megan Pinder SSCo. Links membership fee: £1842.</p> <p>Lee Hible – via funding opportunities.</p>	<p>Children get the opportunity to try different activities and engage in physical activity.</p> <p>Children get used to being at the High school, which aids for a smoother transition process.</p> <p>Children feel more confident at accessing activities at the leisure centre when these links are made.</p>	<p>Continue to create more school-club links in addition to ones we promote already e.g. Stoscksbridge Leisure centre, Stocksbridge Rugby Club, Nicola Priestly Academy of Dance</p>
<p>5. Use of school newsletter and school website (PE blog) to promote PESSPA in school</p>	<p>Each competition or sporting event recorded on the school website via the PE blog and put on the school newsletter e.g. cross country, Y6 sports leaders.</p> <p>PE star of the week on the newsletter.</p>	<p>2 Specialist PE teachers**</p>	<p>Improved communication with parents and sharing of success of school events/competitions encourages more children to get involved in physical activity.</p>	<p>Continue to provide good communication via the school website and newsletter.</p> <p>Improve links between the Y6 sports leaders and the school council to promote sporting based opportunities within school.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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>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>1. To provide staff CPD to improve the quality of Physical Education being delivered to our children and develop staff confidence.</p>	<p>To provide CPD for new members of staff e.g. NQTs or those members of staff who require additional support.</p> <p>To develop new schemes of work to support teaching in all activities – including a focus on deepening learning.</p> <p>Encourage staff to assist in extra-curricular activities to improve knowledge and understanding in specific sports e.g. football, cross-country, rounders.</p> <p>To allow teachers and specialist PE staff to have training where necessary e.g. SEN support, PE conference, Links training sessions.</p>	<p>2 Specialist PE teachers**</p>	<p>The two specialist PE teachers previously ran whole school CPD for all staff on a rota basis. New members of staff are now encouraged to take up available support e.g. mentoring support sessions, team teaching.</p> <p>The new schemes of work are not only supporting children’s progress, but staff also feel more confident teaching PE.</p> <p>Staff have also been involved in after school clubs e.g. MC – football training, TD – rounders, AP – Gymnastics, AH – cross-country.</p>	<p>To look at CPD in other activity areas e.g. archery, OAA.</p> <p>To continue CPD of new staff in order to raise standards of PE teaching.</p>
<p>2. To develop the PE network for Locality G (for PE lead teachers).</p>	<p>Originally set up by the 2 specialist PE teachers, the PE network, has improved the quality of PE teaching across locality G via; sharing lesson observations, assessment practices, promoting good practice, developing structured ideas, targeted intervention for NQTs/RQTs etc. Unfortunately, this had been affected by Covid and we are looking to reinstate the network and look at areas that require improvement.</p>	<p>2 Specialist PE teachers**</p>	<p>Although the impact of this network was obstructed by Covid, staff still have a network of individuals in which they can access resources and support when needed e.g. PE staff are in contact with Steve Green from Malin Bridge regularly to support us with our swimming targets (identified as an area for improvement on the PESSPA document).</p>	<p>To email all schools and initially enquire who is their dedicated PE lead.</p> <p>To meet up with PE leads to look at where progress needs to be made across locality G.</p>

<p>3. To promote high quality PE through being a Centre of Excellence for PE.</p>	<p>SJS was given Centre of Excellence status by the Yorkshire Sport Foundation. This has made us a 'hub' for good practice in PE. We have provided CPD for a variety of schools in South Yorkshire to encourage good practice and promote high quality PE and school sport.</p> <p>Unfortunately, this has been impacted by Covid. This is another area we are going to look at implementing again.</p>	<p>2 Specialist PE teachers**</p>	<p>The aim now is to look at how we can support schools recover their PE programme after Covid, in order to improve the quality of teaching and learning in PE.</p>	<p>To create links with schools that may need support and make initial contact with the PE leads/headteachers. To link this with the Champion Schools Project (see below).</p>
<p>4. Healthy Body and Minds project – to increase physical activity in 'structured teaching time' e.g. Maths, English etc</p>	<p>The 'Healthy Body and Minds' project was introduced by the PE department and focuses on the importance of physical activity to improve children's health, attainment and concentration in lessons. Staff are encouraged to use 'Go Noodle' and other activities to act as 'brain breaks' within their lessons when necessary. This could be to 'regulate' children after a busy lunchtime or motivate children part way through a lesson. New staff are supported in this.</p> <p>We have changed our catering company after evaluating our Healthy Eating Policy in order to provide healthy, nutritional meals for our children.</p>	<p>2 Specialist PE teachers**</p>	<p>Staff have found there has been a positive impact on children's ability to focus and the quality of work produced due to 'brain breaks' during lessons.</p>	<p>Specific target areas need to be looked at in more detail e.g. acceptable snacks in packed lunches and how to communicate this with parents.</p>

5. Providing a placement for Primary PE Specialist PGCE students	Working with Sarah Williams (Senior Lecturer from Sheffield Hallam) to provide placements for primary PE specialist trainees (PGCE).	2 Specialist PE teachers**	These students come away from their placement feeling confident and competent at teaching PE. They gain valuable experience of PE and classroom teaching in an outstanding primary school. Many of which aspire to progress into a PE lead role in their first job.	To continue to provide placements for Sheffield Hallam University.
6. Champion Schools Programme	Both specialist PE teachers successfully applied to become PESSPA Champions. The aim of the project was to improve PE teaching within Sheffield by working with schools that needed additional support in PE, in specific areas.	Funded via PESSPA	Successful improvements were made with the schools involved. The PE leads felt more confident within their role. Interviews were also conducted into the effectiveness of the project.	Maintain links with assigned schools and support where necessary. The PESSPA alliance is continuing to develop and our school is happy to continue to be a part of this.

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

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Provide a broad and balanced curriculum	All children receive at least 2 hours of PE per week. These lessons provide high quality and challenging activities in a range of sports including: basketball, athletics/fitness, gymnastics, football, dance, netball, rounders, cricket, tag rugby, outdoor and adventurous activities (including	2 Specialist PE Teachers** Replacing damaged /new equipment - £300.	Children are benefiting from a broad and balanced curriculum. The new schemes of work are allowing children to make excellent progress in lessons and deepen their learning.	Look into alternative activities to put on the curriculum e.g. tennis? Evaluate effectiveness of new schemes of work with PE team, especially the Summer activities.

	<p>orienteeing). New schemes of work have been implemented this year (created by Mrs Foster and based on the 4 key concepts – physical / mental / social skills and analysis & evaluation).</p> <p>Court lines repainted on the big yard. Use in many PE lessons (and extra-curricular clubs), the court lines are essential for setting up a variety of skill drills / games quickly, to maximise learning time.</p>	<p>Court lines - £500.</p>		
<p>2. Provide a range of extra-curricular opportunities</p>	<p>The two specialist PE Teachers lead a range of extra-curricular clubs at lunchtime / afterschool to increase levels of physical activity for all children in school. Other staff have also been willing to support with clubs e.g. Saturday cross-country. Some clubs are focused on developing children’s skills in preparation for competitions e.g. gymnastics club, where as other clubs are focused purely on participation e.g. Y5 and Y6 football clubs are open to whole year groups. External coaches are used when PE staff are not available on specific evenings e.g. staff meeting nights.</p> <p>A gymnastics safety mat has been bought this year, to support the gymnastics club that caters for 4</p>	<p>2 Specialist PE Teachers**</p> <p>Gymnastics safety mat - £302</p>	<p>Due to the variety of clubs on offer, children have the opportunity to get involved in many different sports e.g. cross country, rounders, football.</p> <p>Inclusive sport events at the High School allow our children with SEN to become involved in sport at their own level e.g. seated volleyball and boccia. We often liaise with Marlcliffe to create our own Inclusive sport events, where children take part in circuit activities.</p> <p>Children also have the opportunity to take part in some virtual events through the Links Sports Partnership.</p> <p>The gymnastics teams have greatly</p>	<p>To reintroduce an Active Girls Club for the least active girls in the school (this has previously been impacted by Covid).</p> <p>To look at where the new archery equipment can be implemented safely.</p> <p>To continue to monitor those children who are least active and find ways to encourage them to become involved in a variety of activities.</p> <p>To assess the success of each club and alter accordingly e.g. we changed the karate club to lower school football to increase engagement.</p>

	<p>separate gymnastics teams. This mat will allow children to practice their jumps off the box.</p> <p>Archery equipment has been purchased, in order to be used in a variety of contexts e.g. extra-curricular clubs for the least active, PE lessons – to encourage engagement etc.</p> <p>To ensure football/rounders pitches and the athletics track are visible for extra-curricular training sessions during the year. These are also used for hosting competitions on our large school grounds e.g. SFSS football league tournaments.</p>	<p>Archery equipment - £124.96</p> <p>Groundsmen - £500</p>	<p>benefited from the new safety mat during training.</p>	
<p>3. To allow all children to access high quality swimming during their time at SJS. Nb. Funding is used for additional swimming needs e.g. CPD, additional lessons and not the dedicated lessons (this comes out of the school budget).</p>	<p>Ensure Y4 children have access to high quality swimming provision at Stocksbridge Leisure Centre for their weekly swimming lessons by liaising with Malin Bridge Swim School.</p> <p>Identify pupils that may need additional support to meet the minimum expectation and provide 'top up' lessons.</p> <p>To organise swimming sessions for squad training.</p>	<p>£4950 – Paid to Malin Bridge for pool hire, lesson plans and staff CPD.</p> <p>Leisure centre hire for swimming team: £400. <i>This was impacted by Covid.</i></p>	<p>Working with Malin Bridge has improved children's progress in lessons dramatically (see table at the front of this document for comparison percentages). The structure of lessons is fantastic and staff are feeling more confident at leading groups. Non-swimmers have support in achieving 25m, thus meeting the statutory requirements of the National Curriculum for PE.</p>	<p>To continue to liaise with Steve Green at Malin Bridge to provide high quality swimming and staff CPD and evaluate the effectiveness of the provision.</p> <p>To target children who don't achieve the swimming targets for 'top up lessons' in Y5 and 6.</p>

<p>4. Develop children's leadership opportunities to learn about different roles in PE.</p>	<p>All children get the opportunity to learn how to lead/referee in a variety of activities. Children know how to warm up correctly and are taught specific muscle names during stretches. During lessons, children get the chance to develop different roles including:</p> <ul style="list-style-type: none"> • Referee • Captain/leader • Score keeper • Warm up/skill drill leader • Player of the match selector <p>There are also leadership opportunities in Y6 as a sports leaders. Specific children may also be asked to 'support' extra-curricular activities with other year groups e.g. refereeing in Y4 basketball club</p>	<p>2 Specialist PE Teachers**</p>	<p>All children have a basic knowledge and understanding of leadership through PE and many are confident at leading, managing and officiating a variety of sports.</p> <p>Children are encouraged to 'manage' small-sided games themselves and are given strategies to prevent problems occurring within the games. This has massively improved children's teamwork and cooperation skills. Social skills are part of the PE assessment policy, to encourage children to work on other aspects of Physical Education, other than performing e.g. teamwork, peer support etc.</p>	<p>To look at other ways children can partake in other roles besides the 'performer' in PE lessons and extra-curricular activities.</p>
<p>5. Dedicated timetabled events where children explore a variety of exciting activities e.g. healthy week, taster days. Please see 'Key indicator 2' section 2.</p>				

<p>6. To implement orienteering into the PE curriculum</p>	<p>An orienteering course was set up at SJS in preparation for this academic year. Mrs foster has created a scheme of work and prepared resources to teach this successfully on the PE curriculum and is to be used in addition to other outdoor and adventurous activities.</p>	<p>Original cost to set up the course / map - £355</p>	<p>Mrs Foster trialled some 'pilot lessons' before all PE teachers lead on the scheme of work in the Summer months. These lessons were extremely popular with the children and engagement was particularly high.</p>	<p>To add 'strimming the overgrowth down' to the groundsmen's work during the year, so that children can access specific orienteering markers safely on the field area.</p> <p>To support staff with CPD where needed.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
1. To use intra-school competition in different contexts to allow ALL children opportunity to compete	Intra-school competitions occur throughout the year in PE lessons, sports days and in healthy week. In PE lessons, all children compete in modified games and activities to improve their knowledge of rules, develop teamwork and to promote competition. We also have 4 houses that can be used in intra-school competition: Hunshelf, Ewden, Broomhead, Wharnccliffe.	2 Specialist PE Teachers**	Children apply the knowledge and skills that they have learnt into a variety of competitive situations. By managing their own small-sided games, children are learning key skills like teamwork, cooperation and, leadership.	To implement competition in a variety of contexts within school.
2. To take part in a variety of school competitions, including those for children with SEN.	Enter a variety of competitions, many of which have up to 4 rounds. Round 1: Cluster competition Round 2: Partnership competition Round 3: City Finals Round 4: South Yorkshire Finals. <i>Some of these events have been impacted by Covid.</i> Pay SFSS subscription fee. Coach hire is required for some of these competitions – parents pay a subsidised rate.	2 Specialist PE Teachers** Links membership fee: £1842. SFSS fee: £85 Coach hire: £500	Children are having the opportunity to take part in a range of inter-school competitions. This is increasing children’s confidence and allowing them to experience different settings outside of school e.g. Ponds Forge, EIS etc. These competitions include: sportshall athletics, inclusive cluster festivals e.g. benchball, SEN events, outdoor athletics, basketball, cross-country (Saturday mornings), cricket, football leagues, gymnastics, rowing, tag rugby, swimming (<i>impacted by</i>	Continue to ensure all children get a chance to take part in sporting competitions. Increase the number of teams attending each event to allow more children to access competition e.g. take 2 teams to the basketball competition, 3 teams for the benchball festival etc.

	Hire leisure centre for team training – athletics and swimming teams. <i>The swimming training was impacted by Covid, however the athletics training ran successfully.</i>	Leisure centre hire: £435.	<i>Covid this year), partnership sports days, rounders.</i>	
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Signed off by	
Head Teacher:	S. Gaymond
Date:	31/03/22
Subject Leader:	T. Foster
Date:	31/03/22
Governor:	M. Booth
Date:	31/03/22