

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2024**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

This template is designed to support you in your planning and reporting of the PE and Sport Premium funding for over an academic year.

Academic Year:	2024-2025
Total Funding Allocation:	£16,780
Actual Funding Spent:	£17,469

Christopher Reeves Primary School PE and Sport Premium Action Plan

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Objective	Key Actions	Allocated funding	Anticipated outcomes
To increase provision of physical activity opportunities at playtimes and lunchtimes	<p>To implement and allocate activity leaders in year 6 to encourage children to take part in physical activity at play time.</p> <p>Buy 25 activity leader badges to give it status.</p> <p>To promote responsibility and good leadership skills.</p> <p>To organise more active play during playtimes and lunchtimes and promote competitions: daily mile at lunchtimes. A member of staff to lead and supervise.</p> <p>To update sports equipment: table tennis bat and balls, skipping ropes, space hoppers and basketball stand for KS1 and early year children.</p>	<p>£26.04</p> <p>£4,859</p> <p>£756.57</p>	<ul style="list-style-type: none"> Sustained involvement of pupils at break times and lunchtimes in purposeful physical activity. Year 6 children to be given more responsibility. Increased interest in competitive possibilities – pupils in House Groups working as a team to improve scores. Children to receive a leadership certificate to show their achievement. Staff to share who are the best leaders of each half term to go on the board for the best play leader of the term. Further reduction in incidences of poor behaviour at lunchtimes and playtimes.
To Increase provision of physical activity during lesson times.	Staff to continue to use a variety of programmes as active breaks to reduce sedentary behaviour in class as much as possible. These include: Go Noodle, BBC	£0	<ul style="list-style-type: none"> To reduce sedentary behaviour and lead to better concentration in the lesson.

	<p>Super movers, Just Dance, Jumpstart Johnny.</p> <p>Staff to share any tips that they have used in class to reduce sedentary behaviour.</p>		
<p>To provide all pupils with 2 hours of quality PE per week in all year groups.</p>	<p>PE Specialist teacher to teach alongside teachers to ensure CPD and confidence in all staff, to help improve the overall quality of PE lessons throughout the school.</p> <p>Specialist teacher delivering lessons and team teaching alongside class teachers: Provision: 6 weeks of tag rugby, (Year 1 -6), 6 weeks of orienteering (year 3-6), 6 weeks of basketball (years 3-6), 6 weeks of gymnastics (years 1-6)</p> <p>Renew PEPlanning subscription to support members of staff to teach a range of PE skills and sports.</p> <p>Specialist teachers/coaches to deliver a range of sporting activities for all year groups.</p>	<p>Part of School Sports Partnership Package (£3850)</p> <p>Gymnastics and Orienteering– part of SSP Package</p> <p>Tag Rugby and Basketball – R&D Coaching = £897</p> <p>£199</p> <p>£206</p>	<ul style="list-style-type: none"> • Increased confidence of teacher when delivering PE – greater technical knowledge. • Overall higher quality delivery of PE lessons because of team teaching. • PEPlanning provides detailed planning for all year groups. • Teachers to nominate 2 children at the end of each PE lesson who have shown Sports Values and given a house point/star/sticker to celebrate this.

Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Objective	Key Actions	Allocated funding	Anticipated outcomes
<p>To raise the profile of PE across the school.</p>	<p>All year groups to take part in a variety of inter and intra competitions (KS2 Basketball, Cricket and Rounders) throughout the year via SSP.</p>	<p>Part of School Sports Partnership Package (£3850)</p>	<ul style="list-style-type: none"> • Pupils become more confident in competing against others and have a clearer understanding how to effectively participate in competitive sports. • Pupils understand the 6 School Sports Values by receiving certificates if they have achieved one of the values.

To promote Christian education Values through sport,	All year groups to take part in Project Touchline which is a 5 week programme in the Summer Term: Cricket	£2,500	<ul style="list-style-type: none"> The Christian values taught through sport make an impact on pupils' behaviour and their actions. The following values are taught alongside the teaching of Cricket: trust, perseverance, courage, respect, humility.
To continue to celebrate sporting achievements in assemblies	<p>Celebrate all achievements, individual and team performances during celebration assemblies. All certificates to be put in Sports Achievement Folders.</p> <p>To create a 'Sporting Achievement' Board where pictures of children with medals and/or special certificates can be displayed to build up a picture of how active pupils at CR are be it in school or at home. This board can also show the 6 School Games Values.</p> <p>Create a 'Play Leader of the term' for their work at play and lunchtimes. (certificates)</p>	<p>£0</p> <p>£0</p>	<ul style="list-style-type: none"> To celebrate achievement and encourage other children to be active inside and outside of school. To encourage and inspire all pupils to take part in sporting activities at play and lunchtimes. To encourage all pupils to be proud of any physical activity that they do inside and outside of school. To ensure pupils and staff are aware of the 6 School Games Values (passion, self-belief, respect, honest, determination and team work) and how they can be promoted in their PE lesson. PE board in hall with aims and ethos of this subject and word banks of different sports.
To assess children's ability in all sports	<p>Staff to be supported to improve assessment curriculum PE and wider opportunities available to pupils: to use PEPlanning Scheme criteria to assess children's ability. To lead a staff meeting to ensure that this is progressing and being achieved.</p> <p>Subject lead to be given time to update assessment and progression for PE.</p>	<p>Cover for subject leader x 1 day</p> <p>£200</p>	<ul style="list-style-type: none"> Pupils become more confident in self and peer assessment, and can articulate clearly what they have learned Teachers to be more confident in measuring progress and planning next steps in PE. Subject Lead to be able to signpost pupils to provide wider opportunities.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Objective	Key Actions	Allocated funding	Anticipated outcomes

To continue to have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons.	Through the renewal of the subscription of PEPlanning, staff are provided with lesson plans with diagrams, differentiation and assessment criteria.	See cost above.	<ul style="list-style-type: none"> • Increased confidence of staff to teach PE • Increased subject knowledge of staff in relation to teaching, differentiating and assessing PE. • Pupils have access to a variety of ways to challenge themselves and personalise their learning. • PEPlanning provides detailed lesson plans with diagrams for teachers to teach a range of sports effectively. Allows progression throughout the year groups.
To have outside PE specialists work and support staff	Work with local sports clubs and have them in to teach/team teach and pass on skills and give staff confidence to teach new sports and physical activity: <ul style="list-style-type: none"> • Gymnastics (SSP) • Tag rugby and basketball (R&D Coaching) 	Part of School Sports Partnership pack (see cost above) R&D Coaching (See cost above)	<ul style="list-style-type: none"> • Gives staff more opportunities to become more confident and be given new ideas when teaching different sports. Staff can also team teach with coaches and become more confident in how to teach particular sports and be given relevant feedback to improve their teaching skills.
To provide and update necessary skills for teachers	School Sports Partnership provision of CPD: Gymnastics Coaching (years 1-6) R&D Coaching – Tag rugby (years 1-6) Basketball (KS2)	Part of School Sports Partnership pack R&D Coaching (see costs above)	<ul style="list-style-type: none"> • Increased confidence and subject knowledge of staff to teach Gymnastics, Tag rugby and basketball.
Improved quality of children’s physical education to ensure they are competent and confident	PE leader to observe lessons to support the implementation of new scheme of work and to support staff where necessary – look for CPD opportunities for either select staff or all staff.	During PPA time	<ul style="list-style-type: none"> • Overall higher quality delivery of PE lessons because of team teaching
Staffing - Management	Non-contact time for PE lead to manage curriculum, observe lessons, team teach and coordinate competitions	£200	<ul style="list-style-type: none"> • PE lead has the necessary time to prepare and plan for competitions and other days (sports day) to ensure that these have a positive impact on the pupils and the wider curriculum
To update sports equipment	To buy volleyballs, nets for basketball and volleyball, batting tees for cricket and rounders and stump and base for cricket.	£633	<ul style="list-style-type: none"> • Motivates children and improves their ability to practise new skills.

	To buy sports day equipment: long jump mat and speed bounce wedges.		
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Objective	Key Actions	Allocated funding	Anticipated outcomes
To develop the provision of Forest School to embed active learning	6 sessions of Forest School for Early years and years 1-6 throughout the year (one session per half term) for all pupils with forest school resources provided (Shona Perrett Forest School Practitioner)	£1300	<ul style="list-style-type: none"> • Forest School's programmes have positive impacts on children's resilience, confidence and wellbeing. • Children develop problem solving skills, resilience, heightened levels of self-belief, positive attitude, independence and increased tendency of taking initiative. • Forest Schools programmes were found to have positive impacts on children's physical and mental health
To provide additional swimming for 5 and 6: 'Top-up' swimming	Year 5 and 6 children to have additional swimming lessons in the Autumn term to ensure all children can swim 25m before they leave year 6.	£598.80 (6 lessons and instructors) + £966 (transport) = £1564.80	<ul style="list-style-type: none"> • All children to leave primary school being able to swim 25 metres and be able to swim a variety of strokes.
To provide leadership training for years 5 and 6	Years 5 and 6 children to be given leadership training through School Sports Partnership. Using this information, they will plan a multi-sports event for years 1 and 2 children.	Part of the School sports Partnership package (see costs above)	<ul style="list-style-type: none"> • Children will understand the role of a leader and the skills needed for a good leader. • Develop planning, collaboration and team work. • Use these skills to progress in further leadership opportunities e.g. leading sports day activities for younger pupils and year 5 pupils to be prepared for an Activity Leader role in year 6
To provide Bikeability for KS2 Children	One day course for years 3 and 4 A 4 day course for years 5 and 6	£220.00 £0 paid by Bedford Borough	<ul style="list-style-type: none"> • Equips children with vital life skills to cycle confidently. • To gain independence, social skills and a sense of well-being. • Develop perseverance and resilience. • Recognise, predict, assess and manage risks responsibly.

To celebrate a culture day in dance.	Half a day hip/hop Street dance workshop for all classes.	£399	<ul style="list-style-type: none"> • Encourages dancers to express themselves through unique moves and styles, fostering creativity and originality. • Students gain knowledge of the history, various styles, and cultural significance of hip-hop. • Students learn to control and use their bodies effectively in various hip-hop techniques. • Students develop a deeper connection with music and learn to interpret and respond to different rhythms and styles. • To show team work and create a dance opening ceremony
To check and make safe outdoor and indoor play and sports equipment	<p>To check and replace unsafe equipment through Sports Safe</p> <p>Different playground equipment to be used at play times and kept in the outside storage box.</p> <p>PE Lead to go through all lessons on new scheme of work: PEPlanning to ensure correct and appropriate equipment is available to teach the subject successfully.</p>	£124.95	<ul style="list-style-type: none"> • Safe and replacement equipment allows more participation in PE Lessons and more opportunities for Activity Leaders to run break time house competitions. • Different playground equipment for each half term to engage less-active pupils at play time.

Indicator 5: Increased participation in competitive sport

Objective	Key Actions	Allocated funding	Anticipated outcomes
To register and join SSP to increase children's participation in competitive sport	<p>School Sports Partnership – inter-school sports festivals to compete in matches against other schools in Multi-Sports Festivals and intra-schools festivals (rounders, orienteering and basketball to take part at CR against each other)</p> <p>Less sporty children to be given the opportunity to represent their school in competitions.</p>	Part of School Sports Partnership pack	<ul style="list-style-type: none"> • Children are given confidence and exciting opportunities which they will hopefully take away with and apply this confidence in their learning and outside of school • Every class in school will get to attend at least one competition per term.

<p>Pupils given opportunity to compete in intra-school competitions</p>	<p>Sports Day for the whole school will be in house teams, first, second and third places for individual races to receive stickers and winning team will be awarded the house trophy.</p> <p>Sports Day stickers (1st, 2nd, 3rd and participation)</p> <p>Two Sun protection awning for children and parents</p>	<p>£100 x 2 = £200 (line- marking) to provide lines for children to practise running races and for the actual sports day.</p> <p>£4.99</p> <p>£60.14</p>	<ul style="list-style-type: none"> • Children get to compete with and against friends, which will make it more exciting. They will understand teamwork and use other values used in the school. House teams will encourage team spirit and competitiveness.
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PE and Sport Premium Impact Review to be completed summer term 2025 –Completed

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To increase provision of physical activity opportunities at play times and lunchtimes.	<ul style="list-style-type: none"> PE Lead and Year 6 Activity leaders organised a different activity each play time which they led to encourage other children to take part in a physical activity. MDSAs provided activities for children to take part in for play to more organised: skipping, football, tennis, badminton, gymnastic activities and basketball. Activity leader badges bought and given to Year 6 children to give it more status. Playtime equipment bought: table tennis bat and balls, skipping ropes, bean bags, space hoppers and basketball stand. 	<p>£4,859</p> <p>£26.04</p> <p>£325 £120 (Delivery and taxes)</p>	<ul style="list-style-type: none"> With the introduction of the leadership scheme for year 6 pupils, they were developing their leadership, motivation skills to lead games at play times. Pupils who showed good leadership, organisation, motivation, patience and team work were given end of term certificates. Buying a wide range of equipment for play times and lunchtimes encouraged children to be physically active and helped them to develop their football, and basketball skills that they were taught in lessons. Year 5 and 6 children were given the opportunity to play badminton to practise and develop new skills. A wider range of activities introduced ensured children were able to develop a wider variety of physical activity skills including table tennis, tennis, badminton, basketball, throwing and catching, hula hoops, skipping and football. All these activities reduced incidences of poor behaviour and engaged the children in a range of activities. 	<ul style="list-style-type: none"> Leadership training scheme booked again for year 5 pupils to be trained as Activity leaders. PE Lead to work with the children to provide a folder of activities and ideas for games, complete with resources. Continue leadership certificates. To develop more structured activities for children to take part in at lunchtimes: a different competition each half term for children to earn points to go towards the house points. E.g skipping challenge, table tennis, football and basketball and the Daily Mile. Moki Bands to start again in the academic year which gives children the

			<ul style="list-style-type: none"> A range of sports equipment gave the children more opportunities to be more active at play times and lunchtimes. Other resources allowed early years to develop and improve their gross motor skills and coordination. 	<p>ownership of their own physical activity.</p> <ul style="list-style-type: none"> Introduce Moki Band Competitions between year groups for children to encourage and motivate each other through to see who could get the most steps. Give MDSAs resources and structured ideas to continue implementing physical activities at lunchtimes. To continue to update and buy a range of sports equipment for all children to enjoy.
To increase provision of physical activity during lesson times.	Staff added active breaks in the middle of lessons using their own ideas or a variety of programmes such as Go Noodle, BBC Supermovers or Imoves.	£0	<ul style="list-style-type: none"> Children enjoyed the opportunity to be more physically active during the day. This had a positive impact enabling children to become more engaged in the lessons. Staff reminded and encouraged to make time throughout the day to ensure all children are active. 	<ul style="list-style-type: none"> To keep this going into the next academic year.
To provide all pupils with 2 hours of quality PE per week in all year groups.	<ul style="list-style-type: none"> PE lead planned a timetable for all staff to follow to be aware of what PE and sport was to be taught each term. 		<ul style="list-style-type: none"> Teachers knew what PE skill and sport they were teaching each term and which specialist teacher was teaching each term. 	<ul style="list-style-type: none"> To continue with the SSP subscription for specialist teachers to assist class teachers and enhance their

	<ul style="list-style-type: none"> PE specialist teachers from SSP and R & D Coaching delivered lessons and did team teaching alongside class teachers: 6 weeks of tag rugby, (years 1-6), 6 weeks of orienteering (years 3-6), 6 weeks of basketball (years 3-6), 6 weeks of gymnastics (years 1 -6), range of sporting activities (years 1-6) PEPlanning subscription purchased for all staff to use to teach PE. 	<p>Schools Sports Partnership (£3,850) R & D Coaching £483 + £414 = £897</p> <p>£199 PEPlanning)</p>	<ul style="list-style-type: none"> With specialist teachers teaching gymnastics, dance football and hockey, this broadened and developed both the staff and pupils' skills and knowledge. PEPlanning helped teachers plan their lessons. This scheme gave clear diagrams, detailed lesson plans, how to progress with the children, differentiated activities and assessment frameworks. 	<p>knowledge and teaching of PE.</p> <ul style="list-style-type: none"> To continue to book specialist teachers from R & D coaching to give both children and staff opportunities to develop their skills and knowledge. To continue the subscription of PEPlanning. To introduce a wider range of sports to all children.
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Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To raise the profile of PE across the school.	<ul style="list-style-type: none"> All year groups were involved in a variety of inter and intra competitions throughout the year (KS2 Basketball, Cricket and Rounders) and took part in a variety of sports (e.g. athletics, hockey, tag rugby) KS1 and KS2 took part in orienteering, cricket 	Part of School Sports Package (£3850)	<ul style="list-style-type: none"> Children more confident in competing against others and have a clearer understanding how to participate effectively in competitive sports. Children understood and demonstrated good sporting values and received certificates. 	<ul style="list-style-type: none"> To continue to enter competitions via SSP and provide opportunities for children to be more aware of PE in the community and the world e.g. Commonwealth and Olympics and to involve the children more in the decision making process of PE.

	and team building activities.			
To promote Christian education values through sport.	<ul style="list-style-type: none"> All year groups took part in the Project Touchline 5 week programme in the Summer Term: Cricket. 	£2500	<ul style="list-style-type: none"> Children understood the values of respect, responsibility and resilience through sport which linked with the school's values. Children showed and demonstrated how these values were important when playing cricket. 	<ul style="list-style-type: none"> To continue to emphasise the importance of values through sport and children to be given awards and certificates when they have demonstrated these values consistently.
To continue to celebrate sporting achievements in assemblies	<ul style="list-style-type: none"> During assemblies, sporting certificates have shared, presented and celebrated with the children. Year 6 activity leader certificates shared in assemblies to show which children were 'Play leaders of the term.' Certificates shared for those children who have completed the daily mile. 	£0	<ul style="list-style-type: none"> This has helped to develop the values across the school and within sport itself, especially where the children have received special values certificates when they have taken part in SSP competitions. 	<ul style="list-style-type: none"> This will continue in the next academic year to help continue raising the profile of PE throughout the school. Develop the 'Sporting Achievement' Board in the Hall to show the 6 School Games Values: passion, self-belief, respect, honesty, determination and teamwork alongside children's names who have achieved these values in their lessons. PE board in hall with aims and ethos of this subject and word banks of different sports.

<p>To assess children's ability in all sports.</p>	<ul style="list-style-type: none"> • PEPlanning Scheme provided staff with objectives to assess the pupils' ability in PE. • Subject lead given time to update assessment and progression for PE 	<p>£199 (see cost above) (PEPlanning) £200</p>	<p>PEPlanning has helped teachers to assess their children's progress and show what they have achieved alongside the objectives for each sport.</p> <p>With an assessment criteria provided members of staff have been able to see outcomes of the children and how their abilities have been developed.</p>	<ul style="list-style-type: none"> • To continue with the subscription of PEPlanning in the next academic year. However, will look at GetSetForPE to see how it compares. 	
<p>Indicator 3: increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</p>					
<p>Key Actions taken</p>	<p>Actual Outcomes</p>	<p>Actual Cost</p>	<p>Impact (school, staff, pupils) with Evidence</p>	<p>Sustainability/next steps</p>	
<p>To continue to have extra planning, clearer assessment, differentiation and video support for PE and multi-skills lessons</p>	<ul style="list-style-type: none"> • PE Lead attended three Network meetings throughout the year some via zoom and some face to face. • Through continuing with the purchase of PEPLANNING, staff can follow plans and use the assessment charts when teaching individual sports. 	<p>PEPlanning: £199</p>	<ul style="list-style-type: none"> • PEPlanning has enabled the continuity of high quality PE being delivered throughout the school and given children the knowledge on what to do to succeed in that area that they are learning about. • Through PE Lead attending Network meetings, I have been able to feedback to staff on how to improve their teaching of PE. • A survey given to the members of staff who teach PE. Feedback enabled me to find out what was needed regarding their professional development. 	<ul style="list-style-type: none"> • PE lead to continue to discuss with staff further developments required to improve the teaching of PE across the school. 	
<p>To have outside PE Specialists work and support staff and to</p>	<ul style="list-style-type: none"> • All year groups have had access to PE specialists working alongside them 	<p>£3850 (SSP package)</p>	<ul style="list-style-type: none"> • Children have become more confident in their own abilities in gymnastics, dance, tag rugby, 	<ul style="list-style-type: none"> • As part of the Schools Sports Package, the school will continue 	

<p>provide and update necessary skills for teachers.</p>	<p>throughout the year, helping to deliver high quality PE.</p> <ul style="list-style-type: none"> • Staff were able to observe and team teach alongside the PE specialists to improve their skills and knowledge. Schemes of work and assessment opportunities were provided for staff to use the following year once the PE specialists left. 	<p>R & D Coaching £897</p>	<p>basketball and cricket. During playtimes and lunchtimes, children have been practising their basketball, gymnastic and cricket skills and shown more awareness of the rules and better sportsmanship.</p> <ul style="list-style-type: none"> • Staff's confidence and subject knowledge of that particular area of PE has increased due to learning from specialist teachers. 	<p>to have specialist teachers coming into the school to broaden the children and staff's knowledge and confidence.</p> <ul style="list-style-type: none"> • To continue to use the specialist staff from R & D Coaching to provide a wider variety of sports for all year groups. • To talk to staff to identify areas for development both in subject knowledge and in their confidence at delivering a certain area of PE. This is help to organise CPD training and the booking of specialist teachers.
<p>Staffing – Management Improve quality of children's physical education to ensure they are competent and confident.</p>	<ul style="list-style-type: none"> • PE Lead attended three network meetings throughout the year. • PE Lead helped organise staff for children to attend competitions. • PE Lead observed lessons to see consistency across the year groups. • PE Lead led staff meetings to introduce new initiative –development of assessment of PE. 	<p>£200 (Supply cover)</p>	<ul style="list-style-type: none"> • PE Lead has organised staff CPD where staff have needed it, through liaising with them. • PE Lead has organised specialist teachers to come into school to support and teach alongside staff. • To continue the drive for high quality PE lessons and given encouragement to staff and children to see the importance of physical activity and given opportunities for children to participate in a range of activities. 	<ul style="list-style-type: none"> • Prioritise lesson observations to ensure the high quality PE continues and ensure schemes of work are being followed and adapted, where necessary.

To update sports equipment	<ul style="list-style-type: none"> A range of sports equipment bought: volleyballs, nets for basketball and volleyball, batting tees for cricket and rounders; sports day equipment (long jump mat and speed bounce wedges) 	£554	<ul style="list-style-type: none"> Children in KS1 and years 3 and 4 have improved their batting skills in cricket and rounders. Children have experienced different games through playing volleyball and practised their basketball skills at playtimes and lunchtimes. The long jump mat has linked Maths skills in PE when the children have been measuring their long jump distances. 	<ul style="list-style-type: none"> To continue to audit and buy a range of equipment for children to practise their skills.
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Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To develop the provision of Forest School to embed active learning	<ul style="list-style-type: none"> All children in all year groups have taken part in 5 weeks of Forest School over the year (one session per half term) 	£1300	<ul style="list-style-type: none"> Children developed and achieved a range of skills including resilience, determination, confidence and well-being. Children are more confident developing problem-solving skills, working as a team and independently and being able to take the initiative. 	To continue Forest School programme next year for all year groups.
To provide additional swimming for years 5 and 6.	<ul style="list-style-type: none"> Nine out of fourteen year 6 children have achieved 25 metres. 	£1,564.80	<ul style="list-style-type: none"> Most of the year 6 children will leave primary school being able to swim 25 metres and know life-saving skills. 	Swimming will be booked for years 6 next academic year.
To provide leadership training for year 5.	<ul style="list-style-type: none"> Year 5 took part in leadership training through SSP and led and delivered activities to children in years 1 and 2. 	£3,850 (part of SSP package)	<ul style="list-style-type: none"> Children are able to understand the roles and skills needed to be a good leader. 	Year 5 to be chosen to be next year's Activity leaders to lead play time activities when they are in year 6.
To practise a range of dance skills.	<ul style="list-style-type: none"> All children took part in a Dance workshop and then each class performed their dance to the school. 	£399.00	<ul style="list-style-type: none"> Most of the children were engaged and loved taking part, learning a range of different dance skills: Early years/year 1 and 2 – Dance from the musical 'Lion King'; Year 3 and 4 children – 	Continue to book other dance workshops.

			Egyptian dance to link with their topic; year 5 and 6 children – Hip Hop/Street dance. The children enjoyed joining in together to perform their dance style in front of others.	
To check and make safe outdoor and indoor play and sports' equipment.	<ul style="list-style-type: none"> PE Lead, MDSAs and teaching assistants continued to keep track of equipment both for curriculum PE and for play time activities, auditing both and organising all areas where PE equipment is stored. Site manager pumped up all footballs, basket balls and rugby balls and disregarded those that were unsafe. 	£124.95	<ul style="list-style-type: none"> More children more active during PE, as there is enough equipment to be used in lessons at play times and lunchtimes. 	Continue to monitor equipment, liaising with staff as to what needs repairing or replacing to ensure high quality PE continues both in curriculum lessons and at play times.

Indicator 5: Increased participation in competitive sport

Key Actions taken	Actual Outcomes	Actual Cost	Impact (school, staff, pupils) with Evidence	Sustainability/next steps
To register and join SSP to increase children's participation in competitive sport	<ul style="list-style-type: none"> Children in Key Stages 1 and 2 took part in many inter-school competitions and intra-competitions throughout the year. 	£3850 (part of SSP package)	<ul style="list-style-type: none"> All children had a chance to take part and experience competitive sports: athletics, cricket, rounders, tag rugby, dance, handball, orienteering, golf and dodge ball. 	To continue to be part of the School Sports Package so children are given opportunities to participate in inter-school and intra-school competitions next academic year.
Pupils given opportunity to compete in intra-school competitions.	<ul style="list-style-type: none"> All children took part in the school Sports Day where house teams competed against each other. 	£200 (£100 x 2 line marking) twice £5.99	<ul style="list-style-type: none"> Line marking repeated to be used for PE lessons and in preparation for Sports Day. Children encouraged to support each other and to develop team work within their house teams, creating an intra-school competition. 	Look to develop some intra-school competitions using the active leaders to lead skipping competitions, cricket and rounders competitions with the younger children in the summer term.

	<ul style="list-style-type: none"> • Sports Day stickers purchased (1st, 2nd, 3rd and participation) • Two Sun protection awnings purchased for children and parents. 		<ul style="list-style-type: none"> • Sports day stickers given to children who came 1st, 2nd or 3rd to recognise their achievement and all children given stickers for taking part. • The purchase of the awnings meant that the Sports Day could go ahead to protect parents from the sun or rain whilst watching. Children also learnt how to erect the tents and practiced their tent building and team work skills. The children also used the awnings during play times and lunchtimes and organised and played games underneath them to protect them from the sun. 	Buy some more sports day equipment to provide a wider range of activities.
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Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ?	64%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%

What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	96%
Schools can choose to use their Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	YES