

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

REVIEWED SEPTEMBER 2022

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:

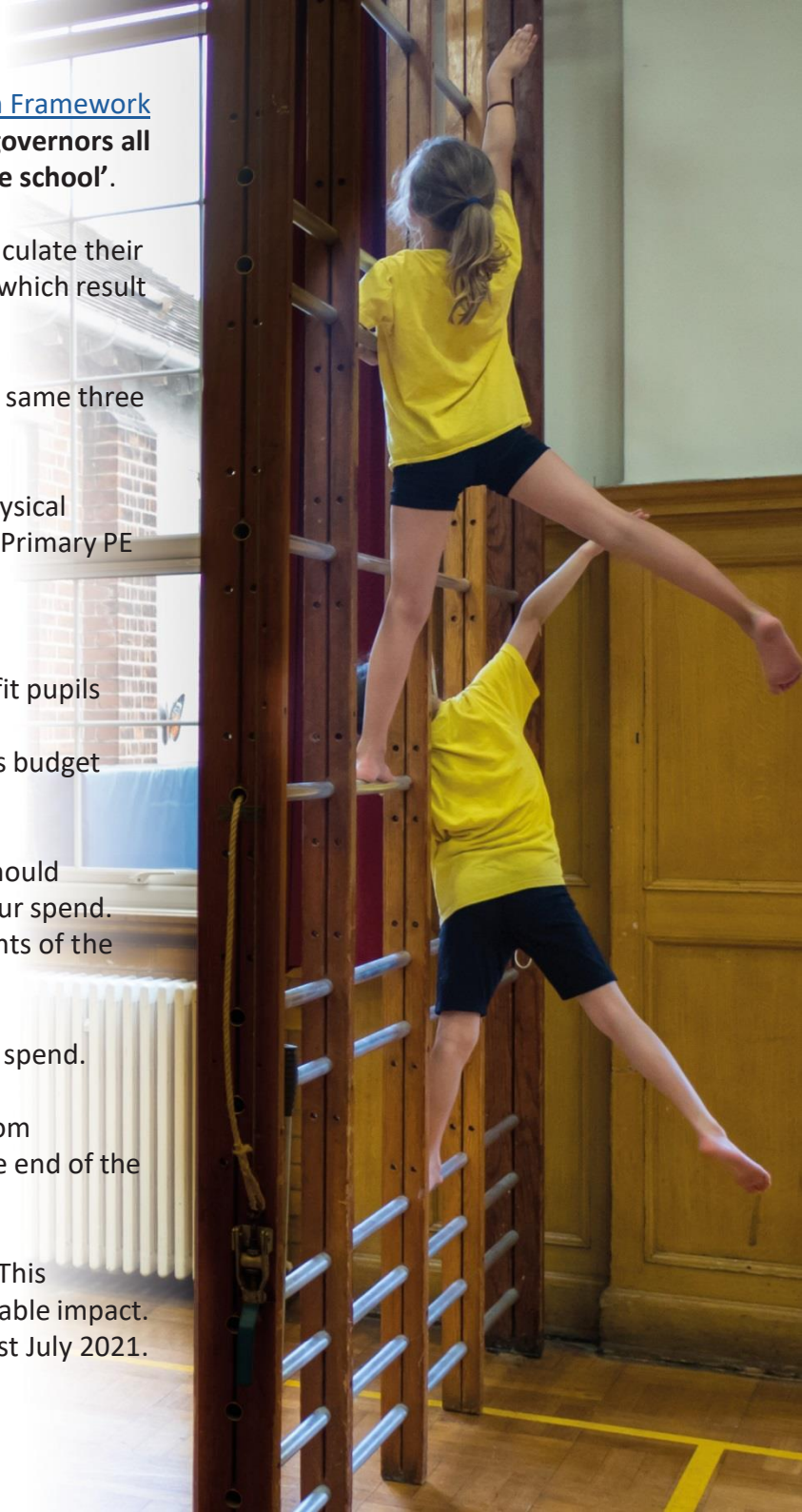
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sainsbury’s School Games Platinum Award • Increased participation in sport • Increased success of school sports teams • Increased confidence in teaching of PE by non-specialist teachers • Increased participation for the youngest children outside of the school day • Healthy Schools Award • Funding for New Age Curling Equipment so all children, including SEN, learnt a new sport. School now MSSP and Cheshire & Warrington Champions 2 years in a row • Maintained engagement and prioritising of physical activity and competition CV 19 pandemic in 2021 resulting in recognition from MSSP 	<ul style="list-style-type: none"> • Maintain currently high level of sport provision in school • Maintain Sainsbury’s School Games Mark Platinum Award • Continue to Improve understanding of healthy living and healthy life styles • Support for developing positive mental health • Increase inclusion and accessibility for all • Ensure all children complete additional 30 minutes physical activity per day • All children in KS2 to compete in virtual interschool competitions • All children to compete in personal challenges • All KS2 children to compete in virtual interschool competitions

Did you carry forward an underspend from 2020 / 2021 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021 £.....None
+ Total amount for this academic year 2021/2022 £.....17710
= Total to be spent by 31st July 2022 £.....17710

<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>NB – 5 children joined AECPS post Sept 21 who had not been swimming in previous setting and could not swim Hence lower than normal %</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 2022.</p> <p>Please see note above.</p>	90%
<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>	84%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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> <p><i>Used to take Y6s who could not swim to swimming during Autumn 21</i></p>	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		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:	
					62%	
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?:	
		During INSET September 2021 remind staff of the daily 60 minute target of physical activity and that this 30 minutes needs to be planned for each day. For example performing the daily mile or other active curriculum breaks the SGM set on a weekly basis. SGM to set a weekly class challenge. Display proforma and monitor to show any planned physical activity per week. To be shared with the class teacher and whole class. Whole school 'Active Advent' challenge – Each class to follow the provided advent plan throughout the day. The class who participates in the activity the most times in one day will be the prize winners. School Games Makers (SGM) to introduce		Specialist teacher to lead and deliver £5500 (sport premium) £5500 (school budget)		Staff/pupils within each class were introduced to initiatives throughout the year to re-focus the 30 minute target and provide topical themes for challenges. Eg Active Advent class winners of who completed their challenge the most times within one day, were presented with a prize at the end of term. SGMs presented and supported activities at break time with the class they were attached to, to work towards the 30 minute physical activity goal per day. PE specialist and SGMs launched Skipping Ladders in an assembly, as part of their Active Curriculum. An element of competition was added within and across houses
				Sustainability and suggested next steps: Due to the Chief Medical Officer's target now increasing to 60 minutes, the PE specialist need to put systems in place to monitor this. Where there are identified gaps, targeted provision is delivered. Raise whole school awareness of this new target and suggest strategies to meet it. Demonstrate that pupils can take ownership of their physical activity and that should be built into a daily routine. SGMs to ensure skipping Ladder leagues are freshly presented in classrooms. They are to report to the PE specialist, the pupil who has		

	<p>and launch the initiative to the class/year group they are attached to. They are to monitor and encourage their progress. This is also to be followed up at break and lunch times.</p> <p>A new class level approach has been delivered to comply with ongoing Covid restrictions, but also to allow for provision which can be more tailored and personalised to the age and needs of each class.</p>	<p>£2500</p> <p>PE teacher to take and support at £40/hr approx. (inc. on costs) part of additional leader time</p>	<p>and this approach encouraged multiple winners, whilst simultaneously promoting personal best.</p> <p>2 hours of PE was timetabled per week, which was then increased with their Active curriculum on a daily basis. A rich programme of extra-curricular activities also complimented the PE curriculum, along with the multiple festivals and competitions pupils attended.</p>	<p>increased their skip count the most in one week. They are to receive five house points. This is further celebrated in assembly, at the end of each half term, with a reward for the highest improvement of skips, over all year groups.</p> <p>Introduce initiatives and themes throughout the year to re-fresh and inspire the pupils to be engaged in daily activity. SGMs to monitor the Active Curriculum chart displayed on classroom walls. This will give the pupils ownership and motivation to complete challenges, when in competition with other classes. Ignite their interest and knowledge of sporting events, so that they have an awareness of sport beyond the school community.</p> <p>Pupils need to be more familiar with PESSPA and which part of school contributes to this. An awareness of the physical activity target per day needs raising and ownership of it handed out through the use of pupil voice. A higher rate of pupils competing should be</p>
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	All KS1 classes engaging in weekly music and movement lessons	As above	Pupils are physically responding to music and were therefore active during these lessons. This was incorporated into the NSSW programme and was extended to KS2.	achieved in both intra and inter-school sport. Continue with the classes each week and again include within the NSSW. Take photographic evidence and collect planning to demonstrate the skills being delivered.
	Attend Fundamental and C4L Festivals. Use monitoring systems and analysis of pupil questionnaire to target those children who do not attend a club on school site and/or in the community. Through observations within PE lessons consolidate the list of targeted children who need to better develop confidence and gross motor skills.	Specialist PE teacher casual overtime time £3000	Pupils with poor gross motor skills were identified by the PE specialist during PE lessons. In conjunction with extra-curricular and competition tracking systems, those who had poor motor skills and who had not participated in any form of club or festival, were targeted to attend C4L, Multiskills or Little Champion Festivals. Thereafter, pupils reflected through pupil voice sessions about their experiences and levels of enjoyment. Using this feedback, provision was made to encourage pupils' uptake in extra-curricular activities. Indeed, some children were seen to be participating in extra-curricular clubs, in the following term. PE lessons were also seen as an opportunity to	Continue to follow up on identified pupils from last year. Perform baseline assessments to monitor participation. Channel pupils into appropriate MSSP celebrate, inspire or aspire strands. Publicly acknowledge participation and achievement with rewards eg certificates, house points.
	In the Spring term follow up pupils' experience at the festivals with a focused club based around C4L sessions, aiming to improve their fundamental movement and gross motor skills. Lead and supported by the SGM.	Inc specialist PE teacher time Budget for resources £200		

	<p>SGM to undertake training to become a leader by the PE teacher. Attend a SGM Conference which also provides leadership and volunteering training. Alongside the PE teacher, the SGMs are to organise and lead intra-school competitions, involving house sport leagues. This will take place one day per week at lunchtime.</p> <p>PE teacher and SGM to introduce structured play sessions lunchtime. Each SGM to plan and organise activities for the year group they are attached to. Be led by the information obtained from the questionnaire and feedback from the class. Purchase equipment, separate to the PE resources to support the delivery of this. PE teacher to liaise with SLT and midday staff to coordinate zones and timings.</p>		<p>provide praise and rewards and inturn motivate these pupils, so that they received a fun and positive experience when being physically active.</p> <p>SGMs attended a Conference which built on leadership training principles delivered by the PE specialist. They were able to work alongside like-minded peers from other local schools, which was an opportunity to socially engage and share ideas with the same aged pupils from beyond their own school. This increased confidence and awareness in the leadership skills required for the role and was a springboard to launch them into leading and volunteering. This was led by an X Olympian who spoke about his 'competitive roadmap' and the positive impact of physical activity in his life journey. This motivated the SGMs to lead by example and highlighted the realisation of the impact they would have, by involving as many children as possible in physical activity.</p> <p>The PE specialist attached each SGM to a class and they had a real presence and relationship</p>	<p>SGMs to continue to attend the same leadership training and Conference, through the MSSP. Raise the SGM profile by displaying their photographs, along with the class they are attached to. PE specialist to meet with the Headteacher and attend midday meetings to establish current practice in the playground at lunchtime. Pool ideas from all members of staff to steer the future development of structured activity during lunchtimes, ensuring the use of the MUGA and alongside all other playground spaces.</p>
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		<p>with these pupils in particular, but also on a whole school level, either within assemblies, during intra-school competition at lunchtime or through less structured activity. As they gained more confidence and experience, the SGMs took on various roles associated with hosting matches and leagues at lunchtime, eg running fixtures, organising teams, coaching and umpiring. The opportunity to participate in house teams beyond their class was extremely well received, where pupils were vertically grouped across years 3&4 and 5&6.</p> <p>SGMs conducted surveys on most wanted sports/activities and this was considered during end of half term intra-competitions (House sport), in extra-curricular provision and for the NSSW programme, to entice pupils to take part. This increase in participation was reflected in waiting lists for clubs. Positive feedback gained from pupil voice sessions regarding NSSW and PE lessons (when House Sport took place).</p> <p>Due to the delay of the MUGA, the structured lunchtime provision was placed on hold, in order to accommodate all</p>	
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			resources and facilities in the planning and roll out of this active part of the curriculum/school day.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
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 all children are engaged in positive physical experiences and that this provision enhances their physical literacy and their social and emotional wellbeing	Complete the self- review development tool, 'School Games Mark Framework' to reinstate and refresh the Platinum Award. Consider the new School Games outcomes and ensure monitoring systems are in place to secure evidence	Inc specialist PE teacher time	The Sports mark application for gold was completed and successful for us to be invited to apply for the Platinum Award. A case study was written and a qualitative and quantitative file of evidence was produced to support this. The PE specialist attended a meeting to present this data as part of the Platinum Award process and of which we achieved and have subsequently been awarded with the kitemark for 21/22 and 22/23.	Continue with systems in place and develop these in accordance with the new School Games criteria for Sportsmark. Celebrate and communicate this achievement with staff, Governors, parents and pupils. Explain to them what this kitemark represents and the reflection it has on our school community with regard to the importance of physical activity habits for a positive physical and mental wellbeing.
Encourage positive behaviour by creating a PE achievement noticeboard to recognise and celebrate outcomes in PE lessons and clubs	Continue subscription to WHS sports partnership and Continue subscription to MSSP	£1250	The PE specialist selected 'Competition' as the strand for the Platinum Award case study and fulfilled the following criteria;	
	Locate space accessible to children, staff and parents. Create a platform to showcase children who are awarded with achievements for PE and sport. Design a standard coloured certificate to be awarded in a weekly assembly which coincides and reflects the School Games values. Purchase medals and		Physical activity was promoted through a term of dance planning inspired by the Commonwealth Games. This topical international	To participate in the Summer Dance Festival using a different theme. Planning lessons to

<p>Opportunity to develop healthy lifestyles and healthy mind to support learning</p> <p>Invite guest role models into school to inspire children to achieve their best, achieve excellence and lifelong healthy and active habits</p> <p>Engage and target the participation of physical activity in children with SEND to support inclusion</p>	<p>trophies</p> <p>Active Lives surveys to be completed as part of the enrolment on to the Healthy Schools Rating Scheme</p> <p>In January 2022 plan a visit from Craig Heap, X- Olympian gymnast after teaching gymnastics in PE lessons during the Autumn term. To deliver a talk based upon achieving excellence, personal best and goal setting in line with school curriculum drivers (ALPS). Emphasise the positive impact physical activity has on both our mental and physical wellbeing. A practical gymnastics element to follow for each class.</p> <p>Subscription to MSSP to access festivals and inter-school competitions on a local and wider level</p>	<p>Specialist PE teacher casual overtime time</p> <p>£700</p> <p>Costs already included above</p>	<p>event, with the UK being the host nation, was capitalised on to capture the motivation and excitement of the pupils. Assemblies, PE lessons and rewards were all linked to this theme, which was a driving force to engage them in positive experiences of physical activity and competition.</p> <p>Year 3 was identified as the transition point to be prioritised, whereby they were engaged in a Commonwealth Games Dance festival. Pupils had been taught some of the Bollywood style of dance during PE lessons, therefore the festival built on existing skills and prior learning. Some of the pupils targeted were those that do not engage in extra-curricular activities and can be sometimes reluctant to participate during PE lessons. It was identified that they particularly enjoyed the dance part of the curriculum and would hence be motivated and more confident to join in the dance team. Both confidence and competence were gained through attendance to rehearsals and was shown in a performance with an audience of approximately 300 people. Pupil voice also</p>	<p>start building skills in, is an effective way to introduce a concept which can later be developed and refined in rehearsals.</p>
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		<p>highlighted that they would do this again and that they would be more likely to take part in extra-curricular activities.</p> <p>For competitive opportunities, identified and specific pupils were targeted. Training/rehearsals were built into PE lessons, extra-curricular clubs or surplus curricular time scheduled in order for pupils to be prepared. Target groups requiring intervention and further support were also selected for particular events to ensure they had a positive competitive experience. Preparation played a key role in their confidence, competence and motivation to engage in physical activity in the future.</p> <p>The school website and newsletter were used as a channel to communicate and share events, photographs and information regarding PESSPA. A parent helper at the netball club has also agreed to be a parent representative to further bridge between home and school, via PTA meetings. The parent has agreed to be the 'Parent Advocate' for PESSPA and promote how this can make a difference to the physical and</p>	<p>Use the competition calendar for WHS and MSSP to attach particular pupils to certain events. Also use school to club link contacts to support this element of competition.</p> <p>PE specialist to meet with the Parent Advocate to liaise regarding PESSPA information that needs to be disseminated through the PTA channel. To raise awareness of PESSPA, our Platinum status and</p>
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			<p>mental wellbeing of young people.</p> <p>Pupils know that during PE lessons all children can gain rewards. One child is selected each lesson for a School Games award, who receives a certificate based upon the School Games values. These are also distributed during every activity on or off site during NSSW. The pupils are aware of the School Games values and are familiar with them through displays and SGMs handing out stickers for participation in competition during lunchtime. Display boards have also been established which have followed international events such as Winter Olympics, in order to ignite interest and motivation in sport and physical activity. To embed this theme within school, rewards were given out as olympic medals and prizes presented to winners in assembly.</p> <p>Both the WHS cluster and the MSSP events have been attended by various year groups in a multitude of sports.</p>	<p>Government physical activity targets.</p> <p>Re-design the School Games display. Publicise the names of the pupils who are awarded with the class School Games value award. Raise awareness of the values in whole school life. SGMs to use stickers during lunchtimes when leading activities.</p> <p>Continue to create topical sporting displays to inspire pupils' interests in PE.</p>
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		<p>This was completed outside of school during the Summer term. A Bronze award was achieved with some classes only having one pupil engaging in and completing the online survey.</p> <p>The X Olympian visited following on from their gymnastics curriculum programme within PE lessons. This cemented some existing skills and was in context of recent and prior learning. Pupils were empowered to be engaged in physical activity and more so, made to recognise the positive impact this has on your physical and mental wellbeing and the influence of active and healthy lifestyles. The X Olympian gymnast also used gymnastics as a vehicle to demonstrate the development of skills such as goal setting, resilience and coping with setbacks. This correlates with our school ALPS which underpin our curriculum so that our pupils can be the best they can be. A visit to year 5&6 pupils during NSSW from the SAS 'Who Dares Wins' television show also further supported and built upon these principles. Due to year 6 transitioning to high school and year 5 pupils soon to do so, the session was delivered to both</p>	<p>Increase the participation rates of inter-school competition during the Summer term.</p> <p>To be completed in school under the supervision of the class teacher.</p> <p>Use contacts to invite a prestigious guest into school which will have context and purpose for the pupils. Link with the school ALPS and demonstrate the power of sport and physical activity on our physical and mental wellbeing.</p>
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			<p>year groups, demonstrating the need for these skills, including decision making, being focussed, using initiative and understanding the power of the mind over the body. An invaluable NSSW session to equip pupils with these skills is essential at this point in their young life. Pupil voice indicated that the sessions were thoroughly enjoyed, useful and valued.</p> <p>Engagement in SSP SEND competitions took place when available with targeted pupils from the register. Participation was as part of inter school competition against local primary schools. From being the winners at NAK, we were representatives in the county finals and won the competition.</p> <p>New equipment for SEND purposes has been purchased to aid differentiation within the PE lessons. Pupils on the SEN register were targeted in appropriate and sustainable PESSPA competitions and festivals to ensure maximum participation in physical activity to develop their confidence and competence.</p>	<p>Register for SEND events within the MSSP and where possible on other forums eg KOBOCA.</p> <p>Use more role models who have specific needs, eg a paralympian. Also raise the profile of disability in sport through clips for demonstrations and playing versions of a disability sport within House Sport.</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:
				3 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children to have at least one PE lesson taught by a specialist and non-specialist staff to undertake CPD to ensure the high quality delivery of the PE curriculum	<p>Team teaching with specialist staff</p> <p>Half termly planning meetings between specialist and non-specialist teachers to review previous learning and set future targets/objectives from curriculum knowledge organisers</p> <p>All staff to complete CPD survey to establish areas for development and training to increase the knowledge, skills and confidence in the teaching of PE and sport. PE specialist to signpost staff to relevant courses</p>	As required	<p>PE specialist taught one lesson of PE per week. Where class teachers deliver PE, the PE objectives for the half term are shared. The teachers then plan, from the knowledge organisers, which outline the content to be covered for that area of the PE curriculum, which will in turn meet the objectives set for the half term. All staff also completed a CPD online survey to identify strengths and areas for development. Training is to be arranged to ensure the high quality delivery of the PE curriculum.</p>	<p>Email staff with the relevant knowledge organisers to ensure accurate coverage of the curriculum. Attach the long term PE curriculum map. PE specialist to complete the School Games Inclusion Health Check to highlight training needs within the school. Signpost staff to relevant courses/training delivered within the MSSP. Invite WHS colleagues in to deliver coaching sessions prior to a competition to use as preparation for pupils, whilst also providing an element of CPD for staff.</p>
Ensure all PE lessons being delivered are of a high quality	PE specialist to monitor planning of Games to understand the quality of lessons being delivered. Feedback to be shared with staff regarding content, coverage of curriculum and expectations.	Costs already included above	Learning objectives for the half term were forwarded by the PE specialist to each class teacher.	Medium and/or short term plans to be collated from the the class teacher's PE lesson to monitor coverage of the PE curriculum.

<p>Attainment and progress recorded on INSIGHT to ensure progress is maintained in PE in all year groups</p>	<p>Establish if further training is required to support high quality teaching</p> <p>To use the ipads in lessons to log the achievements of objectives. Children are presented with differentiated equipment to facilitate their access to learning and aid their improvement and progress</p> <p>Create a PE display in the hall to enhance learning. Display visual aids of physical activities for staff to use as a teaching tool. Include subject specific vocabulary to enable the children to utilise the resource during their PE lessons. Use questioning and criteria so that children can refer to checklists to assess their current skills and identify their next steps to ensure progress is made</p>	<p>Cost included</p> <p>Cost included</p>	<p>Pupils are able to achieve the objectives with different outcomes based on ability. All pupils are taught with high expectations of meeting their full potential. To ensure progress, different tasks or equipment were provided. Monitoring systems are used within PE lessons to establish progress and attainment and is then transferred online to INSIGHT to coincide with our whole school assessment procedures.</p> <p>The PE specialist is the only member of staff currently teaching in the hall. Whilst teaching gymnastics and dance, key vocabulary, as part of a learning wall was displayed. Powerpoint slides, presentations and clips were also used as a resource to support learning.</p>	<p>PE specialist to create learning outcomes to be presented in the hall as part of a permanent display. Pupils are to use them to, identify success, identify their next steps and progress their learning on.</p>
<p>All staff are fully informed and are up to date and knowledgeable regarding PESSPA</p>	<p>Renew AfPE membership. Attendance at PE network meetings, courses and conferences to be fully briefed with PESSPA initiatives, developments, competitions and local events</p>	<p>£111</p>	<p>AfPE membership renewed by the school. The PE specialist attended all PE network meetings to be in line with calendar dates for competitions, events, initiatives and receive updates from School</p>	<p>Continue to attend WHS cluster and MSSP network meetings. Build upon professional relationships to host more friendly matches at AECPS and the sharing of best</p>

<p>PE resources are appropriate with correct quality and quantity in place. Resources to support the less able and extend the more able</p>	<p>Conduct an audit of PE resources to ensure the correct amount of equipment is in place to facilitate the delivery of high quality PE lessons. Ensure the organisation allows easy access and the ability to use suitable and differentiated equipment to support high quality provision within and beyond the curriculum</p>	<p>£200</p>	<p>Games. These forums communicated where the MSSP could facilitate the achievement of School Games outcomes and the collaboration of schools across the partnership. Professional relationships were developed which empowered the drive of PESSPA at AECPS.</p> <p>An audit of equipment stored in PE sheds was undertaken, resulting in all resources being appropriately organised for the different types of games lessons. With labels to facilitate orientation and the ability to select the equipment needed for lessons, an efficient system has been established to support differentiation and high quality provision.</p>	<p>practice.</p> <p>PE specialist to organise, store and label the new equipment purchased at the end of the academic year, to support learning on the MUGA. SGMs to monitor throughout the week to ensure all resources are tidy and accessible.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Provided from school budget 18 %
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:
Plan of long term curriculum map for PE including all styles of games (invasion, central wall and net and striking and fielding), ensuring that various sports are taught for each games discipline and which also reflects the five other areas of the PE curriculum	Devise a grid to show coverage of the PE curriculum for each year group during all three terms	Cost included	A long-term plan has been devised by the PE specialist to map out the coverage of all units within the PE curriculum across the three terms. Planning is to be led by this, with the relevant unit of work being taught in the correct term by both specialist and non-specialist teachers and coaches. Knowledge organisers feed into this, which maps out the National Curriculum content to be covered by each year group.	PE specialist to do learning walks to ensure correct coverage of the PE curriculum in the appropriate term. Collect evidence of planning with PE lessons corresponding to the unit of work in the long term PE curriculum plan.
All children to experience a broad range of sports within and beyond the curriculum	Access funding through Cheshire Golf Club to secure a six week Tri-golf coaching programme. Equipment to be provided as part of the package and belong to the school thereafter. Introduce as part of the curriculum or initiate a club depending on interest. The year group to receive the tri-golf coaching sessions are to visit	£150 £200	Funding was secured through Cheshire Golf Club and a 6 week block of tri-golf coaching was delivered as part of a striking and fielding approach to games. This was empowered with a visit to Tytherington Golf Club during NSSW. Continuity was maintained, whereby the same coach who delivered the 6 week in- school programme, led the visit and	Target pupils who need to develop their gross motor skills to participate in Multi skills Festivals. Though links with Tytherington Golf Club, secure part funding for the 6 week in-school coaching programme to continue.

	<p>Cheshire Golf Club as part of NSSW to further cement their knowledge and understanding of the sport in context.</p> <p>To enhance and extend the current curriculum, sign up to the Commonwealth Games Dance initiative to receive CPD training for half a day. Use the knowledge and skills acquired to plan and deliver another block of dance lessons to all year group, based around the Commonwealth Games theme.</p> <p>As part of aiding transition points and fulfilling School Games criteria, year 3 to attend and take part in a showcase and dance display in the local area alongside other local primary schools working within the dance initiative. If sustained interest is apparent, invite the dance school in to deliver an extra-curricular club.</p> <p>PE specialist to use contacts from UKCA to make links with a Cheerleading club/coach. Secure a funded taster day during NSSW to enable pupils to access this sport.</p>	<p>£150</p> <p>£200</p> <p>Costs already included above</p>	<p>experience on the prestigious golf course. Some of these pupils were also building on prior experiences gained when attending Little Champions, C4L or Multiskills festivals throughout the year. Equipment purchased as part of the funding received has been used in lessons and is there in place to initiate a club next academic year.</p> <p>DANCE</p> <p>PE specialist introduced Cheerleading as a new sport to AECPS. This is an activity that has not been participated in before and was launched through the NSSW platform. It was specifically selected as a non-traditional sport, as an alternative to typical</p>	<p>With year 3 pupils, PE specialist to follow up the Tri-golf sessions and experience during NSSW by hosting a new Tri-golf club, using the equipment purchased. Extend to pupils in year 2, once they have received the coaching.</p> <p>Establish a Cheerleading club on school site. Invite pupils who do not currently attend any clubs and who would benefit from engaging in this type of activity. Register for the Schools Cheerleading Nationals in</p>
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<p>Participate in more MSSP and WHS cluster and partnership events</p>	<p>Track and target children with low levels of physical activity through registers and subject leader monitoring systems. Identify less traditional events and facilitate participation for this target group at more multisport disciplines to inspire and engage them in a fun and more generic approach to physical activity.</p>	<p>Costs already included above</p>	<p>traditional sports. This was to excite and inspire pupils that may prefer this non-traditional route. Due to using stunts in the delivery, both the enjoyment and interest in the sport was very successful and requested as a club on school site through pupil voice.</p> <p>PE specialist has devised monitoring systems to track the engagement in extra-curricular activities and competitions. Identifying specific pupils to attend a festival of a known particular interest to them or events which will expose and develop the multi skills of particular pupils was the approach adopted. Strategic selection for all events ensured competition was meaningful, purposeful and successful. There was a high participation rate in all inter-school competitions being hosted by both WHS and MSSP.</p>	<p>Manchester to offer a competitive element.</p> <p>Register and participate in KOBOCA competitions to open up the level of competition, depending on the target group. Continue to build in preparation time for competitions to promote confidence and a positive mental and physical wellbeing.</p>
<p>Conduct a pupil questionnaire on PESSPA. Introduce new clubs based upon the outcomes and attend events to reflect expressed interest</p>	<p>PE specialist and SGM to create a questionnaire to audit current practice in PESSPA. Teacher to disseminate information during INSET and communicate with staff via email. SGM to visit their assigned year group if in KS2 to introduce and explain the</p>	<p>Costs already included above</p>	<p>SGMs hosted Q&As with their corresponding year groups to pinpoint the interest in different activities/clubs. This was to inform future provision for intra competition and the extra-</p>	<p>SGMs to repeat Q&A sessions. PE specialist to orchestrate the completion of the formal School Games pupil survey to</p>

<p>Maintain high quality National School Sports Week to enrich their provision of PESSPA and offer high quality opportunities for all children to experience</p> <p>Maintain and establish school to club links with those in the local area and those linked to sports expressed as an area of interest in the pupil questionnaire</p>	<p>questionnaire. New clubs and leagues to reflect the outcomes</p> <p>Organise an inclusive sports week by linking, networking and planning with relevant partners including in educational settings, sports clubs and businesses.</p> <p>Contact and arrange meetings with personnel from clubs. Explore opportunities to initiate coaching sessions within curriculum time and extra-curricular clubs.</p>	<p>£500</p>	<p>curricular programme. NSSW also tried to accommodate the feedback from such responses to enhance their participation in physical activity.</p> <p>The array of activities organised within the NSSW programme were inspired from both formal and informal feedback from pupils. Surveys, questionnaires, school council meetings, SGM meetings, pupil voice forums and informal conversations influenced the provision, along with the partnership working of venues eg AESG, businesses, sports clubs. Due to a change in staffing and the pandemic, links with local partners had become diluted. The PE specialist re-forged these links and relevant partners were again either invited into school, or invited to host a PESSPA event. Post NSSW the feedback was incredibly positive by both staff and pupils and certainly provided opportunities to enrich, extend or enable the learning of all pupils.</p> <p>PE specialist re-forged links with local clubs post pandemic, including Hockey, Cricket and</p>	<p>create a baseline to measure rates of participation.</p> <p>Liaise with local partners to work in partnership with them prior to NSSW, building on recent links. Invite into assemblies and visits to school through other forums to raise their profile within the school community and strengthen school to club links. Plan and book activities with local partners well ahead of NSSW.</p>
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<p>Host an opening ceremony for the launch of the MUGA. Showcase the new facilities and the vast range of activities that will be experienced within the space, both during curriculum time and beyond</p>	<p>Invite special, prestigious guests to launch the new facilities. Deliver speeches about the impact of physical activity on physical and mental wellbeing. Engage the school community within the event to inspire participation in the range of activities that will be hosted in this first-class sporting venue. Link with partners from local businesses and sports clubs. Schedule practical activities as part of the event involving families.</p>		<p>tennis clubs. Meetings were arranged and attended on club site or alternatively communication was via phone call and/or email. NSSW was used as a platform to do this, with discussions and plans for future curriculum and extra-curricular provision for next academic year.</p> <p>The MUGA was launched on Sports Day, hosted by the Head Teacher with KS2 staff, pupils and parents present. Dignitaries were invited to make a speech and cut the ribbon, to declare the formal opening of this prestigious facility in July 2022. Special guests were those who made financial contributions and committed an invaluable amount of time to the project. Following this presentation, the MUGA was immediately a hub of activity, with the pursuit of Sports Day.</p>	<p>Arrange meetings with relevant partners to strategically build in their expertise. Raise the profile of AECPS by offer of the MUGA to host events we are involved in.</p> <p>Embed the use of the MUGA into PE lessons, structured lunchtimes and the extra-curricular programme. Continue and build on the community use of the facility.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
Enter fixtures to engage Key Stage 1 and 2 children in inter-school competition	<p>PFC to manage school football club, league and tournaments. Select appropriate players to engage in competitions</p> <p>PE teacher to enter, attend and support festivals and competitions in both the WHS and Macclesfield Sport Partnerships and local netball and football leagues</p> <p>PE teacher to select and target specific children to enter inter-school competition based upon School Games criteria. Track engagement of children in clubs, festivals, leagues, tournaments and competitions to prioritise those that need to improve their participation in physical activity and competition. Target those who may need further intervention eg PP, SEND, minority ethnic groups</p>		<p>PFC coach delivered football as part of the 'Invasion Games' part of the PE curriculum. Continuity was provided due to the coach simultaneously managing the football league and cup fixtures. Preparation, planning and team selection were more informed because of this. PFC also host the extra- curricular football club which provides an additional training opportunity to identify players and organise teams. New tournaments have been attended including PFC tournaments for KS1 pupils and Cheshire Cup opportunities for years 5&6. The WHS cluster have facilitated opportunities for local football tournaments at the high school which will build familiarity with the venue in preparation for transition. The PE specialist registered for a majority of festivals and competitions from within both the WHS cluster and Sport</p>	<p>PE specialist to enter KS1 into inter-school competitions, in sports other than football. PFC coach to continue to enter into Wilmslow Football League and cup competitions. PFC coach to use lesson time, where appropriate, to prepare pupils for inter-school competitions. This serves to enhance both the performance and confidence of the pupils participating. PE specialist to continue to enter into the Wilmslow netball league. Approach local schools to engage in more friendly matches as preparation for tournaments and league matches. Enter into the Summer netball tournament due to be re-launched in Summer 2023. PE specialist to continue to track levels of participation of all pupils. Invite pupils to specific events and clubs who are below the current expected</p>

<p>All KS 2 children to compete in MSSP virtual inter-school competitions</p>	<p>Register for KOBOCA to enable access to virtual competitions on a local, county and national level</p>	<p>Partnership. Football and netball leagues were also entered, alongside several friendly matches in netball. The netball team were finalists and finished second in the Wilmslow league and for the first time beat AESG with a very convincing win. The football team reached the semi-final in the school cup and were runners up in the B league. KS1 (Year 2) were winners of a new tournament for that particular age group. Tracking systems have been established, registers were taken and lists of the names of pupils who were engaged in every inter and intra competition were compiled. The calendar of events were carefully scrutinised to maximise participation in inter school competitions of all pupils, with certain children being specifically identified. The different themes of the MSSP events are also considered to ensure entry into these competitive experiences are suitable and reflect the motivations of the young people being selected.</p> <p>PE specialist has registered on the online KOBOCA system and has used this to sign up to competitions. There have not been any invitations to virtual events on offer.</p>	<p>physical activity targets.</p> <p>Use the KOBOCA platform to participate in one competition per term. Use this to allow the more talented pupils to engage in a higher level of competition, on a wider basis</p>
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<p>Introduction of intra-school competition for KS2 children at the end of each half term using the house system</p> <p>Inspire children to be part of a wider team through engaging in house sport competitions. SGMs to host lunchtime leagues by organising a rotation of fixtures as part of a house league</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 for upper and lower Key Stage 2. Play different sports during lunchtime leagues, using</p>		<p>At the end of each half term, during PE lessons, the curriculum hosts an opportunity to engage in intra school competition. This allows pupils from the same house to compete against their peers in other houses within the same class. The sport is determined by recent PE lessons or from feedback as part of pupil voice, where pupils have reported a desire for a particular activity. Pupils were involved in scoring and the points gained were collated from houses in all years.</p> <p>An extension of intra school competition was the introduction of 'Tournament Tuesday' at lunchtime. This is an added opportunity to offer a platform of competition and also allowed pupils to team up with their peers from different year groups. Socially it was a positive experience for the pupils, which</p>	<p>eg regional and national levels. Alternatively, also employ this as a tool for those pupils who do not take part in inter-school competition. This will allow them to access this type of competition in a secure and familiar environment.</p> <p>Continue with House Sport at the end of each half term, reviewing the sport to be played. Change where required for different year groups eg use as preparation time prior to inter-school competition. Publicise running totals and use as overall house winners at the end of the academic year.</p> <p>SGMs to organise teams and fixtures as part of their leader role, supported by the PE specialist. Ensure the intent is relevant and the group of pupils correspond to this criteria.</p>
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<p>Recognise and celebrate competition through reward systems</p>	<p>this 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>		<p>developed their confidence and competence, when either playing with different teams and abilities and or with older children.</p> <p>Pupils celebrated their sporting experiences to the school during Friday assemblies. Photographic evidence was displayed and communicated with parents on the school website and via newsletters.</p>	<p>Continue to celebrate in assembly and through newsletters. Create a display of photographs of children participating in inter-school competitions.</p>
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Signed off by	
Head Teacher:	<i>L. Walsh</i>
Date:	1.11.22
Subject Leader:	
Date:	
Governor:	
Date:	