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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.



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.

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.

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 2023: | Areas for further improvement and baseline evidence of need: |
| * Sainsbury’s School Games Platinum Award * Increased participation in physical activity of least active pupils * Introduction of Intra-school competition during lunchtime * Extra-curricular Programme is over subscribed * School Netball team winners of the Wilmslow Netball League * School Football team winners of the Wilmslow Football League * School Rounders team winners of the Wilmslow cluster tournament * Basketball and Hockey school teams MSSP winners through to County finals * Increased participation in Inter-school competition, attending the Celebrate, Aspire and Inspire strands of the School Games competition structure * Re-established links with local sports clubs * 3 new sports introduced; Lacrosse and Handball during NSSW and sustained within the Extra-curricular Programme and/or competition framework. Badminton, as part of both the curricular and extra-curricular provision * Use of MUGA for curriculum, extra-curricular, tournaments, NSSW and lunchtime provision to increase access to increased physical activity and competition | * Maintain status of achievement in leagues, tournaments and School Games competitions * Maintain broad range of sports on offer * Maintain Sainsbury’s School Games Mark Platinum Award * Formalise the CMO’s target of 60 physically active minutes per day * Continue to increase accessibility of PESSPA on the physical and mental wellbeing of pupils * Increased leadership and volunteering opportunities for School Games Makers * Maintain participation rates in Inter-school competitions * Increase participation rates in Intra-school competitions * Consider the Ofsted Subject Review for PE and introduce the pillars of progression to increase the knowledge and confidence of staff in the delivery of PE * Increase the individual competitions with local schools to wider year groups |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES/NO \* Delete as applicable

**Total amount carried forward from 2022/2023 £6,984......**

**+ Total amount for this academic year 2023/2024 £17,950.....**

**= Total to be spent by 31st July 2021 £10,966......**

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| Meeting national curriculum requirements for swimming and water safety.  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.  **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.** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.  Please see note above. | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 88% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 69% |
| 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? | No |

**Action Plan and Budget Tracking**

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

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| **Academic Year:** 2022/23 | **Total fund allocated:** £ | **Date Updated: October 2023** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 52% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to  consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Embed the minimum of 30 minutes target of physical activity per day in school. Raise awareness of the new CMO’s target of 60 minutes, to be monitored through school systems.  To target children who are least active and those with poor gross motor skills complete more than 30 minutes physical activity per day.  Increase the number of children engaging in structured activity at lunchtime. | During September INSET re-establish the requirement for the Active Curriculum. Ensure this is embedded as part of the ‘Daily routine’ system within the training powerpoint presented to staff.  Introduce the new SGMs to the monitoring of the Active Curriculum daily routine. Initially attach each SGM to a class, schedule a weekly meeting and train them on their Active Chart monitoring role. Charts to be handed in to the PE specialist and a fresh one displayed on a weekly basis. PE specialist to identify the class engaging in the most minutes of activity per week and be rewarded in assembly. Training should also present them with practical ideas and resources to enable them to lead simple physical activity sessions at lunchtime. Create a central resource for SGMs to access resource activity cards/equipment to facilitate this. Outdoor facilities to be zoned for each class during lunchtime.  PE specialist to liaise with the Headteacher to decide on a system to monitor the number of minutes pupils are active for, both in and out of school, to reach the Chief Medical Officer’s target of 60 active minutes per day. An appropriate term to introduce and launch this to both staff and pupils is to be discussed.  SGMs to select an age appropriate challenge for their identified class and demonstrate in an end of week assembly. This is to contribute towards their Active Curriculum minutes in class.  Use initiatives throughout the year to coincide with the running of seasonal events/themes within the year eg Active Advent and national/international events; The World Cup. SGMs to follow up with ‘drop in’ sessions to their class for support.  All classes engaging in weekly music and movement lessons using music as the medium to engage in fun physical activity.  From the tracking of pupils engaging in physical activity last academic year, follow up their levels of engagement in extra-curricular activities. Select those who are the least active and SGMs to enquire about activities they would most like to participate in to inform the extra-curricular programme. PE specialist to identify other pupils with poor gross motor skills through observations within PE lessons. By establishing their interests and needs, tailor the extra-curricular programme to inspire these pupils to attend clubs.  Support these pupils furthermore through additional interventions eg C4L, delivered by their SGMs, alongside the PE specialist. These pupils can also be invited and encouraged to attend generic festivals, to improve their FMS, within the WHS cluster and MSSP eg Little Champions.  PE specialist to meet with the Head Teacher and attend midday meetings to establish current practice, following the opening of the new prestigious MUGA. Ideas should be discussed and shared for the future development of physical activity at lunchtime. The phasing in of structured lunchtimes needs to be planned and agreed on, so all staff have ownership of the programme being introduced. This will aid the successful implementation of fun and active lunchtimes accessible for all pupils. Equally, ideas can be pooled together through the school council platform, in order to consult pupil voice and ensure that the pupils also have ownership of this new provision.  Simultaneously, during this planning phase, SGMs are to undertake training from the PE specialist to cover a wide range of roles. They should be exposed to the principles of hosting a physical activity session, including ideas for activities/games, safety and organisation of teams and equipment.  SGMs are to implement the training received, to set up and organise structured activities during lunchtime, with support from the PE specialist. Being a role model to their peers will empower them to lead by example and will provide a positive experience for those pupils accessing the sessions. The PE lead is to identify pupils in each class who should be encouraged to participate and forward the relevant names to the SGM for their associated classes.  SGMs to also access and attend any external leadership and volunteering training or conference on offer through our partners in MSSP. Opportunities to engage with similar peers would be a positive experience for the SGMs and generate confidence in carrying out their leadership role. | Cost of PE specialist to deliver all key indicators implementation strategies  £12337 | Pupils purposely seek opportunities to be physically active and understand the importance and physical and mental benefits of this. Pupils are mostly confident to attend clubs within the Extra-curricular Programme and by doing this are meeting the 30 minutes of physical activity target per day from beyond the school day. Clubs are always over-subscribed and have waiting lists. By more pupils engaging in extra-curricular activities, they are more confident and motivated to take part in festivals and competitions. There are less reluctant pupils declining invitations to a competitive event than there were previously.  More formal monitoring of 60 active minutes needs to be developed. The PE lead has discussed with the Headteacher for a weekly trophy to be given to the class who has the most pupils engaging in 60 minutes of physical activity per day. The pupils enjoy being active and it would be good to celebrate this publicly.  The SGMs have supported some physical activity with the class they have been attached to with opportunities to access these challenges during break and lunchtimes. However, systems need to be more streamlined and formalised.  The PE lead launched the Qatar World Cup international event through displays, rewards and by plunging this theme into the dance part of the PE curriculum. Football was used as a vehicle to deliver Cheerleading as part of the curriculum, which was topical and of high profile at the time, due to this world class event. Pupils have been introduced and know how to perform basic cheerleading motions, jumps and basic stunts and did this to the official World Cup 2022 music which was simultaneously interspersed with football-related dance phrases. This block of work was reinforced later in the year with a day visit from a Cheerleading Club during National School Sports Week (NSSW). The children revisited and consolidated the previous skills they had learnt. This was extended further with the introduction of the air track, which was inflated and used as part of the session. These opportunities catered for all abilities and offered access to a less traditional sport. For some, this ignited a new activity interest and for others, it simply reinforced their passion and enthusiasm for this sport.  The Cheerleading coaches used to initially introduce this, were to set up a school- based satellite club beyond the school day, which would then feed into their community club. Due to unforeseen circumstances, this did not come to fruition. However, the feedback via pupil voice forums remains very positive with pupils expressing a keen interest in attending an extra-curricular club.  There is now more of an uptake of pupils attending extra-curricular clubs who are highlighted as being least active and also have poor Fundamental motor skills (FMS). For example, attending a dance club which was channelled into an end of year Dance Festival. This required pupils to be able to perform in front of an audience of 300 people. The club they attended prepared and inspired them to have the confidence to be able to do this.  Moreso, for those pupils who are not confident in participating in team games and prefer individual activities, the Extra-curricular Programme considered this within the provision on offer by hosting clubs like Tennis and Badminton.  Pupils also attended festivals where generic skills are developed through participating in a variety of fun activities. Previously, pupils who were less active would decline such invitations, but through positive physical activity experiences, the uptake has now increased. This suggests a positive impact on both the confidence and competence of the skills of pupils who were historically less likely to attend a club or an out of school event.  With the build of a new facility (MUGA), pupils have become more active at lunchtimes. A schedule presented to pupils by the Head timetables activities for different age groups throughout the week, to ensure all pupils have access to the various sporting arenas. This inclusive approach has catered for an increase in activity with the use of some sporting equipment, for example KWIK Cricket. The current provision has an informal arrangement and will become more structured going forward. | Continue to offer clubs based upon pupil voice and the competition schedule. Formalise the tracking of 60 Active minutes on a whole school level.  The SGMs will also identify physical activity challenges in addition to this and facilitate the class they have been attached to with opportunities to access these challenges during break and lunchtimes.  To again liaise with the Chair of UKCA and maintain the Cheerleading experience during NSSW. Investigations into an extra-curricular club to be again made due to the level of interest.  The PE Lead will identify the less able pupils in each class and share this with the SGMs. With support, a short survey will be compiled to establish their current sporting interests so that they can be incorporated into the Extra-curricular Programme. Furthermore, such pupils will be targeted to engage in more structured activities during lunchtime, working with the PE lead and the SGMs to develop their FMS and therefore confidence and competence in participating in clubs and competitions.  The MUGA will be zoned off on particular days each week for the PE lead to deliver more structured activity. This will be to increase the physical activity levels of those less active pupils. Simultaneously, the current new timetable will run alongside this more formal programme, ensuring the activity levels of all pupils stay improved.  The SGMs will also attend leadership training from the MSSP and PE Lead in order to offer on a less formal basis, fun activities for all pupils to access. This could be as part of a rolling programme, where particular year groups will be able to engage in fun playground games. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Ensure all children are engaged in positive physical experiences and that this provision enhances their physical literacy and their social and emotional wellbeing.  Encourage positive behaviour by creating a PE achievement noticeboard to recognise and celebrate outcomes in PE lessons and clubs.  Opportunity to develop healthy lifestyles and healthy mind to support learning.  Invite guest role models into school to inspire children to achieve their best, achieve excellence and lifelong healthy and active habits.  Engage and target the participation of physical activity in children with SEND to support inclusion. | Consider the themes within the competition calendar for the MSSP and WHS events. Ensure all pupils suit the criteria, to reflect either their needs, interests or abilities. Pupils are to gain confidence and competence through this careful selection process and in turn, these positive experiences will progress them through the School Games ‘Roadmap to Competition’ structure.  The extra-curricular programme should also reflect the needs, age and interests of the pupils participating. This information is to be collated through school council and SGM forums. Additional clubs should also be on an invitation basis (C4L), to ensure targeted pupils are encouraged and supported to improve their confidence and competence in physical activity. Again, carefully monitoring the intent of the provision with the young people participating.  Following selection of the pupils in a competition, practice needs to be planned for. The PE specialist must ensure that preparation involves the identified pupils being informed of the requirements of the competition eg rules, strategies, tactics. Practical experience of the activity needs to be planned into the curriculum and/or through the extra-curricular programme. Alternatively, assigned preparation time can be built in to breed familiarity, confidence, competence and success.  Update PE noticeboard established to raise the profile of PESSPA. Present a display to celebrate the positive experiences of the pupils eg photographs of recent competitions/lessons, School Games pupil of the week awards. The certificates are to build and enhance character development by recognising such values and skills that are transferable across whole school life.  Also use this space as a point of reference eg intra-competition leagues/fixture dates and a timetable of clubs for the half term. Raise the profile of the SGMs by displaying their photograph and the class they are attached to.  Create a learning wall in the hall to support the teaching of gymnastics. Display diagrams and key words to support their learning.  Introduce School Games medals instead of Olympic medals during PE lessons to encourage positive behaviour and achievement. Prizes to be awarded by the PE specialist at the end of each half term.  Promote the Platinum status of the School Games Sports Mark Award achieved in 21/22 to Governors, staff, pupils and parents. Raise the profile of this through letters, logos, newsletters and the school website. PE specialist to share with pupils in assembly, the award and what this represents and reflects about them and their school. PE specialist to maintain all provision attached to the kitemark and aware of any developments regarding the award.  Promote the Active Lives survey in line with the Platinum award and that this achievement should be reflected in the survey. Show how the criteria overlaps for both awards and that there is a correlation between the results for both. Promote how the survey acknowledges the attitudes and behaviours of pupils and is a tool to measure the impact of PESSPA on their wellbeing and attainment. All pupils to complete the survey in all classes during the school day.  Link the planning of an invited role model to the curriculum or extra-curricular programme. Ensure the guest can share their roadmap of becoming a Great Britain athlete for example. Eg how their goal setting, dedication to excellence, decision making all contribute to success. Use links to local sports clubs, development coaches and initiatives eg Legacy Day to identify contacts from the professional sporting world. Invited role models to emphasise the impact physical activity has on both our mental and physical wellbeing in everyday life.  Purchase and develop the use of Lusu sports bag in PE lessons to allow SEND pupils to access the same activities as other pupils. PE specialist to identify specific pupils for TAs/LSAs to use this to support them with their learning. PE specialist to further support the inclusion of SEND pupils in physical activity, through training or initiatives. Eg Paralympian GB athlete as an invited role model or the introduction of a disability sport during intra-competition (House sport) that can be played by all children. Demonstrate the accessibility of sport which can be inclusive, fun and a forum to engage all abilities playing and working together.  Continue to subscribe to MSSP festivals that target SEND pupils to ensure they access the inter-school competition structure. | Included above  Plus  £1200 MSSP and WHS  contribution | The PE Lead signed up to and carefully selected events within the three different competition strands. Throughout the year, there was a shift from pupils participating in competitions from within the ‘Celebrate” strand, to pupils being engaged in more of the ‘Aspire’ and ‘Inspire’ events. This saw that some pupils who attended the Celebrate competitions gained skills, confidence and improved self-esteem, enough to project them into a more competitive environment and work as part of a team. Through positive encouragement, rewards and acknowledgement in PE lessons, clubs and Festival experiences, certain pupils progressed from just participating in physical activity, to engaging in competitions. This has positively impacted not only upon their physical activity levels, but on their level of enjoyment and motivation to be immersed in PE and various sporting opportunities. Ultimately, this has improved their happiness at school which drives them to be more positively engaged in their learning.  The PE display area has been utilised to trigger interest in topical sporting events, national and international to inspire all pupils to be engaged in conversations, discussions and socially positive experiences with their peers and members of staff equally. The impact of bright, relevant and quality displays has contributed and enhanced of the character development of our pupils, by raising the profile of current sporting events as a vehicle to unite our school community, eg Qatar World Cup, Wimbledon.  Our NSSW was also acknowledged through similar bright and quality displays and photographic evidence will follow, to enable the pupils to share their physical activity experiences with their peers.  Certificates are awarded every lesson and the pupil selected needs to be celebrated by displaying their name on the newly prepared PE Reward Board.  After achieving the School Games Platinum Award in 21/22, the status of this has a two-year window of recognition. Therefore, it will be more appropriate to highlight this in 23/24 when the School Games application for the Platinum award needs completing and re-submitting.  Less formal methods were adopted. This to be conducted in line with the re-application of the Platinum Sports Mark Award.  During our enrichment programme during NSSW, the pupils experienced sporting opportunities in world class facilities or were coached by professional or elite athletes. For eg A Cheerleading National athlete accompanied our Cheerleading club coach who demonstrated advanced skills for the pupils to witness and enjoy, which served as a source of inspiration. In addition, a Women’s Cricket International player also delivered the year 5/6 cricket sessions, who again acted as an inspirational role model for both sport and girls in sport. Pupil voice following these experiences reflected their pure enjoyment and engagement in these sessions and a lot commented that it was their favourite week at school.  LSAs are working with the Lusu sports bag to enable SEND pupils to access the same curriculum as other pupils. This is a central resource and has impacted upon the learning outcomes of SEND pupils by them achieving the same learning objectives as their peers.  Using links with professional contacts, a Great Britain Paralympian athlete was unable to attend as planned due to the Special Olympics taking place over seas last year and the training required for this.  Pupils continued to participate in Boccia and New Age Kurling festivals, therefore having access to the formal School Games competition structure and supporting inclusivity. | To continue to build on positive experiences, ensuring that these pupils maintain their uptake in clubs and competitions. Ensure that pupil voice reflects their current interests and the Extra-Curricular Programme is shaped accordingly. The PE Lead to plan time for pupils to practise prior to and competition, through lessons, clubs or interventions, to ensure they are fully prepared and equipped with the essential skills.  Continue to keep abreast of world-wide sporting events and to use them as a platform to ignite and inspire uptake in PESSPA. Ensure participation at festivals, competitions and clubs are celebrated with photographs. Extend the purpose of the display area by using it as a focal point to signpost pupils to to activities relevant for them. For eg the Exra-Curricular Programme, lunchtime clubs promoted and inter and intra leagues, competitions and teams. Again, using this as an overview of PESSPA , but also as a point of interest to encourage the social interaction of pupils. This may develop more friendships and relationships in a vertical grouping way for eg through House Sport or from similar standards or interests of pupils across year groups. The PE Lead to extend the PE display to an area within the hall, with pictures, photographs and wordings from relevant sports being currently taught. Cheerleading motions and jumps were previously displayed but this is to change to Gymnastics as the Long term Map of the PE Curriculum is reviewed for 23/24.  … are to continue to reward School Games values and progression/attitude within PE lessons. Weekly trophies will be introduced as opposed to weekly medals, due to cost and environmental sustainability. These will reward physical activities levels which will be monitored by the PE Lead and the SGMs.  The School Games Platinum Award is promoted in the school entrance hall. The PE Lead is to liaise with the Head and to check that the correct School Games logo is on school letter headed paper to raise the profile of our PESSPA status.  Attend School Games meetings and and keep up to date with changes and developments in the criteria of School Games kitemark. Implement, record and collate information, data and evidence to support the application of this award in the Summer term.  PE Lead to meet with the Headteacher to highlight common themes and criteria with the School Games award and the Active Lives Survey. Establish efficient strategies to collect and collate relevant information to measure the impact of PESSPA on their wellbeing and attainment.  The PE Lead will continue to liaise with contacts to invite guests outside of NSSW to more support the curriculum or linked with a particular School Games theme. This will ensure there is the time to focus on the positive impact of physical activity on wellbeing, simultaneously with the attributes required to become a National or professional athlete.  PE Lead to check that the bag is fully resourced and all staff are aware of the resource during the annual transition period. Ensure there is evidence of the use of the bag, including photographic evidence and reference on weekly planning/assessments.  PE Lead to follow up with contact for a visit from a Paralympian athlete and arrange a whole school assembly, followed by individual contact with year groups, ideally with a SEND physical activity focus.  Maintain involvement with Boccia and NAK events and endeavour to introduce a disability sport during intra-school competition (House Sport) at the end of the each half term. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 43% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| 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.  Ensure all PE lessons being delivered are of a high quality.  Attainment and progress recorded on INSIGHT to ensure progress is maintained in PE in all year groups.  All staff are fully informed and are up to date and knowledgeable regarding PESSPA.  PE resources are appropriate with correct quality and quantity in place. Resources to support the less able and extend the more able. | PFC to team teach alongside a member of staff for CPD.  Half termly objectives to be taught are set by the PE specialist which are forwarded to class teachers. Each class teacher identifies their own objectives for the half term using the knowledge organisers and consulting the long term curriculum map for PE.  PE specialist to complete Inclusive Health Check Tool on the School Games dashboard using the information gained from the CPD survey completed in Summer 2022. This will inform our SGO of our CPD needs as a school, who will respond with provision to address any training needs.  PE specialist to monitor planning to ensure the coverage coincides with the long term curriculum map and the knowledge organisers.  Learning walks to be planned to informally monitor the implementation of the PE curriculum. Ensure a progressive curriculum and high expectations are observed year on year.  PE specialist to begin to create learning outcomes for the PE curriculum, beginning with gymnastics. For other areas of the PE curriculum, a guide for expected outcomes for each year group is to be initially provided. These are to be distributed to staff to aid planning and the monitoring of progress. Pupils to be introduced to these learning outcomes and use them within PE lessons to evaluate their own and the performance of others.  Pupils are to use the learning outcomes to recognise and identify their next steps. Class teachers to begin to use these learning outcomes to measure progress and inform attainment recoded on INSIGHT.  PE specialist to create a permanent PE display in the hall as an aid to, inform and enhance learning and as a tool to aid teaching and learning. Include gymnastic diagrams, key technical vocabulary and concepts as a scaffold for pupils to consult during PE lessons. A permanent display will then therefore be visible during other opportunities when using the hall eg during assemblies and lunchtime.  The PE noticeboard to be updated and follow world sporting themes eg World Cup. Inspire the pupils (and staff) by raising their awareness of sport beyond the school community and connecting them together through a fun central medium. PE lessons/rewards to be linked with these sporting events.  Promote the SGMs to the school community in the PE display area, with photographs, names and the class they are each attached to. School Games information can be shared and disseminated at this central point, which is also a place to celebrate the weekly winner of the School Games value award.  PE specialist to attend WHS cluster meetings, events and competitions. Any invitations to receive specialist coaching from WHS staff to be accepted and organised. This is to provide further CPD to staff and aid preparation for pupils participating in competitions.  Attend MSSP meetings to be briefed on the School Games competition calendar, Sports Mark criteria and PESSPA updates. Network with PE colleagues to share best practice and resources, to facilitate the delivery of high quality PE. Share knowledge with colleagues in school during appropriate forums.  PE specialist to attend training in relation to physical activity and mental health and wellbeing to support whole school ethos and initiatives and PESSPA moving forward.  PE resources are labelled and organised to allow easy access. Each of the outdoor equipment stores support the KS1&2 content of the PE curriculum and enable the use of high quality resources to aid delivery.  Newly purchased equipment to also be arranged into a suitable place and labelled. All staff to be informed that pupils must not access this equipment during lunch and breaktimes.  Indoor resources for gymnastics to start to be replenished, with the top up of benches and planks. Differentiation to be evident within the delivery of gymnastics using a variety of equipment in different year groups, to provide challenge and support. | Included above plus  PFC curriculum £2400 | The PE Lead has reviewed and updated the Games part of the Knowledge Organisers which lays out the key concepts in this area of the PE curriculum. This ensures that these key ideas are built upon, year on year and in turn provides the basis of a progressive curriculum. The impact form this is that pupils are able to recap on previous knowledge, learn new knowledge and skills and deepen their understanding from age appropriate activities and challenges. This sets out the roadmap for meeting the aims of the National curriculum by producing outcomes of pupils who are competent and and confident and can excel in a broad range of activities  A new School Games Organiser in post (SGO) is looking to provide CPD opportunities in 23/24, depending on the needs identified across the schools within the School Sports Partnership(SSP).  The PE Lead has monitored planning and knows that the Long Term Map of the curriculum is being followed. This will positively impact on the knowledge and skills of the pupils as they will revisit sports as they move throughout the school. The activities become more complex and they will progress to become more competent. Pupils will be exposed to new activities in the curriculum when appropriate or through the Extra-Curricular Programme to enrich the existing PE curriculum.  The Knowledge Organisers and Learning Objectives were rarely referred to in weekly assessments and needs to be addressed as this is a tool to show evidence of planning and assessing in PE.  The PE Lead has conducted informal assessments with in lessons to create ability groupings. This will impact upon the learning of pupils by allowing them to work at their appropriate level when working with partners/groups. In addition to this, group work can still be organised on a House basis, or in mixed ability groups/pairs, depending on the desired outcome of th activity. Due to the Ofsted subject Review in PE being released, the focus for the PE Lead is centred on this, to shape the PE curriculum.  Class teachers to continue to assess progress and record the attainment of pupils on INSIGHT.  Cheerleading diagrams, key words and aids were displayed to use as a tool to support the delivery of this aspect of Dance. This was included in the curriculum in response to the feedback from pupil voice and the PE Lead planned this activity to coincide with the World Cup. The very nature of Cheerleading alongside the theme of football worked as an effective hook to engage all pupils and therefore achieve the outcomes of this part of the PE curriculum in a fun, relevant and diverse way.  The PE Lead has attended WHS cluster meetings, events and competitions. As well as pupils being taught these sports in the curriculum and some being on offer in the Extra-curricular Programme, our WHS link has further supported this to upskill the pupils. This has improved the knowledge and skills of the pupils within these sports which has impacted upon their motor competency resulting in increased confidence and motivation to participate in inter-school competition. This extended to support during NSSW, where a new sport was delivered to pupils to enrich their provision. The PE Lead attended MSSP meetings to keep up to date with PESSPA, resulting in the impact of planning the delivery of both the curriculum and extra-curricular. Specific training on how to promote a physical activity and mental health was not on the MSSP agenda and could be something to access online in the future.  The PE Lead organised and labelled all equipment with one storage being sport focused and the other holding a variety of different equipment to facilitate a more multisport approach. Resources are labelled and a PE trolley allows for the easy transportation of the equipment to the MUGA. | The PE Lead needs to conduct this review for the key concepts in the Gymnastics section of the Knowledge Organisers. This will ensure a progressive curriculum.  Also, to consult the Subject Review for PE and begin to understand how to address this.  Review the Long Term map of the PE curriculum and tailor it for the academic year 23/24. Raise awareness of the need to complete weekly assessments in relation to their learning objectives in their PE lessons. These should be extracted from the Knowledge Organisers, for their specific year group. PE to liaise with the Headteacher to arrange learning walks, outside the delivery of the PE specialist delivering the curriculum.  Pe Lead to watch and study the Ofsted Subject Review for PE and begin to plan ideas for how these principles can be incorporated into the planning, teaching and assessment of the curriculum. Meet with the Headteacher to discuss ideas for future assessments.  Going forward, Cheerleading will be offered as part of the Extra-curricular Programme and/or an option for NSSW. This year, a Gymnastics display will form the working wall within the hall to use for scaffold purposes and prompts in PE lessons. In response to pupil voice following NSSW, the newly introduced sport of Handball was very positively received. As a result this will be scheduled on the Extra-Curricular Programme for 23/24. The PE Lead needs to continue to carefully plan and support the preparation for future competitions to gain the positive outcomes currently achieved. The PE Lead to build links with colleagues and partners to share best practice in PESSPA.  SGMs to maintain the organisation of both storage hubs on a weekly basis. PE Lead to liaise with the Headteacher regarding funding for purchasing new gymnastic equipment. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| Provided from school budget % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Plan of long term curriculum map for PE, to be referred to in planning and delivery. For KS1, pupils should be physically motivated, confident and competent in a range of movements and activities. For KS2, provision should include all styles of games, (invasion, central wall and net and striking and fielding), ensuring that various sports are taught for each discipline. All other 5 areas of the PE curriculum are to also be scheduled into the long term curriculum plan.  All children to experience a broad range of sports within and beyond the curriculum.  PE specialist to link with local sports clubs and the National Governing Body of a variety of sports, to provide a broader range of sports within and beyond the curriculum.  Communicate with links made in the local community and develop professional relationships to build on our provision of PE and school sport. Initiate new sporting links to broaden the sports we have on offer.  Increase the participation rates in both WHS cluster and MSSP events. Additionally, extend inter-school competition to be on a regional and/or national level.  Pupils to complete a formal School Games survey to audit current PESSPA provision.  Maintain high quality National School Sports Week to enrich and extend opportunities in PESSPA. Provide pupils with further positive experiences which will contribute their existing knowledge and understanding on the importance of physical activity, as part of a fun and active lifestyle.  MUGA to be used for all games lessons and during appropriate extra-curricular provision. The MUGA to be used as a resource to facilitate structured lunchtimes to increase physical activity levels. | KS1 pupils to master FMS as well as the development of agility, balance and co-ordination. PE specialist and class teacher to teach these concepts in isolation and then when learning simple skills.  PE specialist and KS2 class teachers to consult the long term curriculum map to inform the lessons for that half term. Use medium term plans to organise which sports will be delivered and for how many weeks. Transfer and apply skills and tactics, outlined in the Knowledge Organisers, to different sports and evidence reference to this within planning.  PE specialist to purchase and  appropriately store new equipment to cater for SEND pupils and more abled. Use these resources to differentiate, so that all pupils can succeed and achieve their best.  Pupils are facilitated to access and explore a variety of equipment. In KS1, PE specialist and class teacher to teach how to execute a broad range of simple motor skills and begin to apply these when using different equipment. In KS2, use more sport specific equipment to use when applying and developing these skills.  PE specialist to continue to work in partnership with the Tytherington Golf Club and Cheshire Golf Club to again secure a 6 week golf coaching programme and a visit to the golf course during NSSW, for year 2 pupils.  Following this provision, introduce a tri-golf club during the extra-curricular programme for the year 2 and year 3 pupils, who accessed this experience last year. Target those pupils who prefer participating in a less traditional sport and who are less active. Use the new equipment accessed through the funding both for the tri-golf club and during the striking and fielding part of the PE curriculum.  PE specialist to sign up to the annual dance festival, initiated last year. Invite those specifically targeted pupils who participated last year (current year 4) and extend to a similar target group in year 3. Again, use PE lessons to build on existing knowledge and skills so that prior learning can be drawn upon at the time of rehearsal and practice  for the event. Such positive experiences will increase the motivation and enjoyment of all pupils.  Building upon the extremely positive feedback from Cheerleading during NSSW, invite the head coach from Hurricanes Cheerleading to host a club at AECPS. Use this activity to target those that do not access the more traditional sports during the extra- curricular programme. Create a competitive team and PE specialist to enter the Cheerleading Schools and Clubs National competitions in Manchester.  PE specialist to invite the Cheerleading coach into a PE lesson, to inspire the pupils to create a cheerleading routine to support a world sporting event, The World Cup 2022. Chants, stunts and pom dance to be used as the basis of a cheerleading routine to support England in the Qatar World Cup. PE specialist to develop these initial ideas ain incorporate the skills learnt into a final performance, as part of their dance curriculum.  Build upon local links re- established post-pandemic, to embed the school to sport club/business partner links beyond NSSW. Explore potential initiatives of in-school coaching programmes or through off site visits. Seek potential club funding streams to access coaching as part of our extra-curricular programme. Search possibilities for establishing a new school to sport club link and/or introducing a new sport into the curriculum. The nature of this could be during NSSW curriculum time, through a team teach approach.  PE specialist to introduce a badminton club as part of the extra-curricular and curriculum offer of a central net game. Target those pupils who do not attend clubs. Include on the long term curriculum map.  Use tracking systems to identify pupils with low levels of physical activity and who did not access an inter-school competition. Target the less traditional and more multi-sport discipline to engage pupils in the celebration strand of the School Games Roadmap to Competition. Generic and a fun approach to physical activity is required to motivate this group of pupils to participate.  Thought the sign up to KOBOCA , PE specialist is to enter at least 2 events throughout the year via this platform, to increase inter-school competition to be on a regional/national level. Tailor the choice of competition to target more abled pupils who need to experience competition on a wider level, for individual achievement.  PE specialist to administer the survey with all appropriate classes. Use this as a baseline and co-ordinate future PESSPA provision on the outcomes. Utilise SGMs and other forums eg school council, PTA meetings to disseminate information on the intent of any provision.  PE specialist to plan, organise and schedule an inclusive sports week. Maintain and build upon links with relevant partners, including those from educational settings, sports clubs and businesses. Produce a NSSW programme to disseminate all information regarding the importance and purpose of the provision of activities and the links to the National curriculum.  All staff to use the MUGA when their PE is scheduled. Staff to have high expectations on the care and respect of this first class sporting facility.  SGMs, with support of the PE specialist, to coordinate activities and zone the MUGA for structured lunchtimes. Physical activity is to be accessed here on a daily basis and pupils should know via communication channels, eg assemblies, noticeboard, SGM drop ins when and what they can engage in, so that they can have ownership of their own physical activity levels.  PE specialist and Head teacher to liaise with partners to source community hire of the MUGA.  To establish the ethos and utilise the MUGA as a hub of activity, PE specialist to volunteer to host tournaments, festivals and fixtures. | Included above plus  £300 for Cheer learning coaching and resources  £1500 | A Long Term map of the PE curriculum details the sports each year group does each half term. For KS1 this has had more of a generic approach to develop multi skills and help master fundamental motor skills. Staff plan activities to ensure the key concepts within the Knowledge Organisers for their year group are achieved. The weekly assessments of some year groups referred to their particular sports to reflect the Long Term Map. In KS2, all three types of Games has been delivered and some extended through the Extra-Curricular Programme. Activities in all six areas of the PE National Curriculum are revisited and built upon each year in order to secure and consolidate their knowledge and skills in the different sports.  Use of the LUSU bag is enabling SEND pupils to access the same curriculum as the other pupils. This has provided an inclusive approach, which encourages sensory development and therefore facilitates access to the curriculum. Similarly, low ability pupils are provided with a different piece of equipment to allow them to progress and experience success. The emphasis is to master FMS and apply these when using different equipment. Pupils show their knowledge and skills by performing activities in isolation, whilst also beginning to think about tactics. In KS2, pupils need to apply these FMS, including their agility, balance and coordination skills to game situations.  Golf was again delivered to year 2 pupils by a professional coach from Tytherington Golf Club. As he is the Head coach for the Special Olympics, the event coincided with NSSW , so the pupils followed up their….. coaching experience at a different venue. The Extra-Curricular Programme had clubs timetabled that were requested through pupil voice or are a fixed feature, so the Trigolf club will now be delivered during lunchtime. An invite only basis was used to select pupils to attend the Dance Festival. To further support and improve their confidence in participating in a large scale event with an unfamiliar audience, the PE Lead included a Dance Club in the Extra-Curricular Programme in the Summer Term. This impacted on the value placed on the Festival as a greater amount of time was allocated to the preparation of it, which enhanced the motivation, excitement and confidence of the pupils. The parents were also able to be involved, as the PE Lead updated them about the theme, music and progress following the club. More so, they were invited to see the final outcome so they could gain an insight into the pupils’ experiences, which was very welcomed and appreciated by both parents and pupils. The UKCA forwarded a different Cheerleading club and coach to deliver the NSSW sessions from that who introduced the Cheerleading for the World Cup theme in Dance. The coach who hosted this experience was unfortunately unable to fulfil the Extra-Curricular club commitment due to a change in personal circumstances. However, this will be reviewed again in23/24 to see if this can be catered for.  The Golf in-school coaching was maintained in the year 2 programme for their Striking and fielding element to Games. The follow up session during NSSW allowed them to revisit and practise these skills on an off-site visit. The PE Lead tapped into the budgets of Hockey, Lacrosse, UKCA and Cricket, who all either delivered free taster sessions or hosted in their own club facilities. The re-establishing links with these clubs sees potential in-school delivery which the PE Lead will organise by meeting and liaising with the Chairman.  Our WHS link teacher who introduced a new sport, Handball, during NSSW, will now form part of the Extra-Curricular Programme going forward.  The PE Lead sourced some badminton equipment and ran a club, which proved to be a popular part of the after school provision. This offered pupils who are reluctant to engage in traditional Extra-Curricular clubs an alternative, which therefore impacted upon their individual activity levels.  All three strands of the School Games Roadmap to Competition were part of our competitive offer and this highly impacted on our participation rates. Similarly, the participation rates during the Extra-Curricular Programme began at 47%, rose to 66% in Spring and continued to rise into the Summer term. With a heavy weighting of year 5/6 competition, the PE Lead tracked and monitored the uptake. In year 6 100% of the least physically active pupils participated in at least one inter-school competition, including a wheelchair bound pupil. With regard to target groups, 75% of girls in year 5 took part in at least one inter-school competition and 73% in at least two events in year 6. Throughout the year the broad range of sports and competitions on offer positively impacted on the physical activity levels of our pupils making them healthier and also appreciating and understanding the benefits of leading an active life.  For some year 5/6 pupils as we were winners of the MSSP event, we were channelled into the County events, namely in Hockey and Basketball.  Less formal pupil voice was collected and recorded as oppose to a more formal survey. This indeed shaped some of the provision and planning for next academic year.  An enrichment programme was delivered during NSSW with local clubs either hosting or delivering high quality coaching sessions. The provision included …..different sports and activities, with some being hosted on school site and others as an off-site visit in world class facilities ie Chill Factore, Manchester Velodrome, where professional athletes train themselves. The children were exposed to a range of external coaches and role models from the sporting field who consolidated their enjoyment and understanding of the importance of physical activity as a fun and lifelong healthy habit. The feedback from both staff and pupils was very positive indeed and these positive experiences were shared with parents and the community through the school newsletter and website.  The MUGA has increased the number of pupils being active at lunchtime seeing a schedule of activity timetabled for each year group. The facility is used during PE lessons and has helped to deliver a higher quality PE lesson by providing an even and marked out surface and space for pupils to break off into different areas to work effectively in groups. The MUGA is locked at all times when not in use.  The MUGA is now being used for a community adults women’s netball club and the PE specialist is currently liaising with AESG to work in partnership to host a Hockey club.  The PE specialist also hosted and used the MUGA as a venue for the Wilmslow Netball League evening for 8 primary schools, of which AECPS went on to win and were the 22/23 Champions. | Continue to provide the long term map for PE and tweak specifically, where needed for the next particular year ie aligned with CPD, pupil voice, international/national events.  Monitor the weekly assessments of staff each term to ensure coverage.  PE specialist and SGMs to maintain organisation of the equipment. Staff/coaches to return resources back neatly and in place.  PE specialist to target least physically active pupils to attend the Tri-golf club at lunchtime. Host with the SGMs.  Enter into the Dance festival and invite wider year groups to open up the opportunity. Encourage pupils who do not currently attend clubs.  Contact the UKCA Chair to see if provision of a Cheerleading visit and/or club can be organised and staffed.  Handball club is to be part of the Extra-Curricular offer for KS2.  PE specialist to attend Lacrosse training and incorporate into the Extra-Curricular Programme and/or intra-school competition opportuntities.  Liaise and meet with the Golf Director from Tytherington to discuss potential coaching.  Re-offer the Badminton club and open to wider year groups.  Continue to monitor participation rates and extend this to a formal tracking of 60 minutes per day, involving staff, on a whole school level. Aim to increase engagement in inter-school competitions in lower year groups.  Conduct a KOBOCA pupil survey to complement the less formal feedback form pupils.  Continue and maintain the high quality NSSW, by working in partnership with partners from clubs and businesses. Aim to include a new sport/activity.  Continue the usage of the MUGA in the delivery of the curriculum, extra-curricular programme, lunchtime, competitions, CPD and for community use.  PE specialist to promote the facility to partners for potential access to partnership working and further coaching/financial benefits. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % from school budget? |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continue to enter KS1&2 fixtures to engage in inter-school competition. Ensure the intent of competition correlates to the ability and needs of the pupil. Improve the sustainability of the competitive experience, by providing quality preparation time, prior to any competitive event. All pupils to take part in post competition reflections to help pitch future competitions at the right level and to the correct target groups/individuals.  Extend the level of competition for pupils to compete in on a wider level eg regional and national, by entering into competitions via the KOBOCA  platform.  Continue with the intra-school competition schedule during curriculum time, on a half termly basis, and weekly basis during lunchtimes. Organise different groupings to engage and excite various age groups of pupils working together. SGMs to host lunchtime leagues by organising a rotation of fixtures as part of a house league.  Establish whole school positive ethos to competition and increase the participation in events through recognition, rewards and celebration systems. Pupils to understand the impact of being physically active on their lifelong wellbeing. | PE specialist to attend WHS and MSSP meetings to be informed about the 2022/23 competition structure. Register, enter and communicate all details to the invited parents of pupils through electronic school systems. Select traditional and non-traditional routes for entry into competitions, to increase the uptake of participation in competitive sport.  PFC to manage the school football club, Wilmslow football league and football tournaments. Train, prepare and make team selections for the different competitions.  PE specialist to liaise with PFC to share the competition calendar. Build this into PE lessons and the extra-curricular programme where appropriate, to maximise preparation time for competitive events.  PE specialist to manage the netball club, league and tournaments. Using the MUGA, arrange friendly matches with neighbouring primary schools to increase ‘match fit’ preparation time. Parent advocate to continue to support with the club, to enable more pupils to engage in high quality training sessions.  Pfc to continue to host football tournaments for wider year groups than years 5&6. Engage younger pupils (year 2&4) in tournaments, to allow them to gain confidence in competitive play.  PE specialist to select pupils for specific competitions based upon School Games criteria. Ensure pupils progress through ‘The Road to Competition’ by participating in competitions at a level based on their previous experiences. Extend the opportunity to engage in more competitive events and build confidence so they become physically more confident and competent.  Pe specialist to track participation of pupils in inter-school competition. Target and prioritise those pupils who need to take part in competitive events. Motivate with School Games values certificates and public recognition being shared eg assemblies, school website and PE noticeboard.  PE specialist to consult the School Games dashboard and select appropriate events to engage particular target groups into, on a county, regional and wider level eg SEND, more able and less active pupils.  PE specialist to host intra-school competition (House sport) in PE lessons during the last week of each half term. All pupils to participate and engage in positive competition opportunities. Points scored to be accrued towards end of year house totals. Publicise ongoing results.  PE specialist to meet with SGMs to explain ‘Tournament Tuesday’. Together, re-launch the initiative in assembly. SGMs then to plan and prepare teams (vertical groupings of houses), fixtures and the distribution of information to their classes. Display on the PE noticeboard to raise awareness  and share both results and house points. Scores to be collated and contribute towards house totals for cup winners at the end of the academic year.  Intent to be the focus of different leagues, with some gaining house points for participating and some for winning. Rotate the sports played based upon pupil voice, the competition calendar and the offer of an inclusive intra-school competition programme.  PE specialist and class teachers to use whole school rewards during PE lessons eg house points. Also, use a topical approach, correlating to current sporting events eg World Cup tickets, to enhance motivation and adopt a fun reward system. Promote the School Games values which underpin our PESSPA ethos and emphasise the importance of these characteristic values. Recognise this through various platforms eg assemblies, noticeboards, newsletters and school website. Reference to how to access physical activity and taking some ownership of their participation levels to be encouraged throughout all PESSPA opportunities. | Included above plus  £2500 to PFC | PE specialist entered and carefully selected pupils for the three different strands of the School Games competition structure. This was supplemented with participation in both the Wilmslow Football League and the Wilmslow Netball League, Cheshire Football Cup, Wilmslow cluster competitions and informal matches/tournaments, hosted by individual primary schools.  The three School Games strands of competition purposely invited?? An array of pupils, some with low activity levels and therefore were entered into the the ‘Celebrate’ competitions, where activities would interest and inspire them. Alternatively, the ‘Inspire’ events involved pupils that were already engaged in club sport and were more competitively orientated events. ‘Aspire’ events were to attract pupils into new sports and activities that they may not have previously been exposed to.  The Wilmslow High School competitions were a combination of skills festivals and competitions and specific pupils were targeted for each. Likewise the league teams were often reflected by pupils who attended these clubs as part of the Extra-Curricular Programme and have a keen interest in these sports. The intent of the competition shaped the degree of preparation, with ‘Celebrate’ events having a more supportive focus and ‘Inspire’ events involving weekly training, pupils were already training and team talks. The outcome of this resulted in us being Wilmslow Netball League Champions, Wilmslow Football Champions, MSSP Hockey Champions, MSSP Basketball Champions and therefore as winners through to the County School Sports partnership finals. Within competition on this level, we were finalists for the Basketball, coming second place out of over two hundred schools.  Competition was on offer to KS2 pupils, with a heavy weighting towards year 5/6. However, by working with partners eg PFC, local schools etc, pupils from lower year groups were able to participate in competition, eg Year 2 PFC Football tournament. Moreso, pupils were able to engage in other less formal opportunities ie friendly matches, by forging links with our neighbouring school and other local schools.  The Extra-Curricular Programme is permanently over-subscribed, with waiting lists and a full complement of clubs scheduled every evening. Pupils representing the school share their competitive experiences with the whole school in a weekly assembly, where they are recognised and celebrate their positive outcomes. This is further supported and promoted on the school website, so they can also be acknowledged at a community level.  PE specialist to liaise with the SGO to coordinate this when promoted through MSSP.  Pupils enjoy and anticipate that their PE lesson in the last week of the half term, to be based upon House Sport. It is not necessarily linked to the sport being taught that half term, but more from a pupil voice perspective. All pupils take part and participate in competition against their peers.  SGMs organised and promoted ‘Tournament Tuesday’ which is a term embedded within our competition offer. This takes place once a week in the MUGA and allows pupils to form teams from other year groups, which encourages healthy social relationships in another dynamics, than participating with peers in their own year group. Again the chosen sport/activity is from pupil voice feedback.  Pupils are exposed to competition on a number of levels; through lessons (small-sided games), in extra-curricular clubs, attending festivals/tournaments/matches and through intra-school competition opportunities. By creating a positive PE literacy environment, pupils gain the skills and confidence to become engaged in competitive events, regardless of their platform.  Pupils enjoyed the football tickets, which encouraged and motivated them to achieve their best and also a fun way in which to do this. All pupils respond positively to the PE certificate awarded to each class, on a weekly basis and strive to earn this. | Continue to register for all levels of competition in all domains currently accessing.  Contact the SGO to access this wider level of competition.  Improve the participation rates in ‘Tournament Tuesday’. Ensure that results are recorded, with points being accrued for Houses throughout the year.  Increase the involvement of SGMs in the preparation of teams for a prompt start to matches and their leadership in umpiring.  Continue to raise the profile of PESSPA across school to staff and pupils to embed a positive physically literate environment, inspiring all. |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Ruth Lewis |
| Date: | 29.11.23 |
| Governor: |  |
| Date: |  |