

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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SPORT  
TRUST



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

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

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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

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

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

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

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

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

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence of 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](#).





# Evidencing the Impact of the Primary PE and Sport Premium 2021-2022



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 3,973
Total amount allocated for 2020/21	£ 19,140
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 9,184
Total amount allocated for 2021/22	£19,360
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£9,184

## Swimming Data

Please report on your Swimming Data below.

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 then transfer to the pool when school swimming restarts.	
<b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	53%
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	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
Please see note above	
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	28%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

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## 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: £28,544 £19,360 + £9,184 C/F			
<b>Key indicator 1:</b> 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: 0.1 %
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage children to be more active in their lunch and break times. To promote a healthy, active lifestyle that is fun/different for the children.	-PE lead to monitor the use of the outdoor play equipment (large apparatus and gym equipment). -To create a rota so all children have equal opportunity to be active on the equipment.	N/A  £ 40	<b>Evidence:</b> -Children are being more active at lunch times through use of the play equipment. -Children are excited to be active. <b>Wider impact as a result from above:</b> -Increases interest in Sport and a healthy lifestyle. -Children enjoy an alternative form of exercise (gym equipment) that isn't always available to them at this age.	-To help staff incorporate the gym equipment into their PE lessons. -To incorporate the gym equipment into a personal training/fitness club in the Summer term. -To encourage staff to talk to the children about the equipment ( <i>what it does, what muscles does it work, what is it helping to improve?</i> ). -To purchase more lunch time play equipment. -To train Sports Leaders to lead lunch time activities. -Sports Coach to deliver further lunch time clubs to further improve activity levels.
Partnership with a specialist Football Coach to deliver high quality PE (1 session per class) and to develop	-PE lead to liaise with Sports Coach and organise accordingly. -PE lead to monitor effectiveness and	N/A	<b>Evidence:</b> -Children are developing their skills and techniques through high-	-To continue this partnership on a long-term basis. -To further build on a progression

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teaching and subject knowledge for non-specialist staff and support staff.	gain feedback from staff and students on sessions.		quality teaching and lessons that are fun and engaging. -Children are actively more interested in new clubs that are offered and showing a willingness to be involved. <u>-Pupil Voice:</u> 'It was so much fun!', 'I never thought I was good at Football, but I got better by the end of the lesson'. 'Steve was really good and helped me lots'. 'I liked that we focused on the techniques rather than just playing a game'. <u>-Staff Voice:</u> 'The lesson was very engaging and all children were on task'. 'He had great behaviour management'. 'He worked really well with the little ones and pitched it at exactly the right level'. 'He was great at explaining the reasoning behind each drill and how it could be extended or developed further'. <b>Wider impact as a result from above:</b> -A number of pupils are joining his football club outside of the school environment. -Teachers received high quality CPD, guidance, reasoning and ideas.	of skills through continued delivery of sessions. -Staff are able to take this knowledge/CPD and incorporate this into their own lessons.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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:
				Percentage of total allocation: 4.8 %

Ensure children have sufficient equipment to participate effectively in all curriculum PE.	<ul style="list-style-type: none"> <li>-PE lead to audit equipment and ensure adequate provision.</li> <li>-PE lead to purchase new equipment.</li> <li>-Use new equipment to engage children in curriculum PE lessons/after school clubs.</li> </ul>	£1,279	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use.</li> <li>-Children can access skill-based lessons where they are all regularly active.</li> </ul> <p><b>Wider impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-Children have experienced a wider range of activities in PE lessons.</li> <li>-Children have greater exposure and practice for competitions and festivals.</li> <li>-Increases interest in Sport and a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure equipment is stored and looked after correctly.</li> <li>-Ensure equipment is adequate/sufficient in the future.</li> <li>- Develop resources as necessary.</li> <li>-Research into better storage solutions for the shed.</li> <li>-Audit EYFS Physical Development equipment and purchase new items necessary – Ensure all objectives can be delivered in their outdoor environment.</li> <li>- Purchase of resources that facilitate active play in EYFS</li> </ul>
Raise awareness of PE and Sport taking place in school	<ul style="list-style-type: none"> <li>-PE lead to update display boards.</li> <li>-SLT to discuss competition participation in Wonder Wall assembly and reward children.</li> <li>-SLT to present sporting awards outside of school during Wonder Wall assembly to raise the profile of sport and sporting success.</li> <li>-SLT to discuss clubs on offer each term in assembly.</li> </ul>	N/A	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupils are more interested in competitions/clubs that are offered.</li> <li>-Children are proud of their sporting achievements and representing the school and want to continue this further.</li> <li>- A number of pupils are joining clubs outside of the school environment.</li> </ul> <p><b>Wider impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-Children are showing a willingness to be involved in activities/competitions.</li> <li>-Children are being more physically active.</li> </ul>	<ul style="list-style-type: none"> <li>-Engage parents via online platforms/website, which will in turn then encourage and create sporting discussions at home.</li> <li>-Become more active online/website to promote sporting opportunities and success.</li> <li>-PE lead to access website training.</li> </ul>

<p>Increase links to external clubs to encourage children to be active outside of school.</p>	<p>-PE lead/Headteacher/SLT to ensure provision of after school clubs from external providers (to include football, rugby, dance, multi sports, dodgeball). -School office to keep registers of attendance. -PE lead to monitor attendance/demand.</p>	<p>N/A</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Children are actively more interested in new clubs that are offered and showing a willingness to be involved.</li> </ul> <p><b>Wider impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-A number of pupils are joining clubs outside of the school environment.</li> <li>-Children are becoming more active.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Staff are seen as good role models and children are more likely to copy.</li> </ul>	<p>-To review clubs for possible alternatives to encourage more children to participate. -To look at 'alternative sport' options – To engage a greater variety of children. -To link clubs with upcoming competitions to offer greater opportunity to practice skills and tactics.</p>
<p>Purchase Staff uniform for PE lessons to look smart and set an example to children.</p>	<p>-Purchase kit for new PE Coach.</p>	<p>£96</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Staff are seen as good role models and children are more likely to copy.</li> </ul>	<p>-Purchase further staff uniform for new members of staff. -Purchase new competition T-shirts for children.</p>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:				
28.6 %				
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



Continue to employ a Sports Coach to support the development of the curriculum further. This will inspire children and enhance their learning experience. This will provide staff with the opportunity to receive high quality CPD to enhance their teaching of PE.	<ul style="list-style-type: none"> <li>-To liaise with class teachers to support planning and delivery of PE.</li> <li>-To measure the impact of teacher CPD.</li> <li>-PE Lead to observe sessions to ensure provision is adequate.</li> </ul>	<p><b>£7,485</b></p> <p>-Autumn 21 – Natalie Jagota</p> <p>-Spring 2022 – IPA Sports Coach</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Children are receiving high quality PE lessons.</li> <li>-Children have had a wider range of exposure to a variety of sports and activities (6-week blocks).</li> <li>-Children are developing their skills and techniques through a multi-sports approach.</li> <li>-Children report positively on experiences in lessons.</li> <li>-Topics and Dance are linked where possible and therefore skills and knowledge increased as children progress.</li> </ul> <p><b><u>Pupil Voice:</u></b> 'I thought I was struggling at dribbling the ball but Mr Lyndsay said I was really good. I can always go to him for help'. 'Mr Lyndsay helps me get better'. 'He is very knowledgeable and can always do it to show us'. 'Our PE teacher is good at teaching us new skills. It isn't easy which is good because it means you are learning something new'. 'He praises us a lot'. 'We are doing loads of different sports which is great'.</p> <p><b>Wider impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-Children learn many warm up and starter games that they are able to continue outside of lessons/during break and lunch times/at home.</li> <li>-Aids towards increasing pupil participation in competitive sport and inter-school competitions.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Greater opportunity for children to partake in events/competitions/tournaments.</li> <li>-PE lead has access to CPD</li> </ul>	<ul style="list-style-type: none"> <li>-To continue to work with the Sports Coach to raise the profile of PE in school.</li> <li>-Utilise Sports Coach's knowledge to increase and develop after-school provision.</li> <li>-PE lead and Sports Coach to engage with more competitions.</li> <li>-Continue to develop CPD opportunities for staff.</li> <li>-Continue to offer children new experiences to develop confidence and enthusiasm towards being active.</li> </ul>
PE lead to attend Horsham PE Network meetings to keep up to date with local events, information and improvements.	<ul style="list-style-type: none"> <li>-PE lead to liaise with other local PE co-ordinators and feedback relevant information and participate in events.</li> </ul>	N/A	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Greater opportunity for children to partake in events/competitions/tournaments.</li> <li>-PE lead has access to CPD</li> </ul>	<ul style="list-style-type: none"> <li>-To continue attending all network meetings.</li> <li>-To participate in competitions and events that are held in the locality.</li> </ul>

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Purchase a PE scheme of work to support the development of the curriculum further. This will inspire children, offer them new sporting/physical activity experiences and enhance their learning.	-Subject lead to research into PE schemes and find which will be most beneficial for our school. -Subject Lead to Purchase 'Get Set 4 PE' Scheme of work. -Next Step: Purchase essential equipment and resources to enable a wide variety of sports to be taught effectively.	£660	opportunities.  <b>Anticipated Evidence (will start delivering in September 2022):</b> -Children will receive high quality 'Get Set' PE lessons twice a week. -Children will have a wider range of exposure to a variety of sports and activities (6-week blocks). -Children will develop skills and techniques through a multi-sports approach. - The scheme will enable teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE.	-To maintain communication and affiliation with local schools.  - To enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. -To build on year on year. - Further CPD from 'Get Set' and CSSP to broaden subject knowledge of PE and sport teaching.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation: 12.3 %				
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:
Greater club provision to enable more children to participate. Clubs to engage children and increase physical activity after several years of inconsistent activity.	-PE lead to liaise with Sports Coach to discuss after school club provision. -PE lead to see which members of staff will provide a club.	N/A	<b>Evidence:</b> -Children have greater opportunities to participate in after school sporting clubs. -Improved Physical activity. -Children have undertaken a variety of sports therefore have developed their range of skills and knowledge.	-Continue to increase and develop after-school provision. -To provide clubs in line with competition opportunities. -Look at providing 'alternative sports' clubs. -Gather pupil voice about what clubs children would like to have

<p>To broaden sporting/physical activities for children through the purchase of a new PE scheme of work.</p>	<p>-PE lead to purchase 'Get Set 4 PE' scheme of work and have training on how to implement this effectively.</p>	<p>See costing in K13.</p>	<p><b>Wider Impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-Children have new opportunities.</li> <li>-Increased confidence and activity levels in sport.</li> <li>-Registers kept to be used as evidence for School Games application.</li> </ul> <p>See anticipated evidence in K13.</p>	<p>on offer.</p>
<p>Deliver a range of learning opportunities, both within curriculum PE and as extra-curricular clubs.</p> <p>Develop staff CPD (increase staff skills and confidence in delivering Dance)</p> <p>through:</p> <p>Employment of specialist coach</p> <ul style="list-style-type: none"> <li>- Sophie (Dance)</li> <li>- Autumn 1 – Year 2</li> <li>- Autumn 2 – Year 6</li> <li>- Spring 1 – EYFS</li> <li>- Spring 2 – Year 4</li> <li>- Summer 1 – Year 1</li> <li>- Summer 2 – Year 5</li> </ul>	<p>-PE lead to create a Dance timetable that is accessible to all children.</p> <p>-PE lead to gather information on Topics and link to Dance lessons (cross-curricular).</p> <p>-PE Lead to observe sessions to ensure provision is adequate.</p>	<p>£3,510</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>-Staff report increased knowledge and confidence after team-teaching/sessions with Dance coach.</li> <li>-Children report positively on experiences in lessons.</li> <li>-Increased pupil motivation.</li> <li>-Children are excited to continue this sport.</li> </ul> <p><b>Wider Impact as a result from above:</b></p> <ul style="list-style-type: none"> <li>-Children are inspired to continue Dance lessons.</li> <li>-Securing links for the children with local clubs and opening up opportunities for them to join more after school clubs.</li> <li>-Signposting children to extra-curricular dance available onsite.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to develop provision/ time available with external coach to improve CPD for teachers.</li> <li>-Continue to develop links with local clubs.</li> <li>-Continue to develop CPD opportunities for staff.</li> </ul>





Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:	
					5.1 %	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:		
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:			
Enable children to represent the school with a sense of pride.	-PE lead to purchase additional items of football kit to complete the set (socks).	£290	-Children have a greater sense of pride when representing the school in football matches.	-To raise the profile of competition through kit. -To engage more children in competition. -To enter more football competitions.		
Children to participate in a competitive Sport's Day and have the opportunity to develop competitiveness, sportsmanship and teamwork.  To offer an enjoyable and fun day that will promote a healthy, active lifestyle.	-PE lead to observe Sports Day activities and organisation at Warnham Primary School and reflect upon last year's offer. -PE lead to organise events/activities. -PE lead to run the event – Acknowledging/praising 'Tommy Teamwork' and 'Rosie Resilience'. -PE lead to deliver leadership training to all of Year 6 (for KS1 sports day). -PE lead to deliver training to teachers during staff meeting time. -PE lead to invite parent spectators (parental engagement) and Governor helpers.	£80	<b>Evidence:</b> - Children enjoyed participating in a range of sports day activities. -Children enjoyed putting their skills from PE Athletics lessons into practice. -Children had the opportunity to compete as both part of a team and individually. -Children practised and developed their sportsmanship and 'Rosie Resilience'. <u>-Pupil voice: 'It was so much fun'. 'I loved the long-distance run, we have never done that before'. 'I liked running the howler throw event. It helps us improve our leadership skills'. 'I liked doing the sprint because I had to do my best'. 'I likes that you did some activities as a team and some on your own'. 'It is important to be competitive as it makes you work harder'.</u>	-To gather staff feedback on the event and how we could further improve this next year. -To improve Governor involvement in this event. -To look at moving this event to slightly earlier in the term to account for warm weather conditions.		
					<b>Wider Impact as a result from above:</b>	

<p>All children will have more opportunities to compete regardless of access or skill level.</p> <p>Children will have opportunities to play sport at an appropriate or higher level in competitions and tournaments.</p> <p><i>This year we have participated in:</i></p> <ul style="list-style-type: none"> <li>○ Football Cup</li> <li>○ Indoor Athletics</li> <li>○ Dodgeball</li> <li>○ New Age Kurling</li> <li>○ Swimming</li> <li>○ Tag Rugby</li> <li>○ Alternative Sports</li> <li>○ District Sports</li> <li>○ Quaddids Athletics</li> </ul>	<p>-PE lead to monitor provision on the Horsham Sports Services website and enter appropriate competitions for our children.</p> <p>-PE Lead and SENCO to continue to ensure disadvantaged pupils attend appropriate events.</p> <p>- To encourage and embed the Arunside School values through competition.</p> <p>-To increase school entry for local competitions.</p>	<p>£1084</p>	<p>-Children improved skills such as winning, losing, coping with disappointment, cooperating with others and a range of other social skills.</p> <p>-Less engaged children participating in an alternative opportunity.</p> <p><b>Evidence:</b></p> <p>-Children and parents have enjoyed participating/observing.</p> <p>- <u>Pupil voice:</u> <i>'It was so much fun competition in the dodgeball competition. I have never done one before'. 'We got to put our skills from our lessons into a real competition environment'. 'It was really nice to be able to cheer for our team and school'. 'I liked the running race as you had to keep persevering and the whole day was fun'. 'I likes the Howler throwing as it was nice to really challenge how far you could throw it'. 'I really like competing with other schools'. 'I enjoyed having a go at lots of different sports I wouldn't normally do'.</i></p> <p><b>Wider Impact as a result from above:</b></p> <p>-Children are inspired to do their best.</p> <p>-Children build important life skills such as leadership, teamwork, empathy and conflict resolution.</p> <p>-Competition supports children's physical, emotional, social and personal development towards a life-long enjoyment and engagement in physical activity.</p>	<p>-To continue to increase competition involvement.</p> <p>-To deliver competitive intra-school competitions.</p> <p>-To continue to gain feedback from children about events.</p>
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Continue to employ a Sports Coach. PE coach works alongside Class teachers to plan and deliver activities linked to PE curriculum and to assess effectively. Children access good quality sports Coaching and school adults receive high quality CPD to enhance their teaching of PE. Coach works with teachers to increase their confidence in delivery of the subject.	<ul style="list-style-type: none"> <li>-PE Coach employed for 2022/23</li> <li>-PE lead to liaise with class teachers to support planning and delivery of PE.</li> <li>-To measure the impact of teacher CPD.</li> </ul>	£10,690	<p><b>Anticipated Evidence:</b></p> <ul style="list-style-type: none"> <li>-PE lessons will be more progressive and delivered to a good standard.</li> <li>-Children will enjoy PE and will Begin to make good progress in skills development.</li> <li>-Staff will benefit from team-teaching with the Sports Coach and gain in confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Staff will feel more confident in teaching PE lessons.</li> <li>-Staff will gain experience and ideas that they can use independently.</li> <li>-Review staff confidence and competence in delivering high quality PE and school sport and look for upcoming CPD opportunities.</li> <li>-Further observations/staff surveys to monitor staff effectiveness and confidence.</li> </ul>
Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport (at least two per week).	<ul style="list-style-type: none"> <li>-PE lead to look at extra-curricular offers.</li> <li>-PE lead to review extra-curricular activities through pupil voice.</li> <li>-Sports coach to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community.</li> </ul>	£1,630	<p><b>Anticipated Evidence:</b></p> <ul style="list-style-type: none"> <li>-Pupil participation will increase.</li> <li>-Extra-curricular provision will be enhanced, extended and inclusive extra-curricular provision.</li> <li>-Pupil awareness of opportunities available in the outside of school and in the community will be increased.</li> <li>- Children will partake in a range of different physical activities in addition to the provision given through PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</li> <li>-Further increase opportunities for KS1 children in and out of school – links with local clubs.</li> </ul>
To at least maintain, but ideally increase the participation in competitions, leagues and tournaments.	See implementation above.	<p>Entry fees - Quad Kids £1,700</p> <p>Total £14,020 (Carry forward for 2022/23 – 49.1%)</p>	See anticipated evidence above.	<ul style="list-style-type: none"> <li>-To provide opportunities for all children to challenge themselves through both intra and inter school sport.</li> <li>-To review attendance data and identify children for appropriate opportunities.</li> <li>-To monitor % of pupils representing the school in competitive sport and allow us to identify those that have not.</li> </ul>



Signed off by	
Head Teacher:	 Donna Jagger
Date:	28 <sup>th</sup> July 2022
Subject Leader:	B. Simmonds
Date:	22.07.22
Governor:	 Victoria Coward
Date:	28 <sup>th</sup> July 2022