

Dear Parent,

Every year schools in England receive a PE and Sport Premium Grant (PEG) to make additional and sustainable improvements to the quality of PE and sport that they offer.

This means that the premium should be used to:

- Develop or add to the PE and sport activities that the school already offers;
- Make improvements that will benefit pupils joining the school in the future.

There are 5 key indicators that schools should expect to see improvement across:

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

Our aim at Henry Hinde Infant School is that the additional investment will lead to all pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

We aim for:

- The engagement of all pupils in regular physical activity.
- The profile of PE and sport being raised across the school.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- A focus on children's well-being to support their physical and mental health

It is the responsibility of the School Governors to ensure that we are spending this funding wisely. By way of keeping you up-to-date with PE and Sports Premium Grant, I have detailed below the how we intend to spend the funding for this academic year.

Planned Use of PPG 2022-23

Number of pupils and pupil premium grant received (2022-23)	
Total number of pupils on roll	135
Total number of pupils eligible for PEG	91
Amount of PEG received	£16,910

Key Objectives

- Engagement of ALL pupils in regular physical activity
- Profile of PE and sport being raised across the school as a tool for whole school improvements.
- Increased confidence, knowledge and skills of staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport

How will we reach these?

- Relaunch lunchtime activities
- Introduction of real Dance
- outside providers to extend provision;
- Audit and extend use of equipment.
- Raise the profile of unstructured physical activity
- Increase physical activity in children
- Training to all staff
- Provide children with the opportunities to experience a wide range of physical activity

School focus with clarity on intended impact on pupils:	Funding allocated:	Actions to achieve:	Evidence and impact:	Sustainability and suggested next steps:
<p>Key indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				
<p>To enhance the provision for lunchtimes to encourage greater activity at play times and lunchtimes through exciting collective activities and exercise; support the delivery</p>	<p>£1000 (to do)</p>	<p>To increase physical activity at playtimes. To develop staff confidence. To have a buddy bench Play leader training to be given to the Year 2 children</p>	<ul style="list-style-type: none"> • The number of consequences letter book entries will reduce. • All children to • All children will feel happy and enjoy at lunchtimes (learning lunch and children's points of views) • Play leaders will be implemented 	<ul style="list-style-type: none"> • All staff to use the training given • More children participating in physical activity at lunch and break times. • Monitor the sad face book entries.
<p>Continue with physical before/after school club to encourage more children to attend school earlier/stay and get involved in activities</p>	<p>(cost in key indicator 4)</p>	<p>☐ Introduce activities, encourage greater physical activity e.g. wake up and shake up (morning club) and playground games (after-school club). Work with SSP to offer a range of extra-curricular active clubs to inspire children and provide opportunity to increase the time they are active. Work with the Harris SSP to coordinate the deployment of coaches Identify gifted pupils and</p>	<p>☐ ☐☐ Increased numbers of children attending before and after-school clubs ☐ Increased activity and enjoyment of children attending Wide range of children attending</p>	<p>Aim to increase numbers in Clubs - ☐ Subject learn to work alongside to support knowledge of activities.</p>

		direct them to local clubs.		
To provide targeted support for SEND pupils within Real PE lessons to enable them to develop their fundamental movement skills.	£500	☐ Resources purchased to support Real PE delivery	<ul style="list-style-type: none"> ☐ At least 85% of pupils meet ARE in fundamental movement skills at end of each year group ☐ Targeted support for identified children within Real PE lessons to increase % achieving fundamental movement skills by end of Key Stage 1 	<p>Additional adults upskilled.</p> <ul style="list-style-type: none"> ☐ Resources looked after to use for an extended period of time
Specialist Sports Teacher to train identified children as 'Play Leaders' - through the 'Real Leaders' programme to organise and run activities at lunchtimes and playtimes	Part of Harris SSP subscription		<ul style="list-style-type: none"> ☐ Greater participation in lunchtime activities <p>Children feel happy about lunchtimes</p> <p>Play leaders support children to be active at lunchtimes.</p>	<p>Children will be able to upskill future year groups.</p> <p>Subject lead to work alongside Midday supervisors to further support knowledge</p> <p>Resources to be well maintained</p> <p>Child 'Sport Leaders' independently running the lunchtime and break time activities • More children participating in clubs in and outside of school</p>

		<ul style="list-style-type: none"> • Work with the Harris SSP to coordinate the deployment of coaches Identify gifted pupils and direct them to local clubs. 		
Order Correct spare PE kits	£200	A range of correct school PE kits will be ordered	<p>All children will have the appropriate kit to safely take part</p> <p>Increase % of participation across the school</p> <p>Learning time won't be lost looking for kits and knowing who has a PE kit.</p> <p>Allows children to take part in extra curricular competitions representing the school.</p>	<p>Careful storage of kits.</p> <p>Ensure spare kits are kept in school</p>
Update the outdoor areas to support outdoor physical activity	£1000	<p>To have equipment in which can support children's gross motor skills</p> <p>Access to bikes, scooters and helmets</p>	<p>All children will have the opportunity to access</p> <p>Increase % of children achieving fundamental movement skills</p> <p>Greater participation in outside physical opportunity</p>	<p>Safe storage of equipment</p> <p>Staff capacity to oversee</p> <p>Embedded importance of outside learning</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
Assemblies offers opportunities to celebrate sporting achievements by teams and individuals and encourage other children to aspire to be involved in the assemblies		Teachers to comment to subject lead about behaviours for learning shown in PE lessons each week in order to win the sports trophy □ Achievements celebrated in assembly (match results and notable achievements)	All pupils to be involved in the celebration assemblies at some point in the year We have had an increase in number of children taking part in outside school sporting events and these have been documented in the newsletter and celebrated in school.	Continue to ensure that 'sporting Celebration Assemblies' are a rolling termly event ensuring that they continue to be an integral part of the calendar
Local sports/dance clubs/instructors e.g. Bhangra Dancer, African dancers etc. to promote and teach activities to encourage children to become more involved in school.	£1000	Organise a programme of visitors linked to curriculum themes/collective worship themes where possible	□ Increased attitudes to learning around sporting activities □ Children aspire to greater achievements We have had tennis, cricket, Tae Kwon Do instructors in for taster sessions with the children- 30 children took up Tae Kwon Do club due to this and over 20 children have taken part in gradings and are white belt green stripe.	Link sports/dance visitors to curriculum theme long-term planning to ensure sustainability
= Role Models - local sporting personalities/Olympic athletes visit the school and lead activities/inspirational assemblies so that children can identify	£1000	Make contact with individuals/organisations e.g. Sport for Schools to organize for the events to take place • Organise timetable of events across the year	• Increased attitudes to learning around sporting activities • Children aspire to greater achievements	• Local sports clubs showcase talents/opportunities to further encourage children into competitive sport

with their success and aspire to be a sporting hero				
Well-being/health weeks/days, promoting health and fitness for life. Coaches and instructors to introduce new activities. Promote positive mental well-being through yoga/mindfulness, life coaching, etc.	£1000	Organise timetables of activities • Make contact with coaches/instructors, e.g. SSP coaches, STKD, Julia Hankin yoga, speed stacking, cricket	<ul style="list-style-type: none"> • Increased attitudes to learning across all areas of the curriculum • Children introduced to new activities • Children have the opportunity to understand the importance of and improve their mental and physical health <p>Paid for PPG children's suit for Tae Kwon DO- Increased participation of PPG children and also taken part in grading sessions outside of school-</p>	Continue to ensure opportunities are available to all pupils • Pupils and families sign posted to activities, clubs and support
Provide information to families and staff on issues around health and self-care; Encouraging well-being outside of school and active lifestyles. Children to have access to brain breaks throughout the day to help regulate their emotions		Staff and Leadership Team to undertake additional training in order to maximize the potential for increasing activity at break and lunchtimes and through PE lessons Active brain breaks to be an embedded culture within our school. Encourage walking/riding to school. Fortnightly Active activity in the newsletter to promote physical and mental well-being also done through the school's Facebook page	<ul style="list-style-type: none"> □ Parents have greater knowledge and understanding about different health and self-care issues □ Children are more active at lunch and break times <ul style="list-style-type: none"> • Walk to school week • % of children in the consequences book book as ready for learning and able to have the opportunity to have a brain break and an opportunity to regulate their emotions • At least of 50% of families accessing Jasmine platform at 	<ul style="list-style-type: none"> □ Aim to increase the number of teachers using brain breaks to support children's mental well-being □

			home	
To enable staff to embed physical activity at unstructured times and structured lesson times.	£500	<ul style="list-style-type: none"> □ Access to webinars, training and online materials. □ Coach staff. Use of 5 a day programme 	<p>ALL staff trained in Real PE Real Gym and Real Dance to deliver content with confidence</p> <ul style="list-style-type: none"> □ ALL staff use Real PE Gym and Dance resources to support planning and quality first teaching to a good or better standard. □ At least 85% of pupils meet ARE in fundamental movement skills at end of each year group 	Training provided in house by PE lead or other specialist staff.
To further develop PE leadership and management to drive consistency in high quality outcomes.	£500	<ul style="list-style-type: none"> □ Regular contact with Jasmine platform □ Embed assessment system to track fundamental skills in all classes □ PE lead monitoring of PE standards and provision. □ PE Conference □ Access to online materials. □ L&M time for PE lead 	<ul style="list-style-type: none"> □ Assessment used effectively to ensure progress and provide summative data. □ Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity. 	<p>L&M time prioritised.</p> <ul style="list-style-type: none"> □ Build capacity across staff team.
Sports equipment in school is up-to date, in full working order and is fully used to maximize involvement in PE curriculum activities	£1000 (Still to do)	<p>Purchase new equipment to support PE curriculum as required</p> <ul style="list-style-type: none"> □ Continue the rolling programme of maintenance and repair of existing equipment 	Children have the equipment that they need in order to engage in exciting and new sporting activities	Part of a rolling programme of improvements and maintenance

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

<p>Subscription to Real PE (full membership-renewed Access to real play, real foundation, real gym and real PE at home</p>	<p>Renewal- £594</p>	<p>Audit staff confidence in teaching PE • Baseline children's abilities and achievements in PE in order to measure impact • Organise coaches/expert teachers to work alongside teaching staff, developing and supporting their confidence and professional practice. • Ensure that all staff are fully confident in emergency first aid procedures linked to PE.</p>	<p>□ At least 85% of pupils meet ARE in fundamental movement skills at end of each year group □ Assessment used effectively to ensure progress and provide summative data. □ Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity • Increased confidence and subject knowledge of all teaching staff • Increased confidence of subject leader when undertaking reviews of PE in the school and being able to provide effective support, feedback and discussions to other staff. • Skills, knowledge and understanding of children to increase significantly due to the improvements in coaching and teaching •</p>	<p>Build capacity over staff team. • As this progresses, staff complete regular questionnaires/audits to assess impact on confidence and skills • All staff using the assessment tools to assess each child's progress in PE • Future support tailored to individual needs and areas for development as required • Pupil voice activities and questionnaires given to children to monitor their thoughts and attitudes towards PE and the activities offered</p>
<p>Real dance training</p>	<p>£845</p>	<p>Organise with Jasmine team to work alongside teaching staff, developing and supporting their confidence and professional practice. Ensure all staff are fully confident using the Real Dance program.</p>	<p>Increased confidence and subject knowledge of all teaching staff • Increased confidence of subject leader when undertaking reviews of PE in the school and being able to provide effective support, feedback and discussions to</p>	<p>Build capacity over staff team. • As this progresses, staff complete regular questionnaires/audits to assess impact on confidence and skills • All staff using the assessment tools to assess each child's</p>

			other staff. • Skills, knowledge and understanding of children to increase significantly due to the improvements in coaching and teaching •	progress in PE • Future support tailored to individual needs and areas for development as
Real PE training for new staff	£290 (£145 for each)	Organise with the Jasmine team for all new staff to be fully confident and able to deliver high quality PE lessons to our pupils using the Real PE lessons.	Increased confidence and subject knowledge of all teaching staff • Increased confidence of subject leader when undertaking reviews of PE in the school and being able to provide effective support, feedback and discussions to other staff. • Skills, knowledge and understanding of children to increase significantly due to the improvements in coaching and teaching •	Build capacity over staff team. • As this progresses, staff complete regular questionnaires/audits to assess impact on confidence and skills • All staff using the assessment tools to assess each child's progress in PE • Future support tailored to individual needs and areas for development as
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
Continue to offer a wider range of activities both within and outside the curriculum in order to get more children involved in sporting activities □ Develop and increase the range of activities offered within the curriculum and as extra-curriculum activities □ Focus on children who do not take up the offer of additional PE/sport	£1457- SSP	Audit provision for PE both inside and outside the curriculum □ Organise and book lunchtime and after school sports and dance clubs	Improved behaviour at lunchtime - leads to improved learning in the afternoon □ Children excited and motivated to take part in further sports provision	Conduct questionnaire with children to find out attitudes towards different after-school activities □ Plan a programme of different and unusual activities to enrich the curriculum

activities to encourage them				
To develop children's cycling skills.	£500 Yr 2	☐ ALL Year 2 children (who can ride a bike confidently) offered Bikeability Level 1	☐ ALL Year 2 children (who can ride a bike confidently) offered Bikeability Level 1	Equipment stored safely and securely ☐ Ready Steady Ride (free resource online) ☐ Bikeability (charge for parents). ☐ Build capacity over staff team.
Key indicator 5: Increased participation in competitive sport				
To maintain the participation in competitive sporting activities run within our cluster of schools ☐ Encourage more disaffected children from key groups e.g. girls/children from disadvantaged backgrounds to increase participation in competitive sports	SSP COST £1000	Liaise with partner schools e.g. Harris to participate in inter-schools competitive events. Purchase Harris School offer ☐ Book Mini-buses and coaches as needed to transport children to competitive events ☐ Release staff to attend competitions as required <i>See attached funding sheet from Harris SSP</i>	Greater numbers of children from a range of experiences and skills are participating in competitive sport ☐ Improved standards within PE lessons ☐ Children showing more interest in PE	PE subject Lead to liaise and work alongside partner schools to form a strong partnership
Total allocated funding for this year 22-23	£16,910			

TOTAL Funding spent	£15,929		
Contingency ready for any unexpected costs	£981		

Key achievements to date:	Areas for further Improvement
<ul style="list-style-type: none"> • Year groups to have access to brain breaks to support higher quality focus during learning times. Attainment in Year 2 has risen since last year across all subjects at end of KS1 • Wider range of PE/Sports and Health equipment available • Links with School Sports Partnership are strong and have enriched the provision and experiences across the school • Increased attendance at clubs- wider range of active clubs.(see club analysis)- Girls participation is higher, PPG and SEND <ul style="list-style-type: none"> • All staff received a high quality resources and sessions in the teaching of PE from 'Create Development' • Teachers are more confident in using 'Jasmine' to deliver high quality PE lessons including ECT and new staff <ul style="list-style-type: none"> • Support and resources available to teachers to support deliverance of PE. • Children having access to real PE at home. • Real Dance Training has increased staff confidence in teaching dance • Children's views on PE has improved through pupil questionnaires • Children attending school in PE uniform has increased participation and raised the profile of PE across the school. • ECT specific training on using Real PE- Observations have shown confidence in teaching high quality PE lessons. • New staff feel supported 	<ul style="list-style-type: none"> • Continue to raise the profile of PE across the school through visitors and other enrichment events • Visitors/role model into school- Continue to enhance links with the community. • Monitor impact of Real Dance Training • Improving children's cycling skills • Girls and SEND participation in clubs to continue to improve • Increase participation of competitive sport- (We have attended Kurling and Boccia Competitions, Sports day, Football session in school, dodgeball competition, Agility skills inter school competition) • Continue to explore ways in which our support staff can enhance the teaching of PE • Explore different ways of measuring the impact of the enhanced sports provision e.g. class portfolios • New staff will be joining so ensuring all staff have up to date training <ul style="list-style-type: none"> - SEND provision during PE and ensuring 75% of SEND children achieve ARE in PE - Increase use of Real PE at home

- Increased physical activity in children across the School-

Taster sessions have been delivered in school-Cricket, Tennis, Golf and Tae Kwon Do, Musical Theatre- Impact some children have taken up these activities outside of school

Increase in girl's participation in clubs

Increase in SEND having accessed at least 1 club per half term

Increase in children taking part in sports outside of school- Including girls- trampolining, horse riding, swimming, gymnastics, dance etc.- Known through parent questionnaires

Increased SEND participation in PE lessons with adult support.

- A focus on children's well-being to support their physical and mental health due to qualified coaches and brain break activities.- planned brain breaks.
- Lunchtime equipment- increased engagement of all pupils in regular physical activity.
- Lunchtime staff training- Staff have been equipped with different games to play- Lunchtimes include 2 x 15 different structured activities, which children can join if they wish, whilst another midday supervisor is facilitating the other children.
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- Outdoor areas have equipment that promote healthy lifestyles and encourage physical activity- building children's gross motor skills.
- Implementation of play leaders has encouraged children to be

<p>more active at play and lunchtimes.</p> <ul style="list-style-type: none">• Increased participation in competitive sport.- (We have attended Kurling and Boccia Competitions, Sports day, Football session in school, dodgeball competition, Agility skills inter school competition)<ul style="list-style-type: none">• Ensuring 2 PE sessions weekly (The profile of PE and sport being raised across the school.)• Forest school club to improve children's love of the outdoors and encourage the daily active 60minutes.• Enhanced staff confidence in delivering Real dance due to Real Dance Training• Clear assessments with progression of skills• Broader experience of a range of sports and activities offered to all pupils Football, Yoga, Forest School Club, Dance, Tae Kwon Do, Athletics, Multiskills, outdoor adventure, Gymnastics, dodgeball, (see club analysis for %)• Children took part in a range of World Cup activities- watched the England match- played a penalty shoot-out against their teacher and activities for home.• Subject lead release time- ensuring the teaching of high-quality PE lessons, networking opportunities and closer monitoring.	
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PE and Sports Premium Spend 2022/23 Subscription to Harris CofE Academy School Sports Partnership = £ 5194

PE & Sports Premium Key Outcome Indicator	Action Achieved (What we did)	School Focus and Impact	Evidence	Sustainability/Key Next Steps
Broader experience of a range of sports and activities offered to all pupils.	Year 2 Lunchtime play leaders training. Enabling them to lead structured play at lunchtimes.	Develop self-confidence, teamwork in Year 2 pupils & improving lunchtime behaviour.	Ongoing delivery of lunchtime activities by Y2 pupils. And reduction in lunchtime behaviour referrals.	Ensure leadership is sustained and developed throughout pupil's school life.
The profile of PE and sport being raised across the school as a tool for whole school improvement.	Student sports Awards for KS1 Recorded through logbook, certificates awarded.	Developing a clear leadership pathway and providing additional responsibilities for KS1 pupils.	Logbooks, certificates.	The embedding of leadership throughout PE and School Sport. Ensure leadership opportunities are embedded throughout all aspects of PE and School Sport.
The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles.	Received specialist support on embedding PE and School Sport within SDP. Developing whole school provision.	Development of whole school PE & School Sport; curricular, extracurricular, leadership, competition, cross-curricular, CPD.	The re-structuring of existing provision, development of SDP, increased participation. Improving health and wellbeing outcomes.	Ensure PE & SS remains firmly embedded at the heart of the school day. Monitor impact evidence.
The profile of PE and sport being raised across the school as a tool for whole school improvement.	Participation in Youth Sport Trust additional projects, opportunities and CPD; linked through School Sports Partnership.	Increased staff knowledge and understanding, enhanced quality of provision, increased opportunities.	Staff CPD documented in SDP, increased delivery capability, incorporating 'new' knowledge and projects into PE + School Sport	Ensure learned knowledge, CDP and project engagement is sustained by embedding good practice.
Increased confidence, knowledge and skills of all staff in teaching PE and sport. The profile of PE and sport being raised across the school as a tool for whole school improvement.	Variety of CPD opportunities, including; specific twilight sessions, whole staff inset, attendance at SSP Primary PE Conference, access to specific CPD courses (cost covered by subscription to SSP).	Increased staff knowledge and understanding, enhanced quality of provision, increased opportunities. Increased range of opportunities.	Staff CPD documented in SDP, increased delivery capability, incorporating 'new' knowledge and projects into PE + School Sport. Current evidence includes registers of CPD attendance, resources obtained	Ensure skills and knowledge learned through CDP is embedded within PE and School Sport Provision.
Increased confidence, knowledge and skills of all	Lunch time supervisors training & support. 2 free	Increased staff knowledge and understanding, enhanced	Increased engagement of pupils at lunchtimes,	Ensure skills and knowledge learned through CDP is

staff in teaching PE and sport. The profile of PE and sport being raised across the school as a tool for whole school improvement. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles	places on; Positive Lunchtimes, Improving Wet Lunchtimes, Managing Behaviour, Games for Active Lunchtimes.	quality of provision, increased opportunities. Improving behaviour at lunchtimes. Increasing physical engagement of pupils at lunchtimes, promoting health and wellbeing and participation.	reduction in behaviour referrals at lunchtime, meeting health and wellbeing requirements. Positive impact upon learning in the afternoon – evidenced through academic indicators.	embedded within PE and School Sport Provision. Ensure lunchtimes remain structured. Link to Lunchtime Leader training and leadership development.
Broader experience of a range of sports and activities offered to all pupils. Increased participation in competitive sport.	Taking part in sports festivals; A specific festival for each year group across a variety of sports, with the whole year group attending	Engaging all pupils in physical activity. Increasing variety of sports and activities offered. Promoting values and engagement in a range of sports. Meeting health and wellbeing objectives by promoting a healthy lifestyle	Evidenced through registers of attendance, invitation letters.	Sustaining the legacy of festivals by offering the sport specific activities within school. Linking to appropriate external clubs
The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles. Broader experience of a range of sports and activities offered to all pupils.	Change4Life Festival; A specific festival for 5 targeted children in KS1. Children will attend a fun, multisport festival focussing on inclusion and promoting a healthy lifestyle. Targeted at but not limited to pupils who are disengaged in sport, at risk of obesity or possess SEN-D that limits their ability to take part in mainstream events.	Engaging all pupils in physical activity. Increasing variety of sports and activities offered. Promoting values and engagement in a range of sports. Meeting health and wellbeing objectives by promoting a healthy lifestyle. Offering opportunities for those children who are disengaged or at risk of obesity	Evidenced through registers of attendance, invitation letters.	Sustaining the legacy of festivals by offering the activities within school or linking to appropriate external clubs, such as a Change4Life Club.
Broader experience of a range of sports and activities offered to all pupils. Increased participation in competitive sport.	Year 1 + 2 Infant Agility competition for a team of 30 pupils.	Engaging pupils in competitive physical activity. Increasing variety of sports and activities offered. Promoting values and	Registers of attendance, invitation letters. Increased number of inter-school/level 2 competitions delivered.	Sustaining the legacy of competition by offering the sport specific activities within school. Increasing the number of Level 1 competitions.

		engagement in a competition. Meeting health and wellbeing objectives by promoting a healthy lifestyle. Developing inter school, Level 2 competition		Continue to develop inter-school/level 2 competition. Link to sports leader development.
Broader experience of a range of sports and activities offered to all pupils. Increased participation in competitive sport.	Attendance of 2 KS1 inter school cup competitions. Competitions take the form of home or away fixtures on participating school sites to maximise competitive opportunities.	Engaging pupils in competitive physical activity. Increasing variety of sports and activities offered. Promoting values and engagement in a competition. Meeting health and wellbeing objectives by promoting a healthy lifestyle. Developing inter school, Level 2 competition	Evidenced through registers of attendance, invitation letters. Increased number of inter-school/level 2 competitions delivered.	Sustaining the legacy of competition by offering the sport specific activities within school. Increasing the number of Level 1 competitions. Continue to develop inter-school/level 2 competitions.
Broader experience of a range of sports and activities offered to all pupils. Increased participation in competitive sport.	Attendance of 3 KS1 termly inter-school competitions. Competitions will take place at a central venue to maximise competitive opportunities.	Engaging pupils in competitive physical activity. Increasing variety of sports and activities offered. Promoting values and engagement in a competition. Meeting health and wellbeing objectives by promoting a healthy lifestyle. Developing inter school, Level 2 competition.	Evidenced through registers of attendance, invitation letters. Increased number of inter-school/level 2 competitions delivered.	Sustaining the legacy of competition by offering the sport specific activities within school. Increasing the number of Level 1 competitions. Continue to develop inter-school/level 2 competitions.
Broader experience of a range of sports and activities offered to all pupils. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	A 6 week block of specialist coaching. Curricular coaching (Team teaching / Teacher Mentoring) in a variety of sports and fundamental skills.	Offering exciting additional opportunities to pupils. Developing staff knowledge and skills to increase PE provision.	Increased opportunity and provision available through core PE through increased breadth of knowledge.	Continue to upskill staff in a variety of sports, to increase variety of opportunities offered in school.
The engagement of all pupils	Participation in Sport Awards	Encourage health and	Through logbooks and	Continue to develop

in regular physical activity – kick starting healthy active lifestyles. Increased participation in competitive sport.	for KS1. Certificate reward scheme.	wellbeing through participation in sport. To encourage uptake in competitive opportunities. Recognising and rewarding increased participation in sport.	certificates. Pupils demonstrating greater participation in sports. Increased numbers of pupils participating in sport.	opportunities for participation and competition within school.
The profile of PE and sport being raised across the school as a tool for whole school improvement.	Sports Award Trophy – To be awarded to team/pupil/class in a chosen category	Rewarding positive behaviours, encouraging healthy life choices and promoting school values.	Trophy. The demonstrable impact of values delivered by pupils to be awarded with the trophy	Continue to recognise positive behaviours, life choices and values.
The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles. Broader experience of a range of sports and activities offered to all pupils.	Bikeability Level 1 and Level 2 (additional £80 for Level 1 Course).	Delivering key life skills to pupils. Promoting the values of a healthy lifestyle. Improving and increasing children’s safety and confidence	Registers of attendance, certification. Increased instances of pupils riding a bike to school and therefore making healthy life choices.	Continue to develop key life skills in our pupils
The profile of PE and sport being raised across the school as a tool for whole school improvement. The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles. Increased confidence, knowledge and skills of all staff in teaching PE and sport Increased participation in competitive sport	Girls Football Partner School – participation in this programme includes; CPD for staff, young leader programme, development of football within the curriculum, an extra-curricular offer to attract girls, engagement of girls in active play through storytelling, competition, and community opportunities	Increased staff knowledge and understanding, enhanced quality of curricular and extracurricular provision, increased participation opportunities particularly for girls. Increased range of competitive opportunities.	Evidence for children’s participation in opportunities, curricular and extracurricular activities through registers of attendance. Registers of staff CPD and certification. Competition through team sheets/registers	To embed the opportunities created through the programme into school development plan and ensure that all of the additional opportunities are sustained and delivered year on year, creating a sustained legacy of girls football within the school.
Through the opportunities within the membership, all 5 Key Indicators are met.	Youth Sport Trust Level 2 Cluster Membership.	Supporting progress and attainment across the whole school. Confidence and competence of teachers to deliver outstanding PE	Registers of attendance for CPD courses. Outcomes on pupil learning, demonstrating increased subject knowledge. Increased activity levels	Embed the practices learned with who school practice and development plans.

		provision inside and out of the classroom. Tackling inactivity and physical wellbeing. Progress to becoming an 'Active School'.	across whole school.	