

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



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

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 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 **31<sup>st</sup> July 2022** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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

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

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p><b>1/ The engagement of all pupils in regular physical activity</b>            Teachers have followed a broad curriculum that stimulates children and enables them to take part in sport both individually and as part of a team. The broad curriculum has enabled children to access PE and School Sport. In the first part of the school year, Leadership opportunities were created for children to lead and support others to be active. Children have been trained up to act as play leaders, encouraging all children to be involved in games at lunch times. To enable this, equipment and special areas have been set up to provide sport opportunities through activity at lunch.</p> <p><b>2/ Raise the profile of PE and sport across the school</b>            PE has a high profile within the school and children are keen to participate in their learning. In the first part of the School year, we collaborated with other schools and colleagues to promote and develop school sport as part of the Dartmoor Schools Sport Partnership.</p> <p><b>3/ Increase the confidence, knowledge and skills of all staff in teaching PE</b>            Staff have an understanding of how important PE and sport are in the curriculum and the positive effect it has on the children. All staff share a clear understanding of the importance of PE and School Sport in the curriculum. To develop staff knowledge and skills, Saints South West and Becky Mason (SSCO) have provided opportunities for staff to observe high quality teaching, work alongside sports specialists and benefit from training opportunities.</p>	<p>2/ Raise awareness of the importance of physical activity for children and young people, and make messages such as “at least 60 minutes a day” as recognisable as “5 a day”.</p> <p>1/ Review sport and physical activity provision and ensure that all pupils have access to sufficient opportunities to be active throughout the school day. Work with the sport sector to ensure that parents can access high quality clubs and programmes to help young people reach sufficient levels of physical activity outside the school day.</p> <p>4/ Ensure young people have access to a variety of experiences. Sport is one of the Department for Education’s five foundations for building character, and can help young people to develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play. the opportunity to realise developmental, character-building experiences through sport, competition and active pursuit.</p> <p>5/ In an increasingly digital world, give children opportunities for face-to-face engagement with their peers in their own and other communities to help them develop socially as well as tackling loneliness and social isolation. Develop in school volunteers through sport to help children give something back and play a role in their school.</p> <p>1/ 4/ Ensure all sport and physical activity provision for children is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active - the more of the five elements of physical literacy (enjoyment, confidence, competence, understanding and knowledge) children have, the more active they are.</p>

#### **4/ Broaden experience of range of sports and activities offered to all pupils**

All children have had the opportunity to attend and take part in a range of sporting festivals and competitions as part of the Dartmoor Schools Sport Partnership.

#### **5/ Increase participation in competitive sport**

Children are proud and eager to represent Buckfastleigh Primary and local competitions and sport festivals. Children have attended a range of sporting competitions and events when this was possible before lockdown.

#### **Swimming:**

An effective swimming support program to ensure that children achieve the required expectations at the end of KS2 was planned to be rolled out again in the Summer term, however, due to the restrictions around lockdown and partial reopening, this has unfortunately not been possible.

Explore options like lunchtime sports clubs, innovative activities such as active miles, and building in activity to classroom lessons.

1/ 3/ 4/ Wellbeing and mental health are fast becoming a significant issue in primary schools and much research exists showing how exposure to the natural environment can have a positive effect. In addition to this, current DfE reopening guidance encourages schools to take pupils outside of the classroom as much as possible both within PE and wider lessons. This is a great opportunity to explore ways to improve the school's physical environment and develop outdoor learning and the promotion of physical activity.

1/ 2/ Promote the journey to school as an opportunity to increase physical activity through cycling and walking. By making sport and exercise an integral part of pupils' daily routines, schools can increase the amount of time children spend being active, boosting their physical health, mental wellbeing, character and resilience. With more people working from home since lockdown there is an opportunity to advocate leaving cars at home and walking, scooting or cycling to school instead. This is a great opportunity to build on this trend by promoting active travel amongst pupils and their families by investing in cycle training for pupils across the school and purchasing more storage facilities for bikes or scooters. Make active travel an easy option for families by ensuring the school grounds are accessible by bikes and scooters. In addition, look to research and invest in proven schemes that reward children for travelling to and from school in an active way.

3/ Provide CPD opportunities so teachers can deliver high quality teaching and learning. Develop training opportunities through SSCO Becky Mason and First For Sport Specialist, Adam Wildman. Train all staff up on 'Wild Tribe' outdoor learning and ensure lunchtime, breakfast and after school staff are all upskilled to provide active opportunities for children.

	<p>4/ 5/ Ensure that, when possible, all classes take part in a festival or competition and celebrate their achievements, whether that is done virtually or in person. When possible, increase participation in competitive events. Introduce assessment methods to track all children so that none are missed for sport opportunities through festivals and events.</p> <p>Ensure effective swimming support program to ensure that children achieve the required expectations at the end of KS2 is rolled out again in the Summer term, as soon as restrictions around lockdown allow.</p>
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

<b>Academic Year: September 2021 to March 2022</b>	<b>Total fund carried over: £</b>	<b>Date Updated: 16.12.21</b>	
What Key indicator(s) are you going to focus on? All 5 indicators			<b>Total Carry Over Funding:</b>
			<b>£6380</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>
Key Indicator 2	- Playground markings	- £3000	See section 2
Key Indicator 4	- Outdoor Wellbeing Lead	- £1000	See section 4
Key Indicator 5	- Sports Kits for Pupils/Staff	- £1800	See section 5
Key Indicator 3	- Wild Tribe Training	- £580	See section 3

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	88%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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

## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> £23,750		<b>Date Updated:</b> 11.11.21	
<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: £6886 29%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All pupils have access to sufficient opportunities to be active throughout the school day. Help children to reach sufficient levels of physical activity outside the school day.	Regularly review sports and physical activity provision. Maintain delivery of the PE Hub curriculum across the school and through daily activity. Develop and fund attendance of after school sports clubs and extra-curricular activities. Regularly review pupils' opportunity of this and aim to broaden the variety of clubs offered. Work with the sport sector to ensure parents can access high quality clubs and programmes within their community. Promoting "60 minutes a day" across the school through assemblies, discussion and posters.		'The PE Hub' £450 <u>After School Sports Clubs</u> ARENA = £1236  Primary School Sports Clubs = £1950	Children gaining further understanding and competency of sports taught in PE. Teachers use PEHub to ensure delivery of high quality PE.  Sports clubs have been provided weekly, every term to increase the number of hours children are being active in participation of sports each week.	Continue using PEHub resource to aid both teaching and coaching of PE. Investigate a range of bespoke after-school sports clubs. Promote these to increase pupil participation in after-school sports.

<p>Ensure all sport and physical activity provision for children is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active - the more of the five elements of physical literacy (enjoyment, confidence, competence, understanding and knowledge) children have, the more active they are.</p>	<p>Encouraged active play during break and lunch times.</p> <p>Relaunched Funfit in the Spring and Summer Term.</p> <p>Young play leaders conferences provided to some upper KS2 pupils.</p>	<p>Funfit staffing (Provided using catch-up funding) £600</p> <p>Young Play Leaders Conferences £250</p>	<p>Training provided from SSCO Becky Mason on how to promote active play at break and lunch time.</p> <p>Some pupils selected as Young Play Leaders. Play time activities have been selected, which they will deliver next year during breaks and lunch times.</p> <p>TA is working weekly with selected group of children (using Funfit) to improve motor skills, balance and coordination.</p> <p>Improved confidence, motivation and ability towards sports participation and outdoor play.</p>	<p>Continue this provision for next year. Develop active play by selecting more young leaders and providing a consistent timetable for playground activities to be led by the children (young play leaders).</p> <p>Train more members of staff in using Funfit.</p>
<p>Ensure school meets the national curriculum requirements for swimming and water safety. Every child leaving school is able to swim.</p>	<p>Maintain and develop an effective swimming support program to ensure that children achieve the required expectations at the end of KS2 so this can be used consistently, every year.</p>	<p>Additional swimming £2400</p>	<p>All Year groups except EYFS benefitted from extra swimming. Year 4 and Year 6 children received addition swimming sessions alongside this.</p>	<p>Continue to provide swimming where finances permit.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>£3150 13%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>

<p>Children to understand the importance of exercising 'at least 60 minutes a day'</p>	<p>Raise awareness of the importance of physical activity for children and young people and make messages such as "at least 60 minutes a day" as recognisable as "5 a day". Promote on school website and around school in the learning environment and through Assemblies, PSHE and sports sessions. This was promoted during lockdown. This now needs to be implemented in school.</p>	<p>-</p>	<p>Activity promoted around the school. School competitions and festivals have been utilised to promote this. Reduced impact during Autumn and Spring Term due to pandemic and bubbled groups.</p>	<p>Increased emphasis on this needed next year. Planning either a mile a day or skill a day to promote daily activity to all pupils.</p>
<p>Pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)</p>	<p>When possible, develop lunchtime sports activities, using play leaders and lunchtime Assistants.  Playground boxes and equipment has been organised and distributed around the school. Football goals built and used around the school.  Carry out Sports Leader and Young Leaders training.</p>	<p>Costs incorporated in DSSP with SSCO Becky Mason – 3 enrichment days  Young Play Leaders Conference membership costs.  £150</p>	<p>Limited impact during pandemic due to the restrictions around bubbles during the first two terms. Beck Mason provided training and playground sessions to show how to be active at playtime and lunchtime.  Some pupils selected as Young Play Leaders. Play time activities have been selected, which they will deliver next year during breaks and lunch times.</p>	<p>Develop active play by selecting more young leaders and providing a consistent timetable for playground activities to be led by the children (young play leaders).</p>
<p>Increase the number of children actively travelling to and from school from the Autumn Term to the Summer Term.</p>	<p>With working from home becoming more popular since the lockdowns there is an opportunity to encourage leaving cars at home and instead, walking, scooting and cycling to school. To encourage this in school we have invested in Bike Ability sessions, targeting all Year 5 and 6 pupils. Storage facilities for bikes and</p>	<p>Cycling Proficiency – booked for next year  Bikability  Playground</p>	<p>KS2 and KS1 scooter/cycle shed regularly maintained by on site staff. Both sheds are consistently full with a capacity of 20+ scooters/bikes.  Bikability sessions in cycling proficiency has been provided to all Year 5 and Year 6 pupils.</p>	<p>Continue to promote active travel next year Walk to School week promotion.  Provide Bikability cycling proficiency sessions to the new intake of Year 5 pupils.  Continue participation in</p>

	<p>scooters are set up and ready for use. Sign up for cycling events as part of the DSSP.</p>	<p>Markings from carry forward £3000</p>	<p>A selection of KS2 pupils attended a cycling festival and a cycling competition, which they represented the school and promoted participation in cycling.</p> <p>Playground markings have been painted to cater towards cycling and range of different events. This can help deliver a range of physical activities during lessons.</p>	<p>further cycling events offered by DSSP or other external providers.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£6500 27%
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:
Develop quality provision of PE and Sport by increasing confidence, knowledge and skills of all staff in teaching PE, Sport and Outdoor Active Learning.	<p>Provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school</p> <p>We have hired qualified sports coaches and PE specialists from ARENA, Primary Sport and Education and the DSSP to work alongside teachers to enhance and extend current opportunities offered to pupils.</p> <p>Provide CPD opportunities so teachers can deliver high quality teaching and learning. Develop training opportunities through SSCO Becky Mason, ARENA's Ali Hancock and Primary Sport and Education's Henry Clement. Train all staff up on 'Wild Tribe' outdoor learning and ensure lunchtime, breakfast and after school staff are all upskilled to</p>	<p>Wild Tribe training £800</p> <p><u>DSSP CPD events</u></p> <p>Teachers Dance Inset.</p> <p>Young Leaders ARENA Wild Tribe Inset.</p> <p>Primary Sport and Education led teaching sessions £3900.</p> <p>Further Training £1000</p> <p>Coordinator Cover £800</p>	<p>All teaching staff and some support staff have received training to deliver Wild Tribe. 2 staff members received further training (2 day double award) to have upskilled leadership and delivery of Wild Tribe in school.</p> <p>All classes received a half term dedicated to weekly outdoor learning sessions (using Wild Tribe resources).</p> <p>PE coordinator has attended DSSP conference.</p> <p>Some children along with a staff member attended Young Play Leaders conference.</p> <p>All KS2 teachers attended dance inset to improve delivery of dance teaching.</p>	<p>Continue to develop Wild Tribe curriculum. Work on embedding this more with broader curriculum learning.</p> <p>Launch a Wild Tribe club to promote after school participation of outdoor learning.</p> <p>Enrol more teaching staff on Wild Tribe 2 day course.</p> <p>Utilise coaching to provide team teaching lessons that link to the PEHub curriculum. Use coaches to aid teacher proficiency in delivery all aspects of the P.E curriculum. (2 afternoons of coaching weekly).</p>

	provide active opportunities for children. Provide some staff with opportunities to attend a 2 day Wild Tribe accredited course so they are more confident in teaching this.		All teachers have had a coach allocated to them at certain periods within the year. Increased teacher confidence through observations of lessons delivered by coaches.  Becky Mason attended for 3 impact days which targeted all school classes.	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: £4900 21%
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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:
Children have access to a variety of different sports, activities and experiences that help them to develop skills such as confidence, self-belief, dedication and resilience. In addition, children have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuit.	Ensure children have access to a variety of experiences. Sport is one of the Department for Education's five foundations for building character, and can help young people to Sport also instils values and virtues such as friendship and fair play.  Through using newly appointed sports coaches, provide a range of sports clubs pupils can attend after school. Promote outdoor and active clubs such as, Wild Warriors,	Sports Enrichment Days run by Becky Mason SSCO, as part of DSSP partnership funding Bronze Package £2250  After school clubs. £300	The school has renewed their bronze membership with DSSP This entails Becky Mason (SSCO) to deliver impact days, involving high quality teaching and coaching of PE to a range of pupils and teachers within the school. The school will have further access to a range of festivals and competitions across the partnership.  Pupils across all year groups, have participated in bespoke sports festivals which were tailored	Continue to enrol children into a wide range of sports opportunities through the DSSP and other external providers.  As restrictions have eased, set up more intra-school opportunities both in school and at local sports grounds. (cricket club, football club).  Investigate if residential opportunity can be provided to the next Year 6 cohort.

	<p>Gymnastics, Football and Tag Rugby.</p> <p>Utilise Becky Mason’s impact days to promote a wide range of sport experiences (such as dance) and encourage the values discussed previously.</p> <p>Encourage a range of pupils to attend sports festivals and events with other schools. In the Autumn term, pupils have attended</p>	<p>Year 6 Residential Trip £1350</p>	<p>towards pupils that may not receive many sporting opportunities, struggle with their confidence in sports or have a lack of resilience.</p> <p>Pupils in key stage two, have taken part in interschool tournaments.</p> <p>Coaches have been appointed to lead after school sports clubs (gymnastics, football and tag rugby). Gymnastics has been undertaken by pupils of all year groups. Tag rugby and football has been undertaken by all year groups from Key Stage 2.</p> <p>Year 6 attended a residential trip, which included a range of bespoke sporting activities. (e.g. rock climbing, stand up paddleboarding).</p>	<p>Include a daily sports programme for all pupils, such as mile a day or skill a day.</p> <p>Seek other providers to include more bespoke clubs that the school hasn’t typically provided before to increase participation in after-school sports.</p>
<p>Improve wellbeing and mental health in school by exploring and showing how exposure to the natural environment can have a positive effect.</p>	<p>Current DfE reopening guidance encourages schools to take pupils outside of the classroom as much as possible both within PE and wider lessons. This is a great opportunity to explore ways to improve the school’s physical environment and develop outdoor learning and the promotion of physical activity.</p> <p>Ensure more staff are enrolled into Wild Tribe courses to develop the</p>	<p>School Gardner/Outdoor Leader for Summer Term £1000</p>	<p>2 staff members attended (2 day Wild Tribe award). All teachers and some support staff attended inset about the delivery of Wild Tribe.</p> <p>Two year groups incorporate Wild Tribe into their curriculum, one afternoon a week. Every Year group will have had one half term of Wild Tribe sessions in their weekly curriculum. These sessions</p>	<p>Ensure Wild Tribe resources are monitored and resupplied for further curriculum delivery.</p> <p>Establish a Wild Tribe club (that could be run weekly).</p> <p>Ensure more teaching staff are enrolled onto a 2 day double award course to ensure more confident delivery of the curriculum.</p>

	<p>Wild Tribe curriculum in school. Aim to make outdoor learning an essential part of the curriculum.</p>		<p>take place through our developed outdoor environment.</p> <p>There is a weekly “Wild Warriors” club available to all year groups. This is an extra-curricular opportunity which encourages pupils to learn and explore their school environment.</p> <p>Wild Tribe Ambassadors have been allocated. 2 pupils from each class. This considers environmental impacts both locally and world wide (COP26, Jubilee tree).</p> <p>Outdoor garden has been renovated to allow for further use of Wild Tribe and gardening within the curriculum. School gardener has been used for interventions to provide outdoor support to pupils with social and emotional needs. (mindfulness)</p>	<p>Continue provision with the school gardener, ensuring a range of pupils are carefully selected to work with her.</p> <p>Evaluate how Wild Tribe can further link to different aspects of the broader and core curriculum.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2339 10%
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:
<p>Increase the opportunities and numbers of children participating in inter and intra school sports.</p> <p>Increase participation in the DSSP games</p> <p>In an increasingly digital world, give children opportunities for face-to-face engagement with their peers in their own and other communities to help them develop socially as well as tackling loneliness and social isolation.</p>	<p>Ensure that, when possible, all classes take part in a festival or competition and celebrate their achievements, whether that is done virtually or in person. When possible, increase participation in competitive events.</p> <p>Aim to participate in events outside of the DSSP partnership which provide teambuilding and competitive opportunities.</p> <p>Continue to develop assessment methods to track all children so that none are missed for sport opportunities through festivals and events.</p>	<p>Dartmoor Sports Partnership (Paid for above) + Cyclocross £50</p> <p>Competitive Whole School Kit to be offered to all children</p> <p>£1547.60 (Competitive Shirts)</p> <p>£541.50 (Shorts)</p> <p>£200 (Staff Kit)</p> <p>Race For Life Charity Pack</p>	<p>Pupils across all year groups have been attending sports festivals and tournaments that are part of the DSSP. (over 30 events participated in this year)</p> <p>Sports day was run as a whole school event, along with parent involvement at a local football club.</p> <p>Assessment tool for gymnastics obtained from another external company.</p> <p>P.E kit bought and provided for every child in school. They are able to wear these in all P.E lessons and interschool opportunities.</p> <p>Appropriate P.E kit has been provided to all teachers.</p>	<p>Continue to monitor pupils sporting activity through intraschool and interschool activities and target pupils who may receive less of these opportunities.</p> <p>Investigate other curriculum and assessment frameworks.</p> <p>Continue to attend events led by the DSSP and other external organisers.</p> <p>Evaluate if any further kit needs to be supplied.</p> <p>As restrictions have eased, investigate the potential of visitors to deliver further opportunities to promote sport at school.</p>

			All pupils took part in the Cancer Research Fundraising event. Race for Life. This was promoted across the school to parents and pupils. This was one of the school's biggest fundraisers (est £1650).	
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Signed off by	
Head Teacher:	Eddie Brown
Date:	
Subject Leader:	Daniel Wase
Date:	
Governor:	Malcolm Cowper
Date:	