

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **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 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,691.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,622.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,622.00

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this</p>	Yes/No Extra lessons for identified

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.

must be for activity over and above the national curriculum requirements. Have you used it in this way?	Year 5 pupils (6)
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Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Continuation of the active lunchtime system, zoning areas for different activities with a focus on all children being as active as possible during their lunchtimes and accessing new sports and activities they may not have encountered - new resources also purchased. This system has been child led to encourage as much participation as possible. CPD for each teacher watching the sports coaches delivering structured lessons for a range of sports and skills Continuation of pedometers for each child in the school. The challenge to meet and exceed a mile daily by reaching 2500 steps and beyond which, alongside the lunchtime rota encourages children to consider and reflect on how active they are. Links to maths have been made as the children calculate how many miles they have achieved in one day. Teachers also consider how to bring movement into the class in a cross curricular way to encourage the momentum and make links to other subjects. Both Sports Days were a huge success and well attended by parents/carers - We continued to with both after the 	<ul style="list-style-type: none"> Children to access and engage with a wider range of sports and events organised by the local P.E group Attendance of sporting events such as Wimbledon, rugby matches, football matches, cricket matches to introduce children to a range of sports and experience live sport. Continuation of a dance off as part of indoor P.E for the final term to give purpose to dance for all and to unite the school community through this medium following the success of our Platinum Jubilee dance event Attending more local competitions for a range of age groups and abilities A wider range of coaches in differing sports to come in and introduce new sports and inspire all abilities

<p>success of introducing these last year as one as a whole school carousel events whereby children compete against themselves to achieve standards an another races and relays afternoon as a competitive event where children compete against each other and some are selected for events to represent their Year group and houses. It enables all to access the events and an element of competition too.</p> <ul style="list-style-type: none"> • The ability to take part in more organised competitive events this year. • Dance event linked to the Jubilee celebrations - each class given a decade and a dance of that era to present at the summer fete giving dance a purpose • Sports coaches attending to deliver sessions and sequences of lessons to engage children, bring and share expertise and offer a further range of activities and sports. These include a cricket coach from Essex County Cricket, A Rugby Coach from a local club supporting after school clubs and a dance instructor to deliver an assembly and outdoor lunchtime sessions. 	
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<p>Key achievements to date:</p> <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>During 2022-2023</p> <ul style="list-style-type: none"> • 160 children (90%) participated in weekly extra-curricular 	<p>Areas for further improvement and baseline evidence of need:</p> <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> <ul style="list-style-type: none"> • Continue to increase the number of pupils who participate in weekly extra-curricular activities and sports within the school from 95%, particularly those who do not during
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sport and/or active lifestyle clubs or lunchtime active sessions at school during the year

- Additional resources were purchased or replenished during 2021/22 to support the implementation of the new lunchtime activity sessions such as footballs, cones, table tennis balls, hula hoops and skipping ropes
- Pedometers for every child in the school in order that they take part in the continued trail of the whole school initiative of children completing a mile or more in steps every day. 100% of all school children participated

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

- Moreton Primary School continued to be an active part of West Essex Schools Sports Association (WESSP/LDG).
- The school has a high profile for both PE and Sport, enters local competitions, tournaments and leagues across a range of sports for all abilities and continued to do so through events organised by WESSP and UKA. Articles about our sporting success feature on both our website, in our newsletters and in local newspapers.
- UKA provide P.E sessions for all year groups across the school and work with the class teachers and P.E lead to ensure that the children experience a broad and balanced range of sports and skills which develop as they progress through the key stages. Alongside this they also run after school clubs such as karate, football, multi-skills and help with events to continually keep P.E and being active at the forefront of the children's minds as part of their learning journey.
- Events attended in order to support children with SEN and social and emotional needs that were organised by WESSP

lunchtimes.

- Further increase the number of children participating in **daily** physical activity beyond that of the curriculum through extra opportunities such as at lunch and before school such as shake and wake in the mornings for parents/carers/families to join in with too

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

Some pupils go on from trying out an activity or sport within the school to local clubs, represent their clubs and achieve well. They also participate in activities outside of school, as well as within, such as horse riding, swimming, rugby, dance, gymnastics and karate.

- Raise the profile of sporting achievements by celebrating out of school successes through assemblies and also the introduction of a P.E notice board using current and past pupils.
- Celebrate and promote key sporting events such as Wimbledon, Women's rugby world cup, cricket and any sporting event within the school calendar
- Attend local and national sporting events such as Wimbledon, Essex Cricket, Football and Rugby events etc to raise the profile of P.E and allow children to experience a wider range of sports that they may not have access to.
- Continue to further develop curriculum links within Forest School and further utilise our facilities to support learning that is active and uses the outdoor resources available to us

and the local schools to positively impact wellbeing, behaviour and transition into secondary schools

- Forest School fully utilised to involve the whole school and also targeted children within interventions to support raising attendance through building confidence and wellbeing as well supporting a range of identified needs which in turn impacted attainment and achievement within the classroom.
- Clear links made to curriculum learning within Forest School to support the learning of children accessing this facility who otherwise may have had gaps while attending afternoon sessions to ensure continuity of learning and accessing intended outcomes in a different positive way.

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

Attainment in PE is good overall with many pupils developing good key skills in physical activities and sports. Current staff expertise include an RFU qualified rugby and Tag Rugby coach, a qualified swimming instructor, a Gymnastics Association accredited teacher and qualified dance instructor

- The school has a strong, sustainable partnership with UKA who provide P.E sessions in which teachers observed, participated within and team taught as part of their ongoing P.E CPD
- WESSP regularly provide sporting opportunities for identified year groups and pupils for a range of activities through discussion with the P.E lead to further develop skills. The focus in the first term was on gymnastics where a coach was organized to work within the school over 3 days to deliver lessons to the children which staff could observe and

within the community

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

Owing to a range of CPD opportunities the quality and standard of PE teaching across the school is good with respect to teaching staff

- Further increase staff confidence, knowledge and skills in teaching PE and Sport, particularly for ECT, HLTAs and Cover Supervisors within indoor P.E which they may support or cover or are new to planning and delivering
- Continued regular staff inset to with regard to planning and the use of resources to set up a sequence of progressive lessons in different sports with a continued focus on indoor P.E

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

With restrictions and staffing now stable following COVID visits to events such as Wimbledon and also the Essex County Cricket ground will be organised to watch the sports and meet players and coaches.

Coaches from different sports and activities to be invited in to the school to inspire all abilities and introduce new sports and activities

Staff and Governors with outside sporting interests, particularly those that are not accessible in school such as paddle boarding etc to share these in assemblies

participate in to develop children's skills in rolls, handstands and cartwheels as well as a range of jumps in order to support their confidence in delivering sequenced sessions to grow children's skills effectively which lead to staff drawing on these to continue the sequence and deliver these independently.

- Essex County Cricket delivered a half term of Cricket sessions to an identified year group which encompassed resources and training for staff and a whole staff training session to develop skills in delivering this sport and how skills can be transferred into other areas and sports
- Dedicated lunchtime staff trained and supported the playleaders to deliver planned and rotated activities at lunchtimes.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Moreton provides pupils with a range of both sporting and non-sporting extra-curricular clubs. Sports / healthy and active lifestyle clubs during 2022/23 included: Football, Netball, Dance and Exercise, Dance, Multi-Sports, Karate Tag Rugby and Contact Rugby

Year 6 attended their residential this year for a full week which included a wide range of activities many had not taken part in previously such as kayaking, climbing, orienteering, tunneling, high wires and the leap of faith to name a few. The week was organised to ensure that all children participated in a wide range of activities not accessible for all. Children who could not attend the residential were brought to the venue by school mini bus for day visits to

A wider range of year groups to be offered a chance to take part in adventurous outdoor activities and mini residential rather than just Year 6 throughout the year to allow all children to take part in a broad range of sports and activities.

Key indicator 5: Increased participation in competitive sport

Moreton participates in a range of competitive sporting opportunities for primary age pupils in the local area, including for SEND pupils.

- Increase participation in competitive sport through entering multiple teams into appropriate local sporting events, tournaments and competitions
- Increased participation for more pupils by organising multi skill events for all through the local delivery group WESSA.
- Increased participation for more pupils by organising a gifted and talented event through the local delivery group

ensure they could take part too.

Lunchtime at Moreton allows all children to have the opportunity to engage with physical activity and have the opportunity to try new things. An outdoor music system allows pupils to engage in dance - known routines and freestyle as a large group in a designated area of the playground. Zones are designated so team games can be played and experienced for the first time such as badminton, football, basketball and sports day style activities to name a few and smaller zones for other fun, physical activities such as parachute games, skipping, throwing and catching and hula hoop rock paper scissors. Zones are timetabled so managed groups can engage in activities safely and so that numbers mean all can participate. Sports coaches from UKA also run timetabled sessions to continue to develop the skills of the children and offer support and encouragement all children

Key indicator 5: Increased participation in competitive sport

Though there have been barriers such as staffing and residual effects of restrictions this year, the school has endeavored to participate in as many sporting events as possible. The school participated throughout the year in a range of inter-school sporting fixtures and tournaments, Competitive sport at Moreton includes: Football; Netball; Cross-Country; Athletics; Multi-Sports; Cricket; Tag Rugby; Boccia and New Age Kurling. The school won local area (Level 2) sporting competitions and tournaments they attended and enjoyed festivals attended. The school progressed to the Level 3 Finals in Tag Rugby. This in turn impacted on more children wanting to take part in competitive sport and joining outside clubs.

Sustainability: Moreton has a good selection of resources for PE, games lessons and lunchtime activities and a well-trained and qualified workforce with which to provide high quality coaching to pupils and enable participation in a wide range of competitive sporting events and support the development of healthy, active lifestyles.

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: 2022/23		Total fund allocated: 17,622		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 12%
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 to understand how health and activeness links to their own wellbeing and how they can achieve a mile in distance and being active every day without it being overwhelming.	<ul style="list-style-type: none"> • Each child to continue to have a pedometer • 2500 steps is a mile - children to be challenged to achieve over the course of the whole school day (including lunch and breaks) • Record and track of who has achieved to be kept by class teacher and P.E lead to gather for analysis 		£200 Replacements for any broken or lost pedometers will be needed from the previous year	<ul style="list-style-type: none"> • Pupil voice shows that they do heighten children's awareness of the amount of exercise they are doing and how active they are • Tracking sheet of pupil use and steps undertaken • 100% of pupils participating 	<ul style="list-style-type: none"> • Pedometers to be audited and new ones bought to replace lost and broken
Lunchtimes to continue to have a range of active zones and access to sporting experts to support the active 30 scheme	<ul style="list-style-type: none"> • Zones and rotas to be shared with the whole school and adapted each half term to offer an 		£2000	<ul style="list-style-type: none"> • All children achieve their active 60 minutes per day as part of government 	<ul style="list-style-type: none"> • New zones and a further range of activities targeted to individual year

	<p>ongoing range of new activities and active experiences for all pupils</p> <ul style="list-style-type: none"> • Additional coaches/experts to be used for different zones (multi skills/street dance, cricket etc.) • New resources to be added to existing zone activities to ensure more children have access to them and less sharing • FOMS have donated a good amount of new equipment for lunchtimes and P.E after asking for a wish list - this includes more dance resources, quoits games, skipping ropes, balls and an electric pump. This means that more children can use the resources at lunchtime and sharing is lessened • UKA to provide multi sport zones for different year groups across the year at lunch time as part of our 		<p>requirements</p> <ul style="list-style-type: none"> • 100 % of children engaged with active zones at lunchtimes. • New resources such as French skipping and music with pom poms etc received well and engaged different groups of children that would not usually participate. • Calmer lunchtimes with few arguments or behaviour incidents - evidence of fewer pupils in retreat • Increased interest in lunchtime activities • 90% report feeling happier and healthy - survey • Afternoon sessions observed as more productive due to less negative behaviour spill over from lunch which was impacting on teaching 	<p>groups</p> <ul style="list-style-type: none"> • Replenish equipment • Training of new members of lunchtime staff • Accessibility for SEND pupils • Continue with coaches/experts for different skills • Continue to move beyond 30 mins of physical activity a day • To continue to adapt zones and purchase replacement resources for those that are damaged. • The outdoor gym to be added from September to the lunchtimes zone rota so that all can access in KS2
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	active zones.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 65.5%
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:
PESSPA stands for physical education, school sport and physical activity and includes PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and enrichment.	<p>Forest school: Curriculum links to ensure access to the planned curriculum is accessed by all in a unique and active way</p> <p>Forest school to be timetabled for all children and further sessions for identified children to enhance their learning experience to develop and support wellbeing through physical activity</p> <p>Sponsored event with an invited athlete - Jaydon Padock. As a British Olympic medallist he will inspire the whole school in</p>	£1,000	<ul style="list-style-type: none"> • Whole school timetable ensures that key year groups within the school as well as those identified as requiring interventions will access the forest school. • An increased awareness of how sport and the values in this can have a positive impact on the now and the future. • Children raised money for our school for 	<ul style="list-style-type: none"> • Increase our provision through training and onsite development of forest school area. • Utilise new qualified staff to deliver the Forest School objectives in their year group

<p>To be able to safely use and know how to progress their skills and fitness using outdoor equipment both at lunchtimes and in P.E lessons that are planned and implemented during set times over the year as part of the curriculum.</p>	<p>an assembly by talking about his path to success, the values he had to draw upon and the impact of sport on him. He will also give demonstrations and lead a whole school sponsored event which is high energy and inspiring and accessible to all</p> <p>An outdoor gym to be researched and installed. As part of the risk assessment all children to complete an induction on all pieces of equipment as part of a P.E lesson and introduction to the new equipment before being officially opened and used as an attendance treat</p>	<p>£9,000 (additional to be paid in autumn from next sports funding)</p>	<p>their own equipment which has meant they take a greater depth of responsibility for the equipment.</p> <ul style="list-style-type: none"> • They have been inspired by an outside visitor and made links to the British Olympics team which links to our school British values. • All classes and staff completed induction • Staff have been using this equipment as part of P.E lessons and science lessons regarding fitness and wellbeing. • Trialled for use on a rota basis during lunchtimes as part of our active zones scheme. • The winning class for most improved and best attendance also uses this equipment on a Friday as their treat 	<ul style="list-style-type: none"> • A unit to utilise and use this equipment to built in to the curriculum as part of their P.E sequence. • Following the trial of this at lunchtimes the gym equipment to be implemented into our active zones timetable at lunchtimes. • Explore how to open up the use of the
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<p>Continue to offer a range of after school/before school and lunchtime clubs this academic year</p> <p>Participation in as many of the local sporting competitions and events as can be allowed owing to the whole school calendar.</p> <p>Increase range of resources available to staff to ensure quality P.E lessons are delivered and adequately resourced.</p>	<p>Source and install a KS2 outdoor gym with a range of equipment for a range of muscle groups, cardio exercises and abilities. This to have instructions of how to use and lesson plans to support adding this to the P.E curriculum and overview</p> <p>All staff to run a club during the school year. A termly timetable to be published and made available to parents/carers and children.</p> <p>Through continued involvement with WESSP/LDG we will be able to see the events that will take place throughout the year</p>	<p>Cost of cover for time out to analyse and monitor</p> <p>£250</p> <p>£1200</p>	<p>- this has increased children considering their attendance in order to gain this award.</p> <ul style="list-style-type: none"> • Increased attendance in after school, lunchtime and before schools clubs • Range of clubs enabled children to try new activities.: Football, Netball, Dance, Multi-sports, Karate, Tag and contact Rugby. • Confidence of pupils to participate in activities outside of school • Feedback from pupils evidenced enthusiasm lunchtimes for all activities and future activities. • Tag Rugby, SEND Kurling and Boccia, KS1 multi sports, cross country events and a further Level two tag rugby final 	<p>outdoor gym to the parents/families such as by having before school sessions.</p> <ul style="list-style-type: none"> • Continue to provide a range of before, after school and lunchtime clubs for children to attend. • New dance provision has been sourced and they have delivered an assembly to promote the after school dance club they will be providing • Mini bus driving course to be attended by identified people to enable more sporting activities to be attended
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	<p>and participate within them as part of our membership. We will ensure that we enter a range of events for differing abilities and needs including SEND and that it includes a range of experiences and competitiveness.</p> <p>Through equipment audits and staff discussions, gymnastic equipment was identified as a priority. Benches to be bought - 5m plus climbing resources</p>	<p>£1000</p>	<p>attended</p>	<ul style="list-style-type: none"> • Benches - to be carried forward to next year
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 11%</p>
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>
<p>To ensure all staff receive regular and ongoing CPD which impacts on the children's progression of skills in a range of sports and activities. This will be as a result of building</p>	<ul style="list-style-type: none"> • UKA to plan and deliver a half term of P.E per year group • Teachers to be involved in the sequencing, delivery and reflection 	<p>£700 for external providers</p>	<ul style="list-style-type: none"> • New curriculum overview has clear steps for each aspect of the P.E curriculum with small steps lead to clear progression - it 	<ul style="list-style-type: none"> • P.E CPD for all staff to be delivered in the Autumn term

<p>confidence and a bank of new resources and lesson ideas.</p>	<p>of the half term of lessons.</p> <ul style="list-style-type: none"> • Children to complete an evaluation and reflection of their skills through the coaching from any coaches and outside experts • Identified areas through staff feedback and monitoring to be addressed • Staff requests for CPD to be addressed • Advantage to be taken of free CPD through WESSP partnership and local sporting clubs such as Essex County Cricket. <p>Explore and trail a new scheme of P.E which will support the delivery of P.E and teachers to deliver this</p>	<p>£300 to release P.E leader to plan and deliver inset</p> <p>£1000</p>	<p>was noted by OFSTED in our recent visit that the progression was clear and made links from EYFS through to Year 6. Clear progression could be seen in all aspects of P.E</p> <ul style="list-style-type: none"> • CT training log and impact seen • Observed CTs teaching and increased confidence and progression of skills seen • Coaches have been in for rugby and archery for example which teachers have supported and gained an insight in to how to teach different aspects of P.E • Gymnastic resources for KS2 sourced and shared via CPD. Staff have expressed that this has enabled them to have a good 	<ul style="list-style-type: none"> • Monitoring to continue and team teaching to support development and continuation of good practice. • The new P.E subject lead to work with previous P.E subject lead to handover and to ensure consistency in monitoring and expectations of the subject and CPD
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<p>Specific CPD for indicated areas of need addressed including ECT's</p> <p>Investigate a new P.E scheme of work for indoor P.E</p>			<p>springboard for gymnastic lesson that fit within the small steps</p> <ul style="list-style-type: none"> All required ECT P.E training has been undertaken 	<ul style="list-style-type: none"> CPD has been moved to the start of the new academic year in order to be fresh in the minds for the start of the first term and to deliver key aspects taken from the P.E conference.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
8.5%

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>
<p>Additional achievements: Increase staff confidence, knowledge and skills within an expanded range of sports to be offered to all pupils within PE lessons and use of resources</p>	<ul style="list-style-type: none"> Staff inset delivered to be monitored for impact on the quality and delivery of P.E blocks, including how to use all resources available to them 	<p>£500</p>	<ul style="list-style-type: none"> The inter school dance engaged all of the children and was adapted so that it coincided with our summer fete. 95% performed for 	<ul style="list-style-type: none"> To continue the dance off for the next year with appropriate global, local links

<p>Further expand the range of, and the number of pupils who engage with, extra-curricular sporting clubs at the school.</p> <p>Make provision for children to experience a range of sporting events outside of school and to experience sporting events at venues and stadiums.</p>	<ul style="list-style-type: none"> • Inter year group Dance competition to be introduced with a theme for each - Year R - Friendship, Year 1 - Disney, Year 2 - Space, Year 3 - Rock, Year 4 90's, Year 5 - Movies, Year 6 Modern • As per key indicator 1, increase the range and variation of activities on offer at lunchtime through play leaders and outside providers. • Make use of contacts such as football links, rugby links and Essex County Cricket links to gain tickets to events • Place the school in the Wimbledon ballot of tickets to gain a group of tickets to take children to the events 	<p>£1000 for tickets and travel</p>	<p>whole school community after school - well received and high quality feedback.</p> <ul style="list-style-type: none"> • Increased attendance in after schools clubs • Range of clubs enabled children to try new activities.: Football, Netball, Dance, Multi-sports, Karate, Tag and contact Rugby. • Confidence of pupils to participate in activities outside of school - Dance for Jubilee or rallies • Feedback from pupils 	<ul style="list-style-type: none"> • Wimbledon ballot to be entered for the next academic year. • Other sports to be researched to attend - survey by sports leaders for children's thoughts
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<p>Offer outdoor adventurous activities and opportunities for a broad range of activities and sports for a wider range of pupils</p>	<ul style="list-style-type: none"> Plan a timetable across the year where more year groups take part in mini residentials and day trips to local venues such as Danbury, Mersea and Stubbers to take part in water activities and adventurous activities as well as orienteering outside of the school grounds. 	<p>To be funded by parents/carers as trips with Pupil Premium and Sports funding support (£500)</p>	<p>evidenced enthusiasm</p> <ul style="list-style-type: none"> Ballot not successful for Wimbledon Olympian visit was very successful, raised money for the school and impacted on children's engagement with gymnastics. Tis inspired the children to strive and be courageous in exploring goals they want to reach Year 6 attended Danbury and completed a full week of staying at the residential facility Range of outdoor adventurous activities accessed by all children 	<ul style="list-style-type: none"> Danbury booked for the Year 6 cohort as a priority. All other Year groups to experience an activity that is adventurous and outdoors over the course of the following academic year in a variety of places with some KS2 groups having overnight stays included
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			<p>rugby, cross country, cricket, multi sports, kurling, Boccia through KS1 and KS2</p> <ul style="list-style-type: none"> • 80% took part in external competitions or events • 75% of SEND taken part in external events 	
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Signed off by	
Head Teacher:	
Date:	July 2023
Subject Leader:	E.French
Date:	July 2023
Governor:	
Date:	