

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



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

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

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

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

**Impact** - Attainment and progress

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

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

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

Please visit [gov.uk](https://www.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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,233.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,233.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,621.25 (spent)

## 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><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></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><b>N.B.</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>	55%
<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>	52%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>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?</p>	No

**Our vision is to provide high quality physical education and school sport through personal challenge and competition that will lead to life-long participation.**

**Key achievements to date:**

- School Games Gold Mark Achieved: Achieving this accolade signifies the school's dedication to fostering a culture of physical activity, teamwork, and inclusivity, inspiring students to embrace a healthy and active lifestyle.
- Pupil Voice through Sports Cabinet: We continued to develop pupil voice through our Sports Cabinet, which actively engaged students in identifying barriers to participation for reluctant children. The Sports Cabinet then took appropriate action to reduce those barriers, such as organizing targeted activities, providing additional support, and fostering inclusivity. This approach resulted in increased participation rates and greater enjoyment of physical activities among all students.
- Broadening Competitive Sporting Opportunities: We remained committed to expanding the breadth of competitive sporting opportunities offered to our students. Through partnerships with local schools and sports organizations, we increased the number of inter-school competitions, tournaments, and friendly matches. This allowed students to showcase their skills, fostered healthy competition, and encouraged a lifelong love for sports.
- Widening Range of Sporting Activities: In our pursuit of providing diverse physical activities, we further expanded the range of sports on offer to our pupils. This included introducing new sports clubs, exploring non-traditional activities, and ensuring a balance between team-based and individual sports. By offering a wider variety of options, we aimed to cater to the varying interests and abilities of our students, promoting inclusivity and enthusiasm for physical education.
- Continuing Professional Development (CPD) for Teachers: Recognizing the importance of continuous professional development, we ensured that all teachers received at least one-half term of CPD dedicated to physical education during the 2022-2023 academic year. These CPD sessions focused on enhancing teaching strategies, promoting inclusive practices, and updating

**Areas for further improvement and baseline evidence of need:**

**Developing New PE Lead in Collaboration with current PE Lead (Assistant Head Teacher / Curriculum and Assessment Lead)**

*To ensure a smooth transition and effective leadership in the Physical Education department, we will focus on developing the new PE lead by fostering a collaborative working relationship with the Assistant Head Teacher (AHT) Curriculum and Assessment Lead.*

- Orientation and Knowledge Transfer: The AHT Curriculum and Assessment Lead will provide an orientation and comprehensive overview of the current PE curriculum, assessment practices, and strategic goals to the new PE lead. This will include sharing relevant documentation, resources, and insights to familiarize them with the existing framework.
- Regular Meetings and Collaboration: The AHT Curriculum and Assessment Lead and the new PE lead will establish a regular meeting schedule to discuss and collaborate on matters related to curriculum design, assessment strategies, and instructional practices. These meetings will serve as a platform for sharing ideas, addressing challenges, and aligning the PE department's vision and objectives.
- Mentoring and Guidance: The AHT Curriculum and Assessment Lead will provide ongoing mentoring and guidance to the new PE lead, offering support and expertise in areas such as curriculum development, assessment design, data analysis, and instructional techniques. This mentorship will ensure a smooth transition and help the new PE lead develop the necessary skills and knowledge to effectively lead the department.
- Joint Professional Development: The AHT Curriculum and Assessment Lead and the new PE lead will identify relevant professional

knowledge on current trends and research in physical education. The investment in CPD contributed to improved teaching standards and the delivery of high-quality PE lessons.

- **Effective Swimming Provision:** Based on our assessment of the previous swimming provision, we made changes to improve the effectiveness of our swimming program. Previously, different year groups would go swimming each half term, resulting in limited progress due to insufficient practice time. In the 2022-2023 academic year, we implemented a new approach where Year 5 students swam once per week for the entire year. This increased consistency and allowed for more focused swimming instruction, resulting in improved swimming skills and accurate data collection for student assessments.

**Conclusion:** The past year has been marked by significant improvements in our sports and physical education provision. Through the implementation of targeted strategies, we have enhanced the quality and inclusivity of our PE lessons, increased the range of sporting opportunities, and prioritized professional development for our teachers. We remain dedicated to fostering a positive and engaging physical education experience for all our students and will continue to build upon these achievements in the coming years.

development opportunities, workshops, conferences, or courses that will enhance their understanding of current trends, research, and best practices in physical education. Attending these sessions together will facilitate shared learning and promote a collaborative approach to professional growth.

- **Collaborative Curriculum Review and Enhancement:** The AHT Curriculum and Assessment Lead and the new PE lead will work together to review and enhance the existing PE curriculum. They will analyze student outcomes, gather feedback from teachers, and explore innovative approaches to ensure that the curriculum remains relevant, engaging, and aligned with national standards and school goals.
- **Joint Assessment Strategies:** The AHT Curriculum and Assessment Lead and the new PE lead will collaborate on developing and refining assessment strategies for the PE department. They will identify effective assessment methods, establish clear assessment criteria, and ensure that assessments provide meaningful feedback to students and inform future instructional decisions.
- **Succession Planning:** The AHT Curriculum and Assessment Lead and the new PE lead will work together to establish a succession plan for the future, ensuring a smooth transition of leadership in the PE department. They will identify potential future leaders, provide opportunities for professional development, and ensure that institutional knowledge and best practices are shared and retained.

**Further Embedding Commando Joe Character Education Program:**

*Building on the past success of the Commando Joe Character Education program in our physical education curriculum, our future development plan is to further strengthen the integration of character education with physical education. This program will continue to focus on developing essential character traits such as resilience, teamwork, and leadership through engaging and challenging activities.*

- **Program Enhancement:** We will collaborate with Commando Joe to review and enhance the program content, ensuring that it aligns with our school's values and addresses the specific needs

- of our students. This may involve customizing activities and resources to suit our student body and school environment.
- Integrated Approach: We will strive to integrate character education seamlessly into our physical education lessons. This will involve aligning specific character traits with corresponding physical activities, allowing students to experience and practice these traits in action.
  - Professional Development: We will provide comprehensive training and professional development opportunities for our PE teachers to enhance their understanding and delivery of character education within the physical education context. This will empower them to create meaningful connections between physical activities and character development, fostering a purposeful and cohesive learning experience.
  - Progress Monitoring: We will implement a systematic monitoring and evaluation system to assess the impact of the embedded character education program. This will include gathering feedback from students, teachers, and parents to gauge the effectiveness of the program in developing desired character traits and promoting positive attitudes towards personal growth

**Expanding Competitive Sporting Opportunities:**

*Building on the progress made in broadening competitive sporting opportunities, our next-year development plan aims to further expand and diversify the range of competitive activities offered to our students.*

**Objective:**

Our objective is to provide our students with a wide variety of competitive sporting opportunities that cater to their interests and abilities. By expanding our offerings, we aim to promote participation, teamwork, and healthy competition, while fostering a love for sports and physical activities.

- Collaborative Partnerships: We will actively seek collaborations with additional local schools, sports organizations, and community clubs to increase the pool of competitive opportunities available to our students. This will involve exploring partnerships for inter-school competitions, tournaments, leagues, and friendly matches.

- New Sporting Events: We will introduce new sporting events and activities that may not have been previously offered at our school. This could include niche sports, emerging sports trends, or popular activities among our student population. We will conduct surveys or seek student input to identify their interests and preferences.
- Inclusive Team Selection: We will review our team selection processes to ensure inclusivity and encourage wider participation. This may involve implementing fair and transparent selection criteria, organizing trials or tryouts, and considering alternative team structures that allow more students to represent the school in competitive events.
- Skill Development Programs: We will establish skill development programs and coaching clinics to support students who wish to further enhance their abilities in specific sports. These programs will provide additional training and guidance, preparing students for higher-level competitions and nurturing talent within our school community.
- Internal Competitions: In addition to external opportunities, we will organize internal competitions and intramural leagues to foster friendly rivalry and allow students of all skill levels to participate. This will create a supportive environment for students to gain experience, showcase their abilities, and build camaraderie among peers.
- Tracking and Celebrating Success: We will implement a system for tracking and celebrating individual and team successes in competitive events. This may include recognizing outstanding performances, highlighting achievements in school assemblies or newsletters, and promoting a positive culture around sportsmanship and accomplishment.

## 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: £19,233.00 (£17,621.25) £1,611.75 to be carried over into 2023/2024	Date Updated: 16.06.23		
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: 18%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated :</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Increase daily physical activity of our EYFS children, particularly outdoor learning through new outdoor area	Develop and establish a new outdoor area specifically designed for EYFS physical activities - Provide a variety of age-appropriate equipment and resources to facilitate outdoor play and movement - Incorporate outdoor learning opportunities into the EYFS curriculum	No cost	Increased opportunities for physical activity and outdoor exploration among EYFS children - Improved gross motor skills, coordination, and sensory development - Enhanced engagement and motivation in learning through hands-on experiences in an outdoor setting	Regularly assess and maintain the outdoor area to ensure safety and suitability for EYFS children - Collaborate with EYFS staff to integrate outdoor activities and learning into daily routines - Seek feedback from EYFS children, staff, and parents on the impact of the new outdoor area - Monitor EYFS children's participation and progress in outdoor activities - Explore partnerships with local organisations or community resources to enhance outdoor learning opportunities

<p>Aim to achieve Gold Award for School Games</p>	<p>Implement a comprehensive plan to meet the criteria for the Gold Award for School Games. Align school sports programs with the requirements and guidelines of the Gold Award. Engage students in a variety of competitive sports activities and events.</p>	<p>No cost</p>	<p>Successful attainment of the Gold Award for School Games, demonstrating excellence in promoting competitive sport. Recognition and validation of the school's commitment to sports participation and development. Enhanced school reputation and pride among students, staff, and the community.</p>	<p>Maintain and uphold the standards and practices that led to achieving the Gold Award. Continuously evaluate and improve sports programs to sustain the high level of participation and achievement. Share best practices with other schools and contribute to the development of sports initiatives in the local community. Set new goals and targets to further elevate the school's achievements in promoting competitive sport.</p>
<p>Ensure our vulnerable children are accessing physical activity beyond the curriculum</p>	<p>Identify vulnerable children who may require additional support or encouragement to engage in physical activity - Collaborate with school staff, parents, and external agencies to develop personalised physical activity plans for vulnerable children - Provide targeted interventions, such as mentorship or buddy systems, to facilitate the participation of vulnerable children in physical activities - Offer inclusive and adapted physical activities to cater to the diverse needs of vulnerable children</p>	<p>No cost</p>	<p>Improved physical health and well-being of vulnerable children  - Enhanced confidence and self-esteem through successful participation in physical activities  - Increased social inclusion and sense of belonging among vulnerable children - Positive impact on overall academic and emotional development</p>	<p>Continuously monitor and evaluate the progress and well-being of vulnerable children participating in physical activities - Collaborate with parents and external agencies to provide ongoing support and resources for vulnerable children - Offer professional development opportunities for staff to enhance their understanding and skills in supporting vulnerable children - Advocate for the importance of inclusive physical activity within the school and wider community - Share success stories and best practices in supporting vulnerable children's access to physical activity</p>

<p>Encourage more children (along with their parents) to participate in active travel to school to take advantage of additional opportunities to exercise during the day</p>	<p>Promote the benefits of active travel to school through various communication channels, including newsletters, school assemblies, and parent meetings - Provide resources and information to parents on safe and active travel options, such as walking, cycling, or scooting - Collaborate with local authorities and community partners to improve infrastructure and safety measures for active travel - Organise events or campaigns to raise awareness and encourage participation in active travel</p>	<p>No cost</p>	<p>Increased participation in active travel to school among students and their families - Improved physical fitness and well-being through regular exercise - Reduced traffic congestion and environmental impact around the school - Enhanced sense of community and social connections among active travel participants</p>	<p>Maintain regular communication with parents and students regarding the benefits of active travel and ongoing initiatives - Continuously promote safe and active travel options through various platforms and events - Collaborate with local authorities to advocate for improved infrastructure and safety measures for active travel - Monitor and evaluate the impact of active travel initiatives on student participation and well-being - Explore partnerships with local organisations or sponsors to provide incentives or rewards for active travel participants</p>
<p>Teach Active Workshop - Physically Active Learning (in Maths &amp; English) - an Evidenced-Based Approach</p>	<p>Organise Teach Active workshops for teachers to learn and implement physically active learning strategies in Maths and English lessons - Provide resources and lesson plans that integrate physical activity into the curriculum - Support teachers in adapting their teaching methods to incorporate physically active learning - Monitor and evaluate the implementation of physically active learning strategies in Maths and English lessons</p>	<p>No cost</p>	<p>Improved student engagement and motivation in Maths and English lessons - Enhanced understanding and retention of key concepts through physical activity - Increased physical fitness and overall well-being of students - Positive impact on academic achievement and attainment</p>	<p>Embed physically active learning as a regular practice within Maths and English lessons - Provide ongoing support and professional development opportunities for teachers in implementing physically active learning strategies - Encourage collaboration and sharing of best practices among teachers - Monitor and assess the impact of physically active learning on student outcomes and learning experiences - Continuously update and adapt resources</p>

				and lesson plans based on feedback and evidence-based research
Increase our offer of extra-curricular clubs after school through the use of staff on role and external providers	Identify staff members with relevant expertise and interests to lead extra-curricular clubs - Collaborate with external providers or local clubs to offer a diverse range of activities - Promote the extra-curricular clubs to students and parents through newsletters, school website, and assemblies - Provide necessary resources and support for staff and external providers to deliver high-quality club experiences	£1000	Increased opportunities for students to engage in physical activities outside of regular school hours - Expanded range of interests and skills developed through participation in extra-curricular clubs - Enhanced student well-being and social connections through club involvement - Positive impact on students' motivation, self-confidence, and overall personal development	Regularly review and assess the popularity and effectiveness of current extra-curricular clubs - Seek feedback from students and parents to inform the selection and development of future clubs - Provide ongoing training and support for staff and external providers involved in running the clubs - Explore partnerships or sponsorship opportunities with local businesses or organisations to expand the range of available clubs - Monitor and evaluate the impact of extra-curricular clubs on student engagement, well-being, and personal development
Encourage and monitor active learning across the wider curriculum plus movement breaks to aid in learning and retention	Provide training to teachers on incorporating movement breaks and active learning strategies into their lessons	No cost	Increased student engagement and participation in lessons - Improved retention and application of knowledge through movement breaks - Enhanced overall learning experience for students	Integrate active learning into the school's pedagogical approach - Continuously monitor and evaluate the impact of active learning strategies - Provide ongoing support and resources for teachers to implement and sustain active learning practices - Conduct regular assessments to measure the effectiveness of

				active learning strategies - Offer professional development opportunities for teachers to further enhance their skills in active learning - Share best practices and success stories among staff
Children to monitor daily activity through use of MOKI bands and further promote children's engagement	Distribute MOKI bands to students and explain their purpose - Educate students on the importance of tracking their daily activity and its benefits - Provide incentives and rewards for students who consistently monitor their activity	No cost	Increased awareness and understanding of personal physical activity levels among students - Motivation for students to engage in regular physical activity - Improved health and well-being of students. This dropped off throughout the year and must be a priority next year.	Regularly communicate the importance of daily activity to students and parents - Continuously promote the use of MOKI bands and provide ongoing support for students to monitor their activity - Collaborate with parents to encourage and reinforce the habit of daily activity monitoring - Evaluate the effectiveness of MOKI bands in promoting activity monitoring - Explore additional tools or technologies to enhance activity tracking - Collaborate with parents and students to develop personalised activity goals and action plans
To actively involve parents in PE decisions and encourage 30:30 / active lifestyles	Hold parent workshops or information sessions to explain the importance of PE and active lifestyles - Share resources and suggestions for incorporating physical activity into family routines - Establish regular communication channels with parents to provide updates and seek input on PE-related decisions	No cost	Increased parental awareness and engagement in PE initiatives - Supportive home environments that prioritise physical activity - Positive influence on students' attitudes and behaviours towards physical activity	Maintain regular communication with parents through newsletters, emails, or parent-teacher meetings - Involve parents in the planning and evaluation of PE initiatives - Collaborate with parent groups or associations to organise family-oriented physical activities - Conduct surveys or

				feedback sessions with parents to assess the effectiveness of parental involvement strategies - Share success stories and testimonials from parents to inspire and motivate others - Explore partnerships with local organisations to provide resources and opportunities for families to engage in physical activities together
Encourage activity through RB Gym and Sport staff in school every Monday	Schedule RB Gym and Sport staff to visit the school every Monday - Organise structured physical activities and games for students to participate in during RB Gym sessions - Promote the benefits of physical activity and encourage active engagement from students	£1467 (as part of RB whole year spend)	Increased participation in physical activities on Mondays - Improved fitness levels and motor skills among students - Positive impact on student well-being and mental health	Maintain a consistent schedule for RB Gym sessions with support from Sport staff - Promote RB Gym as a regular and anticipated part of the weekly routine - Collaborate with Sport staff to plan engaging and age-appropriate activities for students - Monitor student feedback and participation rates in RB Gym sessions - Evaluate the impact of RB Gym on student fitness levels and well-being - Explore opportunities to extend RB Gym activities beyond Mondays, if feasible
To actively encourage PESSPA and out of school activity through PE noticeboard	Design and display a PE noticeboard in a prominent location within the school - Regularly update the noticeboard with information on local sports clubs, community events, and opportunities for out-of-school physical activity - Highlight the benefits of PESSPA (Physical	No cost	Increased awareness of PESSPA opportunities among students and parents - Greater participation in out-of-school physical activities - Strengthened connections between the school and the wider community - Enhanced support for students in	Maintain the PE noticeboard with up-to-date information - Collaborate with local sports clubs and organisations to gather relevant resources - Involve students in the design and upkeep of the noticeboard - Monitor the utilisation of the

	Education, School Sport, and Physical Activity) and encourage students to participate		pursuing physical activities outside of school hours	PE noticeboard and track student participation in out-of-school physical activities - Seek feedback from students and parents on the impact of the noticeboard - Explore partnerships with local organisations to expand PESSPA opportunities for students
Playground Leaders reintroduced across the phases with structured activities for all children to take part in	Select and train student Playground Leaders from different year groups - Develop a structured activity programme for Playground Leaders to implement during break times - Provide resources and equipment to support the activities - Establish monitoring and evaluation mechanisms to ensure the success of the programme	£167 (spread across key indicators)	Increased physical activity levels during break times - Enhanced leadership skills among Playground Leaders - Improved social interactions and inclusivity on the playground	Regularly train new cohorts of Playground Leaders to sustain the programme - Provide ongoing support and feedback to Playground Leaders - Collaborate with teachers and students to evaluate the impact of the programme and make necessary adjustments - Share best practices and success stories among staff and students - Explore opportunities for expanding the programme to include additional structured activities and opportunities for student input
Use PE Hub to plan lessons, following the curriculum builder	Familiarise PE staff with the PE Hub platform and its curriculum builder feature - Utilise the curriculum builder to plan and design PE lessons - Incorporate diverse activities, learning objectives, and assessment strategies from the PE Hub resources - Share lesson plans and resources among the PE staff for	£94.60 (spread across key indicators)	Consistent and well-structured PE lessons aligned with curriculum objectives - Improved variety and quality of activities in PE classes - Streamlined planning process and resource sharing among PE staff	Provide ongoing training and support for PE staff in utilising the PE Hub platform - Regularly update and expand the range of resources available on the PE Hub - Foster a culture of collaboration and sharing among PE staff to ensure continuous improvement -

	collaboration and feedback			Gather feedback from PE staff on the effectiveness of the PE Hub platform and curriculum builder - Encourage PE staff to share their experiences and best practices with colleagues - Explore opportunities to customise and tailor the curriculum builder to the specific needs and context of the school
Intra Competition	Organise intra-competition events within the school, involving different year groups and classes - Establish clear rules and guidelines for each sport or activity - Promote teamwork, fair play, and sportsmanship among participants - Provide opportunities for students to showcase their skills and compete in a supportive and inclusive environment	No cost	Increased student engagement in sports and physical activities - Enhanced teamwork and cooperation skills among students - Improved self-confidence and motivation through participation in competitions - Fostering a sense of belonging and school spirit	Establish an annual calendar of intra-competition events - Involve students in the planning and organisation of the competitions - Incorporate feedback from participants to continuously improve the events - Promote the values of fair play and sportsmanship throughout the school community - Monitor participation rates and feedback from students and staff regarding intra-competition events - Celebrate and recognise individual and team achievements - Explore opportunities for collaboration with other schools for inter-school competitions

Breakfast Club	Establish a Breakfast Club programme in the school - Provide a nutritious breakfast to students who participate - Offer physical activities or games during the Breakfast Club sessions - Create a welcoming and inclusive atmosphere for students to socialise and engage in physical activity before the start of the school day	No cost	Improved attendance and punctuality among students who attend Breakfast Club - Enhanced physical and mental well-being through a nutritious breakfast and physical activities - Increased social connections and peer interactions among participants - Positive impact on students' readiness for learning	Collaborate with staff, students, and parents to continually improve the programme - Collect data on attendance, punctuality, and academic performance of students who attend Breakfast Club - Conduct surveys or focus groups to gather feedback from participants - Explore opportunities for partnerships with local organisations or businesses to support and expand the programme
WCCC Chance to Shine Programme	Collaborate with the Worcestershire County Cricket Club (WCCC) to implement the Chance to Shine Programme - Introduce cricket activities and coaching sessions to students - Promote cricket as an inclusive and accessible sport for all - Provide opportunities for students to develop cricket skills and participate in friendly matches or competitions	No cost	Increased awareness and interest in cricket among students - Enhanced cricket skills and understanding of the sport - Positive impact on students' physical fitness, hand-eye coordination, and teamwork skills - Potential talent identification and pathways for students to pursue cricket further	Maintain a strong partnership with WCCC to ensure the continuity of the programme - Organise regular coaching sessions and matches with WCCC support - Explore opportunities for students to attend WCCC events or matches - Assess student participation rates and skill progression in cricket activities - Celebrate student achievements and success stories - Seek feedback from students, staff, and parents on the impact of the Chance to Shine Programme - Explore possibilities for expanding the partnership to include other cricket initiatives or opportunities

<p>Implementation of Commando Joe character education</p>	<p>Embed the Commando Joe character education programme into the PE curriculum - Deliver character education sessions and activities focusing on traits such as resilience, teamwork, and leadership - Incorporate Commando Joe principles and values into daily interactions and classroom routines - Provide opportunities for students to apply character traits in physical activities and real-life situations</p>	<p>£500 (spread across key indicators)</p>	<p>Enhanced development of character traits among students - Improved resilience, teamwork, and leadership skills - Positive impact on students' personal growth and social-emotional well-being - Transferability of character traits beyond sports and physical activities</p>	<p>Integrate character education into the long-term curriculum plans - Train PE staff on the effective implementation of Commando Joe principles - Regularly evaluate and reflect on the impact of character education in PE and overall student development - Gather feedback from students, staff, and parents on the impact of character education - Monitor the application of character traits in different contexts - Share success stories and testimonials of character development through Commando Joe principles - Explore opportunities for cross-curricular integration of character education</p>
<p>Use Active School Planner to make further actions as part of further improvement</p>	<p>Utilise the Active School Planner tool to assess the school's current physical activity provision and identify areas for improvement - Collaborate with staff, students, and parents to set goals and action plans for enhancing physical activity opportunities - Monitor and track progress using the Active School Planner's evaluation and reporting features - Regularly review and adjust action plans based on feedback and outcomes</p>	<p>No cost</p>	<p>Clear roadmap and action plans for promoting physical activity at the school - Increased awareness and accountability for physical activity initiatives - Improved coordination and alignment of efforts among stakeholders - Evidence-based decision-making for further improvements</p>	<p>Regularly review the Active School Planner reports and data to inform decision-making - Celebrate achievements and milestones in promoting physical activity - Engage students, staff, and parents in ongoing discussions on physical activity priorities and strategies - Conduct periodic evaluations of the effectiveness of the Active School Planner tool - Seek feedback from staff, students, and parents on their experience with the tool -</p>

				Explore opportunities for collaboration with other schools or organisations using the Active School Planner to share best practices and lessons learned
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 29%
Intent	Implementation		Impact	
<b><i>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:</i></b>	<b><i>Make sure your actions to achieve are linked to your intentions:</i></b>	<b><i>Funding allocated :</i></b>	<b><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></b>	<b><i>Sustainability and suggested next steps:</i></b>
Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions. SLT to timetable these into phase assemblies.	Collaborate with SLT to identify and timetable upcoming sports events in school assemblies. - Prepare engaging presentations or announcements to generate excitement and anticipation among students.	No cost	Increased awareness and anticipation of upcoming sporting events among students. - Enhanced engagement and participation in sports competitions.	Regularly review and update the schedule of sports events in school assemblies. - Seek feedback from students regarding their interest and preferences for future sports competitions. - Continuously promote and communicate upcoming events through various channels (e.g., newsletters, noticeboards).
Continue to promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal challenges for children to complete.	Organise and facilitate intra-school competitions across different year groups and classes. - Develop personal challenges or physical activity programmes for children to participate in. - Promote and publicise these activities through school assemblies, newsletters, and displays.	No cost	Increased visibility and recognition of PE, School Sport, and Physical Activity within the school. - Improved participation and engagement in intra-school competitions and personal challenges.	Establish a system for regular intra-school competitions and personal challenges. - Provide ongoing support and resources for teachers to implement and monitor these activities. - Celebrate and showcase the achievements and progress of students participating in intra-school competitions and

				personal challenges.
Playground Leaders reintroduced across the phases with structured activities for all children to take part in.	Select and train student Playground Leaders from different year groups. - Develop structured activities and games for Playground Leaders to lead during lunchtime and break periods. - Allocate specific play areas and equipment for these activities.	£167 (spread across key indicators)	Increased physical activity and engagement during lunchtime and break periods. - Improved leadership and communication skills among Playground Leaders.	Provide ongoing training and support for Playground Leaders. - Evaluate the impact and effectiveness of the structured activities on student participation and well-being. - Regularly update and refresh the range of activities offered by Playground Leaders.
Schedule Outdoor Learning Activities in Forest School. Every class to have one whole full day.	Incorporate scheduled Outdoor Learning Activities in the Forest School programme for each class. - Allocate one whole day per term for each class to engage in outdoor learning in the Forest School area.	No cost	Enhanced opportunities for experiential and nature-based learning. - Improved physical fitness and well-being through outdoor activities.	Ensure consistent scheduling and allocation of Forest School days for each class. - Review and expand the range of outdoor learning activities offered in the Forest School programme. - Regularly assess and enhance the safety measures and risk assessments for outdoor activities.
Use of orienteering in school to increase activity both in PE (OAA) and cross-curricular.	Introduce orienteering as a regular activity in PE lessons and cross-curricular contexts. - Provide orienteering maps, compasses, and guidance for students to navigate designated courses.	No cost	Improved navigation skills and spatial awareness. - Increased physical activity and engagement through orienteering challenges.	Incorporate orienteering as an ongoing component of the PE curriculum and cross-curricular activities. - Explore opportunities to participate in orienteering events or competitions with other schools or organisations. - Provide professional development and training for staff to enhance their knowledge and skills in

				orienteeing.
Children to monitor daily activity through use of MOKI bands.	Introduce MOKI bands for children to wear and track their daily physical activity levels. - Educate children on the importance of physical activity and the use of MOKI bands to monitor and improve their activity levels.	No cost	Increased awareness and self-monitoring of physical activity levels among children. - Motivation and encouragement for children to engage in regular physical activity.	Regularly evaluate the effectiveness and usage of MOKI bands. - Provide ongoing support and guidance to children in understanding and interpreting their activity data. - Collaborate with parents to encourage and reinforce the importance of physical activity tracking using MOKI bands.
Children encouraged to be more active during lunchtimes through an external provider.	Collaborate with an external provider to deliver engaging physical activities and games during lunchtimes. - Promote and encourage children to participate in these activities regularly. Including RB GYM & SPORT + CSHO	£4467 (spread across key indicators)	Increased physical activity and enjoyment during lunchtimes. - Improved health and well-being among children.	Establish a sustainable partnership with the external provider to ensure ongoing delivery of lunchtime physical activities. - Monitor and assess the impact and feedback from children regarding their engagement and satisfaction with the lunchtime activities. - Continuously explore and expand the range of lunchtime physical activities offered by the external provider.
To monitor floorbooks and PE lessons every half-term.	Implement a system to monitor and review floorbooks and PE lesson plans on a half-termly basis. - Provide feedback and support to teachers to ensure high-quality PE lessons.	No cost	Improved quality and consistency of PE lessons and documentation. - Enhanced teacher effectiveness and professional development.	Regularly schedule and conduct floorbook and lesson plan reviews. - Offer additional training and support for teachers to improve their lesson planning and delivery in PE. - Establish a collaborative

				feedback loop between PE staff and teachers to share best practices and promote continuous improvement in PE teaching and learning.
PE Health Check.	Conduct a comprehensive assessment of the current PE provision and identify areas for improvement or development. - Collaborate with external experts or consultants to perform a PE Health Check.	No cost	Clear understanding of the strengths and weaknesses in the PE provision. - Identification of areas for improvement and targeted actions.	Develop an action plan based on the findings of the PE Health Check, outlining specific steps and strategies for improvement. - Regularly review and update the action plan based on progress and new insights. - Seek external support and guidance, if needed, to address identified areas of improvement.
Create links to clubs and actively encourage teachers to signpost children who excel or take an interest in sports taught in the curriculum	Establish partnerships and connections with local sports clubs and organizations. - Promote and share information about available sports clubs and activities with teachers, parents, and students. - Encourage teachers to identify and signpost children who show exceptional skills or interest in specific sports taught in the curriculum.	No cost	Increased participation and engagement in community sports clubs and activities. - Recognition and support for students with exceptional sports abilities as well as all children.	Maintain and update a database or directory of local sports clubs and activities. - Regularly communicate and promote opportunities for students to join sports clubs. - Provide ongoing support and guidance to students who express interest in pursuing sports outside of the school curriculum.
Commando Joe character education.	Implement the Commando Joe character education program, which combines physical activities with character development. - Train staff members on the program and its objectives. - Embed the principles and activities of Commando Joe throughout the school curriculum	£500 (spread across key indicators)	Improved character development and personal skills among students. - Enhanced resilience and teamwork abilities.	Regularly evaluate the impact and effectiveness of the Commando Joe character education program. - Provide ongoing training and support for staff to effectively implement and integrate Commando Joe activities into

	and daily routines.			the curriculum. - Celebrate and recognize students' achievements and progress in character development through Commando Joe initiatives.
Use PE Hub to plan lessons, following the curriculum builder which is of high quality, focusing on 'Head, Hand and Heart'.	Utilize PE Hub as a resource for lesson planning, accessing the curriculum builder, and selecting high-quality lesson materials and activities. - Incorporate the principles of 'Head, Hand and Heart' in lesson planning and delivery, ensuring a holistic approach to physical education.	£94.60 (spread across key indicators)	Enhanced lesson planning and delivery that aligns with high-quality standards. - Development of students' cognitive, physical, and socio-emotional skills.	Continue using PE Hub as a central platform for accessing lesson resources and curriculum guidance. - Encourage collaboration and sharing of best practices among PE staff through the platform. - Regularly update and refresh lesson plans and activities based on feedback and emerging research in physical education.
To actively involve parents in PE decisions and encourage 30:30 / active lifestyles.	Establish channels of communication with parents to involve them in PE-related decisions and initiatives. - Share information and resources about the importance of physical activity and the 30:30 concept with parents. - Encourage parents to support and promote active lifestyles at home and in the community.	No cost	Increased parental engagement and support for PE and physical activity. - Improved awareness and adoption of active lifestyles among families.	Regularly communicate with parents through newsletters, parent-teacher meetings, and online platforms to provide updates and share resources related to PE and active lifestyles. - Organize workshops or events for parents to learn and engage in physical activities together with their children. - Collaborate with parent groups or associations to promote and reinforce the importance of PE and active lifestyles.

<p>To ensure all staff are equipped with uniform to raise a high profile and importance of dressing appropriately for sport.</p>	<p>Provide all staff members with appropriate PE uniform and attire. - Communicate the importance of dressing appropriately for sport and physical activities to staff.</p>	<p>£300</p>	<p>Increased visibility and perception of professionalism among staff in relation to PE and physical activities. - Consistency in dress code and a positive image of the school's commitment to PE.</p>	<p>Regularly review and update the supply and availability of PE uniforms for staff members. - Conduct training or workshops to educate staff on the importance of appropriate attire and professionalism in PE. - Foster a culture of adherence to the dress code and physical preparedness among staff through continuous reinforcement and communication.</p>
<p>Staff to nominate children after the end of a PE Unit demonstrating school values.</p>	<p>Implement a nomination system for staff to identify and recognize children who demonstrate school values in PE. - Encourage staff to nominate students at the end of each PE unit based on their embodiment of school values.</p>	<p>No cost</p>	<p>Increased recognition and celebration of students' adherence to school values. - Reinforcement of positive behavior and character development in PE.</p>	<p>Regularly acknowledge and celebrate the nominated students through recognition ceremonies, certificates, or displays. - Incorporate discussions and reflections on school values and character development within PE lessons. - Extend the nomination system to other areas of the school curriculum and extracurricular activities to foster a whole-school approach to character development and recognition.</p>
<p>Subject Leader Impact Report and Leadership Log Created.</p>	<p>Establish a system for subject leaders to create impact reports and maintain leadership logs to document their contributions and achievements in promoting PESSPA. - Define the key indicators and measurements for the impact reports and leadership logs.</p>	<p>No cost</p>	<p>Clear documentation and evidence of subject leaders' contributions and impact in promoting PESSPA. - Enhanced accountability and recognition of subject leaders' efforts.</p>	<p>Regularly review and evaluate the impact reports and leadership logs to identify areas of success and areas for improvement. - Use the reports as a basis for sharing best practices and inspiring other subject leaders. - Provide support and guidance for</p>

				subject leaders in developing their impact reports and leadership logs. - Incorporate the findings and insights from the impact reports into the school's overall improvement plan and strategic vision.
Teach Active Workshop - Physically Active Learning (in Maths & English) – an Evidenced Based Approach.	Organize and participate in the Teach Active Workshop, which focuses on incorporating physically active learning into Maths and English lessons. - Provide training and resources for teachers to implement the Teach Active approach.	No cost	Increased physical activity and engagement during Maths and English lessons. - Improved learning outcomes and retention through active learning strategies.	Encourage teachers to apply the Teach Active approach in their regular Maths and English lessons. - Provide ongoing support and mentoring for teachers to effectively integrate physically active learning strategies into their teaching practice. - Monitor and evaluate the impact of the Teach Active approach on students' academic performance and physical activity levels. - Share success stories and best practices related to the Teach Active approach with other teachers and schools.

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

Percentage of total allocation:  
%

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

<p>Implementation of Commando Joe character education plus training from Commando Joe's for all staff who teach it.</p>	<p>Introduce the Commando Joe character education program in the school curriculum. - Provide training sessions conducted by Commando Joe's for all staff members who will be involved in teaching the program.</p>	<p>£500 (spread across key indicators)</p>	<p>Enhanced character development and personal skills among students. - Improved teamwork, resilience, and self-confidence.</p>	<p>Regularly assess and monitor the implementation of the Commando Joe character education program. - Offer refresher training sessions to reinforce teaching strategies and objectives. - Integrate Commando Joe activities and principles into staff professional development programs. - Collect feedback and testimonials from staff and students to evaluate the impact and effectiveness of the program.</p>
<p>RB Gym and Sport (weekly CPD and 3 times per year whole staff twilights).</p>	<p>Organize weekly Continuing Professional Development (CPD) sessions focused on RB Gym and Sport for staff members. - Conduct three whole staff twilights each year dedicated to RB Gym and Sport.</p>	<p>£1467 (as part of RB whole year spend)</p>	<p>Increased knowledge and understanding of RB Gym and Sport among staff. - Enhanced confidence in delivering RB Gym and Sport activities.</p>	<p>Maintain a regular schedule for CPD sessions and whole staff twilights on RB Gym and Sport. - Collaborate with external experts or organizations to provide specialized training and workshops. - Encourage staff to share their experiences and best practices related to RB Gym and Sport during staff meetings and professional development events.</p>

PE Health Check	Implement a PE Health Check to assess and evaluate the current state of PE provision in the school. - Review and analyze data collected from the PE Health Check to identify areas for improvement and set specific goals.	No cost	Identification of strengths and areas for improvement in PE provision. - Targeted planning and interventions to enhance the quality of PE.	Conduct regular PE Health Checks to monitor progress and measure the impact of improvement initiatives. - Develop action plans based on the findings of the PE Health Check and allocate necessary resources to address identified areas for improvement. - Provide support and training for staff to enhance their knowledge and skills in areas identified by the PE Health Check. - Celebrate and share successes resulting from the PE Health Check with staff, students, and parents to maintain momentum and support ongoing improvement efforts.
To encourage and resource staff with ASPIRE:ED details.	Promote the ASPIRE:ED program among staff, highlighting its benefits and resources for teaching PE and sport. - Provide access to ASPIRE:ED materials and resources to support staff in their professional development and teaching practices.	£120	Increased knowledge and skills of staff in delivering high-quality PE and sport. - Enhanced confidence in teaching PE and utilizing ASPIRE:ED resources.	Create a dedicated TEAMS online repository to centralize and provide easy access to ASPIRE:ED details and resources for staff. - Regularly share updates, new materials, and success stories related to ASPIRE:ED with staff members. - Encourage staff to incorporate ASPIRE:ED strategies and resources into their lesson planning and

				teaching practices. - Facilitate peer-to-peer learning and collaboration among staff to share effective approaches and ideas using ASPIRE:ED principles.
Build links with the local School Games Officer.	Establish communication and collaboration with the local School Games Officer. - Participate in local School Games events, competitions, and initiatives.	No cost	Increased participation in School Games events and competitions. - Expanded networking and partnership opportunities.	Maintain regular contact and collaboration with the local School Games Officer. - Actively participate in School Games events and encourage student involvement. - Explore opportunities for joint initiatives and projects with the School Games Officer. - Share success stories and achievements from School Games events to inspire and motivate students and staff.
The Active Primary Schools Conference 2022 - Both PE Leads to attend.	Arrange for both PE Leads to attend The Active Primary Schools Conference 2022. - Participate in workshops covering topics such as ensuring physical literacy, deepening understanding of PE, assessing within a PE lesson, and incorporating outdoor adventurous activities. - Network and engage with other professionals and schools during the conference.	£90	Enhanced knowledge and understanding of current best practices in PE and sport. - Improved implementation of key strategies discussed during the conference.	Document key insights and strategies from the workshops attended. - Share acquired knowledge and strategies with other staff members who couldn't attend the conference. - Implement identified key strategies discussed during the conference into the school's PE curriculum and practices. - Explore opportunities for collaboration and networking

				with other schools or professionals met during the conference.
PE Lead to observe all teachers delivering PE lessons to identify CPD needs.	Schedule observations by the PE Lead of all teachers delivering PE lessons. - Identify areas where teachers may benefit from additional Continuing Professional Development (CPD) opportunities.	No cost	Identification of teachers' CPD needs related to PE delivery. - Customized and targeted CPD opportunities for teachers.	Regularly conduct observations to identify CPD needs and monitor progress. - Provide timely and appropriate CPD opportunities and support for teachers based on identified needs. - Evaluate the impact of CPD interventions on teachers' delivery of PE and adjust the support accordingly. - Establish a culture of ongoing professional development and reflective practice among all teachers, promoting the continuous improvement of PE delivery.
Monitor - Implementation of a scheme of learning (PE Hub) to support staff in delivering an effective PE curriculum in line with our intent.	Implement a scheme of learning using PE Hub to guide and support staff in delivering a cohesive and effective PE curriculum aligned with the school's intent. - Regularly review and evaluate the implementation of the scheme of learning to ensure its effectiveness and relevance.	£236.25 (spread across key indicators)	Consistent and high-quality delivery of PE lessons aligned with the school's intent. - Increased staff confidence in planning and delivering PE lessons.	Establish a cycle of regular reviews and evaluations of the scheme of learning. - Provide ongoing training and support for staff in utilizing PE Hub effectively. - Encourage collaboration and sharing of best practices among staff to enhance the implementation of

				the scheme of learning. - Incorporate feedback from staff and students to continuously refine and improve the scheme of learning.
Use PE Hub to plan lessons, following the curriculum builder which are of high quality focusing on 'Head, Hand and Heart'. Staff knowledge of PE improved through videos and detailed planning.	Utilize PE Hub as a planning tool, following the curriculum builder to design high-quality lessons that emphasize holistic development ('Head, Hand, and Heart'). - Encourage staff to engage with PE Hub videos and utilize the detailed planning resources available.	£94.60 (spread across key indicators)	Improved lesson planning and delivery aligned with the 'Head, Hand, and Heart' approach. - Enhanced staff knowledge and understanding of PE through PE Hub resources.	Promote regular utilization of PE Hub as a planning resource for all staff members. - Organize training sessions or workshops to familiarize staff with the various features and resources available on PE Hub. - Encourage staff to share their experiences and successful lesson plans utilizing PE Hub resources. - Continuously update and expand the library of videos and planning resources on PE Hub to support staff in delivering engaging and effective PE lessons.
WCCC Chance to Shine	Initiate the WCCC Chance to Shine initiative in Spring 1, involving Year 3 and 4 classes. - Arrange for WCCC coaches to support lessons in these classes. - Establish an after-school club focused on cricket.	No cost	Increased cricket participation among Year 3 and 4 staff. - Improved cricket skills and knowledge through coaching support.	Evaluate the success and impact of the WCCC Chance to Shine initiative. - Expand the initiative to include other year groups based on its effectiveness and student interest. - Collaborate with WCCC coaches to provide

				ongoing support and resources for cricket lessons and activities. - Promote and publicize the WCCC Chance to Shine initiative to generate interest and participation among students and parents.
Apply for Sports Games Mark Gold Award	Prepare and submit an application for the Sports Games Mark Gold Award, showcasing the school's commitment to PE and sport.	No cost	Recognition and validation of the school's efforts in promoting PE and sport. - Enhanced reputation and profile in the community.	Regularly review and update the application to meet the criteria for the Sports Games Mark Gold Award. - Share the application process and progress with staff, students, and parents to create awareness and generate support. - Continuously strive to maintain and improve the quality of PE and sport provision to meet the standards required for the award.
Complete National College Training for Intent, Implementation, and Impact for PE	Enroll in and complete the National College Training for Intent, Implementation, and Impact for PE.	No cost	Enhanced knowledge and understanding of effective strategies for intent, implementation, and impact of PE provision.	Apply the knowledge and strategies gained from the training to improve the school's PE provision. - Share key learnings and insights from the training with other staff members. - Incorporate the training content into staff professional development programs and workshops. - Evaluate the impact of

				implementing strategies based on the training and make adjustments as needed.
PE Lead (TA) to continue to be the Primary Representative of the PE Hub focus group	Maintain the role of the PE Lead (TA) as the primary representative of the PE Hub focus group. - Actively participate in PE Hub focus group meetings and discussions.	No cost	Ensured effective communication and collaboration between the school and PE Hub. - Provided valuable input and feedback on PE Hub resources and initiatives.	Regularly attend PE Hub focus group meetings and contribute to discussions and decision-making. - Share updates and insights from the focus group with other staff members. - Act as a liaison between the school and PE Hub, fostering a strong partnership and leveraging resources for the benefit of the school's PE provision. - Advocate for the school's specific needs and priorities within the PE Hub focus group.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				14%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: four square, boccia, fencing</p>	<p>Update and diversify the range of activities offered in PE lessons and extracurricular clubs to include four square, boccia, and fencing.</p>	<p>No cost</p>	<p>Increased exposure to a broader range of sports and activities for all pupils. - Enhanced engagement and participation levels.</p>	<p>Evaluate the success and popularity of the newly introduced activities. - Seek feedback from students on their preferences and interests. - Continuously review and update the list of activities based on student feedback and changing interests. - Provide staff with necessary training and resources to facilitate the delivery of these new activities.</p>
<p>Intra competition ... FOR ALL.</p>	<p>Implement regular intra-competition events that involve all students in the school, ensuring inclusion and participation for all.</p>	<p>No cost</p>	<p>Increased opportunities for all students to participate in competitive sports. - Enhanced sense of belonging and school spirit.</p>	<p>Establish a calendar of intra-competition events throughout the school year. - Involve students in the planning and organization of intra-competition events. - Provide training for staff to facilitate and oversee the events. - Celebrate and recognize student achievements and efforts during the intra-competition events. - Monitor and evaluate the impact of intra-competition events on student engagement and participation</p>

<p>Sports council to timetable in regular sessions for pupil voice around PE/Sport.</p>	<p>Establish a sports council comprising student representatives from different year groups. - Schedule regular meetings for the sports council to discuss PE and sports-related topics and gather pupil feedback.</p>	<p>No cost</p>	<p>Increased student voice and involvement in shaping PE and sport provision. - Opportunities for students to express their opinions, ideas, and suggestions.</p>	<p>Maintain regular sports council meetings and ensure active participation from student representatives. - Create a structured system for collecting and documenting student feedback and suggestions. - Share sports council recommendations and outcomes with relevant stakeholders, such as teachers and SLT, to inform decision-making and improvements in PE and sport provision. - Actively implement changes and initiatives based on sports council recommendations.</p>
<p>Implementation of Commando Joe character education.</p>	<p>Introduce the Commando Joe character education program into the school curriculum. - Provide training for all staff members involved in delivering the program.</p>	<p>£500 (spread across key indicators)</p>	<p>Development of character traits such as resilience, teamwork, and leadership among students. - Positive impact on students' personal and social development.</p>	<p>Ensure ongoing implementation of the Commando Joe character education program in all relevant subjects and year groups. - Monitor and assess the impact of the program on student character development. - Provide continuous professional development opportunities for staff to enhance their understanding and delivery of the program. - Incorporate aspects of character education</p>

				into everyday classroom practices beyond PE lessons.
Playground Leaders reintroduced across the phases with structured activities for all children to take part in	Select and train students as playground leaders to organize and facilitate structured activities during break times.	£167 (spread across key indicators)	Increased engagement and physical activity during break times. - Improved leadership and communication skills among playground leaders.	Provide regular training and support for playground leaders to ensure their continued involvement and effectiveness. - Rotate playground leader roles to give opportunities to different students. - Evaluate the impact of structured activities on student participation and enjoyment. - Involve students in the selection and planning of activities to cater to their interests and preferences.
Track and monitor participation in sports clubs and events and review actions for the upcoming term	Develop a system for tracking and recording student participation in sports clubs and events. - Regularly review and analyze participation data. - Identify areas for improvement and take necessary actions for the upcoming term.	No cost	Enhanced understanding of student engagement and participation levels in sports clubs and events. - Informed decision-making for improving sports club offerings.	Establish a comprehensive tracking system to record student participation accurately. - Analyze participation data to identify trends, gaps, and areas of improvement. - Collaborate with teachers, parents, and students to identify new sports club opportunities based on interests and demand. -

				Implement targeted marketing and promotion strategies to increase student participation in sports clubs and events. - Regularly evaluate the impact of actions taken to improve participation rates.
Children encouraged to be more active during lunchtimes	Implement strategies to encourage and motivate children to be more active during lunchtimes, such as providing a range of active games and equipment, organizing structured activities, and promoting physical challenges.	No cost	Increased physical activity levels during lunchtimes. - Improved health and well-being of students.	Continuously provide a variety of active games, equipment, and resources for students to engage in during lunchtimes. - Train lunchtime supervisors to facilitate and encourage physical activity. - Involve students in the planning and organization of lunchtime activities. - Promote a positive and inclusive environment where all students feel encouraged and supported to be active during lunchtimes. - Seek feedback from students on their preferences and ideas for lunchtime activities.
Increase our offer of extracurricular clubs after school through the use of staff on role and external providers	Expand the range of extracurricular clubs offered to students after school. - Utilize existing staff members and external providers to deliver a diverse range of clubs.	£2000	Increased opportunities for students to participate in extracurricular sports and activities. - Broader experiences and skill development outside of the curriculum.	Identify the interests and preferences of students through surveys or consultations. - Recruit and train additional staff members to lead extracurricular clubs based on student demand and interests. - Establish

				partnerships with external providers to offer specialized clubs and activities. - Regularly evaluate the impact and popularity of extracurricular clubs to inform future planning and improvements. - Promote extracurricular clubs and activities through effective communication channels to ensure maximum student participation.
Use PE Hub to plan lessons, following the curriculum builder which are of high quality focusing on 'Head, Hand and Heart'. Curriculum builder has allowed for a rich and varied curriculum. ASC planning used from an array of other sports such as Volleyball, Basketball and Tag Rugby which are not on the curriculum.	Utilize the PE Hub platform and its curriculum builder to plan high-quality lessons that incorporate a holistic approach focusing on 'Head, Hand, and Heart'. - Incorporate alternative sports and activities, such as volleyball, basketball, and tag rugby, using the ASC planning tool provided by the curriculum builder	£94.60 (spread across key indicators)	Enhanced quality of PE lessons and a more inclusive and diverse curriculum. - Improved student engagement and enjoyment in PE lessons.	Continuously utilize the PE Hub platform and curriculum builder to plan and deliver high-quality PE lessons. - Encourage and support teachers in exploring and incorporating alternative sports and activities into their lessons using the ASC planning tool. - Share best practices and successful lesson plans within the school community to inspire and empower teachers. - Regularly evaluate the impact of the PE Hub and curriculum builder on the quality of PE lessons and student experiences. - Provide ongoing training and support to teachers to enhance their

				proficiency in using the PE Hub and curriculum builder effectively.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 19%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Expand range of activities available as extra-curricular clubs	Collaborate with local organizations and clubs to offer a wider variety of activities for students to participate in outside of regular school hours. Promote these opportunities to students and their families through school newsletters, website, and parent meetings. Provide information on external opportunities that align with students' interests and talents.	£1000	Increased options for extra-curricular activities lead to greater engagement of students in non-academic pursuits. Students develop new skills and interests through exposure to diverse activities. Enhanced sense of belonging and community involvement among students and families.	Regularly review and update the range of extra-curricular clubs and activities to ensure ongoing relevance and interest. Seek feedback from students and families to identify areas for improvement and expansion. Establish partnerships with additional local organizations to further diversify the range of activities available. Allocate sufficient resources and staffing to support the sustainability of the expanded extra-curricular program.

<p>Target disadvantaged children for extra-curricular activity</p>	<p>Identify disadvantaged children based on socio-economic indicators and individual needs assessment.</p> <p>Provide financial support or scholarships to cover fees or expenses associated with participation in extra-curricular activities.</p> <p>Offer tailored support or mentorship programs for disadvantaged students to help them access and benefit from extra-curricular opportunities.</p>	<p>No cost</p>	<p>Increased access to extra-curricular activities for disadvantaged children, enabling them to develop skills, confidence, and social connections.</p> <p>Reduction in barriers that prevent disadvantaged children from participating in extracurricular activities.</p> <p>Enhanced overall well-being and academic performance among disadvantaged students.</p>	<p>Regularly assess the effectiveness of the targeted support provided to disadvantaged students and make necessary adjustments.</p> <p>Seek additional funding or grants to sustain the financial support offered to disadvantaged students.</p> <p>Collaborate with community organizations to expand mentorship programs and provide ongoing support for disadvantaged students.</p> <p>Monitor and track the progress and outcomes of disadvantaged students participating in extra-curricular activities to measure the effectiveness of the targeted initiatives.</p>
<p>Host games and competitions at Brockmoor</p>	<p>Organize and schedule regular games and competitions within the school premises, involving students from different year levels and various sports disciplines. Allocate appropriate spaces, equipment, and resources for hosting these events.</p> <p>Establish clear rules and guidelines for fair play and sportsmanship.</p> <p>Promote participation and encourage students to join teams and represent their school in these events.</p>	<p>No cost</p>	<p>Increased opportunities for students to engage in competitive sports within a familiar and supportive environment.</p> <p>Improved school spirit and a sense of belonging as students participate in team-based activities and competitions.</p> <p>Enhanced physical fitness and skill development among participating students.</p> <p>Fostered a competitive and inclusive school culture.</p>	<p>Regularly evaluate the impact and success of the games and competitions hosted at Brockmoor.</p> <p>Solicit feedback from students, teachers, and parents to identify areas for improvement and refine the event organization.</p> <p>Establish traditions and rituals around these events to ensure their sustainability and continued engagement from students.</p>

				Seek collaborations with other schools to expand opportunities for inter-school competitions and foster a sense of camaraderie among participating students
Intra-competition	<p>Implement a structured intra-competition system where students compete within their respective house teams or year levels.</p> <p>Organize intra-competition events regularly throughout the academic year.</p> <p>Create a points system to track and reward participation and success.</p> <p>Provide opportunities for students to showcase their talents and skills through these competitions</p>	No cost	<p>Increased student engagement and motivation through friendly intra-competition events.</p> <p>Promotion of teamwork, collaboration, and sportsmanship within the school community.</p> <p>Opportunities for students to discover and develop their athletic abilities.</p> <p>Building a sense of pride and identity within house teams or year levels.</p>	<p>Regularly review and update the intra-competition structure to ensure it remains inclusive and exciting for all students.</p> <p>Recognize and celebrate the achievements and successes of participating students.</p> <p>Organize special events or assemblies to showcase the talents and skills displayed during intra-competitions.</p> <p>Provide ongoing training and support to teachers and staff involved in organizing and overseeing the intra-competition events.</p>
RB Gym and Sport hosting a Gymnastics team via after school club	<p>Collaborate with RB Gym and Sport to establish an after-school gymnastics club hosted at Brockmoor.</p> <p>Provide suitable facilities and equipment for the gymnastics team.</p> <p>Hire qualified coaches or trainers to lead the after-school club.</p> <p>Promote the gymnastics club and encourage student participation through school-wide</p>	£100	<p>Increased access to specialized training and coaching in gymnastics for interested students.</p> <p>Development of gymnastics skills and abilities among participating students.</p> <p>Opportunities for students to compete and represent their school in gymnastics competitions.</p> <p>Promotion of health, fitness, and body awareness through gymnastics training.</p>	<p>Establish a sustainable partnership with RB Gym and Sport, ensuring ongoing access to their expertise and resources.</p> <p>Regularly evaluate the impact and success of the gymnastics club in terms of student participation, skill development, and competitive achievements.</p> <p>Secure necessary funding or</p>

	announcements and targeted recruitment efforts.			<p>sponsorships to support the long-term sustainability of the gymnastics club.</p> <p>Provide opportunities for gymnastics club members to mentor and inspire younger students, fostering continuity and passion for gymnastics at Brockmoor.</p>
Purchase new sport kit for Girls Football and Gymnastics Teams	<p>Assess the current state and needs of the Girls Football and Gymnastics Teams in terms of sport kit and equipment.</p> <p>Allocate funds to purchase new sport kits for these teams, ensuring appropriate sizing and quality.</p> <p>Collaborate with coaches and team members to select suitable designs and customization options for the sport kits</p>	£400	<p>Enhanced team spirit and identity among the Girls Football and Gymnastics Teams through personalized sport kits.</p> <p>Improved performance and confidence among team members due to appropriate and high-quality equipment.</p> <p>Increased visibility and recognition of the teams through professional-looking sport kits.</p> <p>Encouragement of more girls to participate in football and gymnastics through appealing and inclusive team uniforms.</p>	<p>Regularly assess and update the sport kits based on wear and tear or changing team needs.</p> <p>Seek sponsorships or partnerships to secure funding for ongoing replacement or updates of the sport kits.</p> <p>Extend the provision of new sport kits to other sports teams within the school, promoting equality and inclusivity.</p> <p>Showcase the Girls Football and Gymnastics Teams wearing their sport kits through photographs, displays, or social media platforms to generate further interest and support for these teams.</p>
Use PE Hub to plan lessons following the curriculum builder	Utilize the PE Hub platform to design and plan physical education lessons in alignment with the curriculum builder. Incorporate competitive elements and house team competitions into each unit of the curriculum. Ensure all	£94.60 (spread across key indicators)	<p>Increased integration of competitive sport within the physical education curriculum.</p> <p>Enhanced student engagement and motivation through regular house team competitions.</p> <p>Improved skill development and</p>	<p>Provide ongoing training and support to physical education teachers on how to effectively utilize the PE Hub platform.</p> <p>Regularly evaluate the effectiveness of incorporating house team competitions into</p>

	students have the opportunity to participate in 12 competitions per year, one at the end of each unit.		sportsmanship among students participating in these competitions. Promotion of a healthy and active lifestyle through the incorporation of competitive sport into physical education.	each unit and adjust as necessary. Encourage collaboration and sharing of best practices among physical education teachers to enhance the integration of competitive sport within the curriculum. Explore opportunities to expand the use of technology and digital resources to further enhance the planning and delivery of physical education lessons.
After school clubs linked to Teams/Competition including trials	Establish after-school clubs that are directly linked to competitive teams or specific sports disciplines. Organize trials or tryouts to identify talented students and select team members for competitive events. Provide specialized coaching or training within these after-school clubs to prepare students for competitions.	No cost	Improved skill development and specialization among students through focused training in after-school clubs. Enhanced team cohesion and preparation for competitive events through regular practice sessions. Identification and nurturing of talented students who can represent the school in various sports competitions. Increased participation and success in inter-school competitions.	Regularly assess and update the after-school clubs to align with student interests and demand. Continuously monitor the progress and performance of students within the after-school clubs and provide additional support or resources as needed. Foster collaboration between after-school club coaches and competitive team coaches to ensure seamless integration and progression for talented students. Recognize and celebrate the achievements and successes of after-school club members to inspire and motivate other students to join.

<p>Prioritise funding for travel to competitions</p>	<p>Allocate a dedicated budget or seek external funding specifically for covering travel expenses related to sports competitions. Prioritise funding based on the significance of the competition, level of representation, and financial need. Establish a transparent and fair application process for accessing travel funding.</p>	<p>£2000</p>	<p>Increased participation in external competitions due to reduced financial barriers. Enhanced opportunities for students to showcase their skills and represent the school at various levels of competition. Promotion of inclusivity by ensuring students from all backgrounds have equal opportunities to travel and compete. Development of resilience and adaptability as students experience different sports environments and opponents.</p>	<p>Regularly review and adjust the funding allocation process based on the availability of resources and the needs of students. Seek partnerships with local businesses or organizations to secure additional funding or sponsorship opportunities. Develop a system to track and evaluate the impact of travel funding on student participation and success in competitions. Establish clear guidelines and expectations for students and staff regarding travel arrangements, safety protocols, and the representation of the school during competitions.</p>
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Signed off by	
Head Teacher:	R.Bond
Date:	10.07.23
Subject Leader:	T.Amphlett
Date:	10.07.23
Governor:	L.Morrison
Date:	10.07.23