

# 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](http://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 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 2021/22	£0
Total amount allocated for 2021/22	£19960
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19800
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 0

## 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 2023.</p> <p>Please see note above</p>	33%
<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>	45%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	7%
<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>	Yes/No

## 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: 2022/2023		Total fund allocated:£19800		Date Updated: 3.7.23	
Key indicator 1, 2, 3, 4, 5					Percentage of total allocation:
PE coordinator NCT 6 meetings during the year			Funding allocated £2400	12%	
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:
Intent	Implementation		Impact	17%	
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?:	
Pupil participation grids help to identify pupils who do not participate in clubs and those who have not yet attended sporting events. These children are interviewed to determine possible barriers, so that a plan of action can be developed to ensure that all pupils have access to sport outside the curriculum.					
<b>Sport's clubs led by staff</b> Opportunity to be physically active beyond the curriculum. Opportunity to develop their overall fitness levels. Participating in extra physical activity will help to improve mental health and cardiovascular fitness and also contribute to healthy weight status. Opportunity to apply and develop substantive and disciplinary knowledge for a variety of different sports.	<b>Afterschool clubs</b> They were available for all year groups. Each half term focused on a different sport.		£0	It provided opportunities for pupils to become physically confident in a way which supported their fitness, health and mental well-being. Playleaders were selected each week to take responsibility for warm-ups and a skill activity for the next session, based on what was modelled by the teacher. Giving them the chance to practise these skills built their confidence and understanding of	
			Further afterschool clubs will be provided next year to enable more children to access further physical activity.		

<p>Opportunity to apply and develop substantive and disciplinary knowledge for a variety of different sports for both intra and inter competitions.</p>	<p><b>Afterschool football club for Yr6 boys.</b> Children from this club participated in a football league with other primary schools across Leicester.</p> <p><b>Lunchtime football club for intervention children</b> Children who do not attend any sport's clubs were interviewed to determine what barriers there might</p>	<p>£0</p> <p>£0</p>	<p>the skills necessary for specific sports. At the beginning of the year children developed their fundamental skills and through planned activities applied these to game scenarios eg when attacking and defending later in the year. At the end of the year more competitive games were planned to allowed the children to make greater progress in game management and team work.</p> <p>The children have developed their skills individually and as a team over the course of the league. The competition has allowed them to assess their own strengths and weaknesses which then become a focus for afterschool practise. It provided opportunities for pupils to become physically confident in a way which supported their fitness, health and mental well-being. Competing against other schools has also helped to build character and help to embed values such as fairness and respect which was evident in all matches.</p> <p>These children had not taken part in any club before and so they were being more physically active. This helped them to</p>	<p>The club will continue to be run by a member of staff next year and so the school will be able to be a member of the football league.</p> <p>The children attended every session and enjoyed the format. Therefore, it will be run by the same member of staff next year.</p>
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<p><b>Enhanced playleader training</b> Playleaders will receive further training to develop their confidence and ability to run high quality physical activity sessions across the school during lunchtimes and during intra-competitions</p>	<p><b>Lunchtime Yr3 Ninja Warrior</b></p> <p><b>Lunchtime Intervention Gym</b> (children who were identified as not attending clubs)</p> <p><b>Lunchtime Intervention Ninja Warrior</b> (children who were identified as not attending clubs)</p> <p><b>Breakfast club Archery</b></p> <p>Selected Yr5 and 6 pupils to attend face-to-face training with 'Inspire together' Team.</p>	<p><b>Lunch Superstar sports</b> See KI4 for cost</p> <p><b>Intervention lunch club Superstar sports</b> £690 £30 x 23 sessions</p> <p><b>Breakfast club Superstar sports</b> £1184 £32 x 37 sessions</p> <p><b>£100 (Training continuing into 2023 2024)</b></p>	<p>See Key indicator 4 for impact</p> <p>Many of these children had not taken part in any club before and so they were being more physically active. This helped them to improve their overall levels of fitness and is an opportunity to develop their skills with an unfamiliar sport. Overall 226 out of 238 children took part in one or more sporting clubs. Those that were not attending were interviewed to determine barriers to participation so that action could be taken to overcome them.</p> <p>It provided opportunities for pupils to become physically confident in a way which supported their fitness, health and mental well-being.</p> <p>Impact will be recorded once training is complete.</p>	<p>A new programme has been designed by the 'Inspire Together' Team to ensure a clear pathway for the young leaders into secondary school. Playleader packs have been delivered to the school and the training will be undertaken by a member of staff. Further training during the Spring term</p>
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<p><b>Energise club</b> Includes games and resources aimed to encourage children who are inactive, obese, lacking confidence, have limited opportunities or lack fundamental movements. (KS2)</p>	<p>This club will be run during a lunchtime over a set period of weeks. Staff from KS2 will be asked to select children who they think might benefit from the clubs</p>	<p>£350</p>	<p>Impact will be recorded once training is complete.</p>	<p>will be delivered by the 'Inspire Together' team and continued when the children enter secondary school.</p> <p>A member of staff will observe the delivery of the club so that they can be run by the school</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: Inspire together was paid for with last year's budget</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>31%</p>
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Inspire together membership</b> PE lessons, following the real PE scheme, provide opportunities for pupils to become physically confident in a way which supports their fitness, health and mental well-being. Opportunities to compete in sport and other activities then help them to build character and help to embed values such as fairness and respect which are encouraged in all areas of the curriculum.</p>	<p><b>Competition and Events</b> 'Inspire Together' now use three key delivery themes as focus areas in competitions which fit with the school's vision. They are as follows: <b>INSPIRE, DEVELOP, EXCEL</b> Below is further information about each of these three areas. <b>INSPIRE</b> Encouraging young people to engage, participate and learn through</p>	<p>Inspire Together - Paid with last year's budget</p> <p>See Key Indicator 5</p>	<p>Children's evaluation forms after attending 'Inspire Together' events and competitions, clearly show a great deal of enjoyment and motivation to take part again as soon as possible. Helping them to develop a love for physical activity means they will be encouraged to do more and regular physical activity is associated with improved learning and attainment.</p>	<p>Staff members were invited to accompany children to 'develop' events to enable them to see how they were organised, so that a similar format could be used in school for intra-competitions. This will allow the school to run more intra-competitions as more staff will have had the relevant training or experience. This will continue into next year so that all staff</p>

<p>‘Inspire Together’ events and competitions build on this by providing health, wellbeing and physical activity opportunities to inspire children and give them the knowledge they need to lead a healthier, happier future. Their vision is that every young person enjoys being active, so they have the long-term benefits of a healthy, happy, lifestyle.</p>	<p>fun sport, physical activity and healthy opportunities that interest and excite them. Developing fundamental &amp; physical skills, acquiring lifelong learning and promoting social and emotional wellbeing.</p> <p><b>Who or what gets you active?</b></p> <p><b>DEVELOP</b></p> <p>Targeting inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and giving everyone a chance through the support and learning delivered. These events also focus on improving their skills in a fun, safe, supportive environment that has key values at its core and encourages a lifelong love of movement.</p> <p><b>Enjoy and strive to improve.</b></p> <p><b>EXCEL</b></p> <p>Providing opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and helping children understand what they can do to further improve their skills.</p> <p><b>Be the best that you can be!</b></p>		<p>The children were also able to assess their own strengths and areas for development based on their performance. It allowed them to see some of the peers perform at a higher level showing them the next steps in their learning.</p> <p>Competing against other schools has also helped to build character and help to embed values such as fairness and respect.</p> <p><b>See below for events</b></p>	<p>will have attended an event.</p>
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<p><b>Whole school Sport's Day</b> A whole school sports day is held at the end of every year. It is a chance for children to take part in an intra-school competition both individually and as part of a team. Parents are invited and so it is a community event where sport at Linden is demonstrated following 'Inspire Together's' 3 delivery themes of Inspire, Develop and Excel</p>	<p>Each child took part in both individual races and team competitions throughout the day.</p> <p>To show-case the unfamiliar sports the children have taken part in during the year, one of the team sports was archery. The coach who delivers the club, ran the event. Parents were encouraged to join in with the children to experience the skills involved.</p>	<p>£160</p>	<p>Children were able to demonstrate the skills that they had developed and assessed their own strengths and areas for development based on their performance. Parents were able to see the sport in action and gained an understanding of the skills their children had been taught and developed. It provided opportunities for pupils to become physically confident in a way which supported their fitness, health and mental well-being. Competing against one another also helped to build character and helped to embed values such as fairness and respect</p>	<p>Cross Country was introduced as a new event this year with a selected group of children. It was successful in that it ran alongside other events taking place and it was another opportunity for the children to compete individually in a different kind of sport. Therefore, next year this event will be rolled-out to more year groups inline with 'Inspire Together' cross country events.</p>
<p><b>Intra-school competition</b> PE coordinator runs 3 intra-competitions for each year group throughout the year.</p>	<p>Intra competitions are run by the PE coordinator throughout the year based on the focus sport the children are currently being taught. He used the three key delivery themes outlined by 'Inspire Together' and selected a chosen focus which was in line with the school's vision.</p>	<p>£0</p>	<p>This supported progress towards achieving our PE vision, by providing all children an opportunity to compete in sport which helped to embed values such as fairness and respect. The sports were rugby, basketball, tennis, badminton, cricket, dance, golf and athletics</p>	<p>Next year, the playleaders will help to run and record the intra competitions. Once a term a report will be written by the children and added to the website along with photos showcasing the event.</p>
<p><b>Whole school competition kits</b> To inspire the children to perform to the best of their ability and as a team where appropriate when attending inter competitions</p>	<p>The school will purchase further Linden team kits for all year groups</p>	<p>£3140.31</p>	<p>A new football kit was purchased for the girl's and boy's football teams when they entered the league. It helped to give them a sense of pride and see each other</p>	

			more as team mates inspiring them to work harder together to achieve more success. Therefore, kits for all competitions will now be purchased so that the same impact can be seen across the school.	
21 <sup>st</sup> September ½ day am	IK	Yr5/6 Girl's football Development		No cost
22 <sup>nd</sup> September All day	IK and SSH	Health and Wellbeing Festival for Year 3 INSPIRE		£200
28 <sup>th</sup> September ½ day am	AS and JG	Health and Wellbeing Festival for Years 1 and 2 INSPIRE		No cost
29 <sup>th</sup> September ½ day pm	SS and TV	Cross country EXCEL		£200
5 <sup>th</sup> October ½ day am	CG and TV	Yr5/6 INSPIRE festival		½ day supply £130
5 <sup>th</sup> October Afterschool	SE and SS	Boys Football League		No cost
12 <sup>th</sup> October ½ day am	IK and JG	Yr3/4 INSPIRE festival		No cost
12 <sup>th</sup> October Afterschool	CT and IK	Girls Football League (2 <sup>nd</sup> development session but competitive)		No cost
15 <sup>th</sup> November	IK JG	Sportshall Athletics Yr5/6 EXCEL		No cost
5 <sup>th</sup> December	SE	Development event – HONESTY Dodgeball Yr5/6 mixed ½ day 9:30-11:30		No cost
9 <sup>th</sup> December	IK CG	Inclusive development event – FRIENDSHIP – NAK and Boccia KS2 mixed SEND ½ day 9:30-11:30 Yr5/6		No cost
<b>SPRING</b>				
11 <sup>th</sup> or 12 <sup>th</sup> January	IK	Basketball Yr5 and 6 mixed EXCEL		No cost
3 <sup>rd</sup> Feb	IK RL	Parallel Sportshall Athletics – KS2 SEND mixed EXCEL		£200
9 <sup>th</sup> February	KS1 staff??	KS1 Inclusive festival INSPIRE		£200
10 <sup>th</sup> March	GG	Yr4 HWB festival INSPIRE 1 <sup>st</sup> choice Avanti Fields 24.3.23 2 <sup>nd</sup> choice Sir Jonathan North 10.3.23 3 <sup>rd</sup> choice Soar valley 15.6.23		£200

<b>SUMMER</b>			
27.4.23	IK	Girl's cricket Yr5/6 EXCEL	£200
7.6.23	Select Member of staff (SR)	Development event PASSION Tennis Yr3/4 mixed	Costing to go in Key Indicator 3
20.6.23		Rugby comp Yr5 Leicester Tigers - cancelled	
23.5.23	IK DJ	Athletics Yr4, 5 and 6 EXCEL	£200 +Coach £200
16.6.23	IK and SA	Parallel Outdoor Athletics KS2 EXCEL	£200
8.6.23		Girls and boys' football finals 10:00-2:00 – could not attend	
1.7.23	IK and JD	National Disability athletics finals EXCEL	£90 £200 £119.63
		<b>Intra comps</b>	
15.5.23	IK	Mixed football Yr5/6	£200
18.5.23	IK	Mixed football Yr3/4	£200

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation:
			17%
<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><b>KS2 staff attend some inter-school Health and Wellbeing events</b> Organised by Inspire Together to be able to see their class performing alongside children of a similar age. The staff will see how events can be organised and see and hear professionals supporting children in order to develop their skills and knowledge.</p>	<p>Members of KS2 staff were invited to attend certain events and competitions run by Inspire Together. Selection was based on CPD</p> <ul style="list-style-type: none"> <li>- To observe a specific area of sport</li> <li>- To observe progression / expectation for a particular year group</li> <li>- To observe organisation of activities for a particular sport</li> </ul> <p>Development event HONESTY Yr5/6 Dodgeball – SE 5.12.22 Development event FRIENDSHIP Yr5/6 Boccia – CG 9.12.22</p> <p>Development event PASSION Yr3/4 Tennis – SR</p>	<p>£200</p>	<p>These opportunities have helped 3 members of staff in terms of their expectations for their class/year group as well as helping plan their own intra competition to be ran in school next year.</p>	<p>See impact box. (Spring 2024 – repeat for KS1) Next year – GG, SS, SI New staff Autumn term 2024</p>
<p>Member of staff to attend a course The Aim is to develop confidence and competence to plan and teach high-quality PE lessons.</p>	<p>The course was led by England Football Learning tutors. They developed a knowledge, understanding and application of:</p> <p><b>Module 1</b> - Holistic Development <b>Module 2</b> – Learning through Games <b>Module 3</b> – High-quality Teaching and Learning in PE</p>	<p>£200</p>	<p>This has helped in the delivery of sports based, high quality teaching. Specific skills were identified and shown how they could be developed/progressed for a number of sports in a single activity. Therefore, the current scheme has been adapted to incorporate this strategy to ensure children understand how developing one skill can have an impact across a</p>	<p>By adapting one of our current schemes of work to incorporate the strategies taught, it brings it in line with the second scheme of work, Real PE. This will help the children make links between the two schemes and understand the relationship between them.</p>

<p>Member of staff to attend a real PE course Transforming and embedding the real PE approach to achieved whole school impact</p> <p>Real PE membership Realpe is a scheme which we have chosen to help teachers deliver high quality PE lessons to ensure that children are developing fundamental skills and learning behaviours that will support them in making greater progress.</p> <p>Real PE training to be delivered to EYFS And new staff</p>	<p><b>Module 4 – Mapping a PE Curriculum</b></p> <p>Course content Review of lesson structure Evaluation of progress from teacher-led approach to empowering pupils to self-assess progress Establishing a clear progression of skills How to develop a clear vision for PE Identifying areas for development</p> <p>All staff to deliver real PE</p> <p>A training day will be arranged for specific members of staff who raised their own areas for development during a staff meeting. Nursery and Reception teachers requested further guidance on the structure of each session to help them to understand the order in which to use the resources</p>	<p>£200</p> <p>£695</p> <p>£545 + £360 supply For ½ day AUTUMN 23</p>	<p>number of sports. This is in line with the Real PE scheme that is used by the school.</p> <p>Following the course, a staff meeting was organised to support staff in understanding how skills are developed from Reception to Yr6 to enable them to confidently help children to build on previous learning and develop further. The subject action plan was updated based on areas for development established on the course.</p> <p>Staff in KS1 and 2 who have been using the scheme for a second year have developed a good understanding of how to use the resources to differentiate lessons to meet the needs of all pupils. This ensures that all lessons are inclusive and pupils are able to make good progress regardless of their starting point.</p> <p>Impact will be recorded in The Autumn Term</p>	<p>Next year carry out a variety of monitoring and evaluation sessions to establish progress of pupils and staff with realPE</p> <p>The assessment wheel will be introduce to allow staff to better track pupil progress and allow coordinators to have a clear overview of strengths and areas for development across the school.</p>
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	<p>provided to ensure high quality lessons were delivered. Although a second staff meeting will go through the sequence Reception/Foundation lessons differ to KS1 and KS2.</p> <p>New members of staff did not receive the initial training in 2021. Therefore, providing bespoke training will support staff's needs and increase their confidence, knowledge and skills. This will take place Autumn 2023 so that all new members of staff receive the training</p>	<p>£545 + £600</p> <p>For ½ day</p> <p>AUTUMN 23</p>		
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:

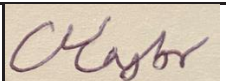
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	23%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p><b>Sport's clubs led by outside agencies – also Key indicator 4</b>          Opportunity to be physically active beyond the curriculum.          Opportunity to develop their overall fitness levels.          Participating in extra physical activity will help to improve mental health and cardiovascular fitness and also contribute to healthy weight status.          Opportunity to apply and develop substantive and disciplinary knowledge to unfamiliar sports.</p>	<p>Lunchtime Intervention Gym (children who were identified as not attending clubs)          Lunchtime Intervention Ninja Warrior (children who were identified as not attending clubs)          Lunchtime Yr3 Ninja Warrior</p>	<p>See Key indicator 1          Lunch Superstar sports= £480 £30 x 16 sessions</p>	<p>See Key indicator 1          The children have had the opportunity to engage in a different kind of sport which is not offered as part of the curriculum. The children were able to apply their fundamental skills to negotiate courses and design their own offering further challenge. 56 out of 61 children joined the club.</p>	<p>See Key indicator 1          The children who joined the club and have asked for it to continue next year.          A member of staff could attend the sessions, to enable them to offer the club on extra days.</p>
<p><b>PP children Ice-skating</b>          Yr6/5 PP premium children were taken to a local ice-rink.          Opportunity to try a new sport.          Gain an understanding of an unfamiliar sport</p>	<p><b>Breakfast club Archery</b>          The children had an hour session on the ice rink and were taught the basic moves.          Time was spent practising the skills taught to make further progress.</p>	<p>See Key Indicator 1          £70</p>	<p>The evaluation forms clearly demonstrated the children's enjoyment for the sport. They commented on the pride they took in the amount of progress they made and the resilience they showed due to the number of times they fell over before being able to stay upright.</p>	
<p><b>Orienteering</b>          Ensure full coverage of the National Curriculum.          Pupils should be taught to take part in</p>	<p>The school has purchased a scheme that maps skills progressively across KS1 and KS2. A map, resources for site a permanent</p>	<p>£1215</p>	<p>Orienteering has now been mapped into the PE long term plan and training will take place Autumn</p>	<p>Playleaders to run lunchtime orienteering clubs</p>

<p>outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Swimming intervention</b> During Yr5 and Yr6 swimming sessions, children are identified who will benefit from further intervention help them to meet age-related expectations by the end of Yr6</p>	<p>course and portable controls will be available for staff and pupils to utilise.</p> <p>The intervention group received further swimming lessons to help them to develop their skills and confidence in the water and to work towards swimming 25m</p>	<p>£184 x 7 weeks £1288</p>	<p>'23 for staff to ensure high quality lessons. This now means all children will be accessing outdoor and adventurous activities throughout the year.</p> <p>The children were asked to complete feedback forms. They were very positive about the extra sessions and stated that they help them to be more confident and develop their skills further.</p>	
<p><b>Coronation celebration dance</b> To help the children to understand the importance of the King's Coronation and how dances can be inspired from such events.</p>	<p>The children learnt about the King's Coronation and used the different parts of the event as inspiration for a whole class dance.</p>	<p>£1058 for 2 days</p>	<p>All children from Reception up to Yr6 took part in the sessions and were able to see how to choreograph movements to music taking inspiration from photos, videos and their own background knowledge of celebrations. Team work was essential, as each class was split into groups that had to coordinate together.</p>	<p>Next year, during each class' dance unit, the children can apply the strategies taught with greater confidence when creating their own movements to music.</p>
<p><b>Bowls club Yr5 Evington 26.5.23</b> <b>Bowls club Yr6 Evington 23.6.23</b> Children from Yr5 and Yr6 to attend the local bowl's club and develop the necessary skills and understanding to be able to play in small intra competitions</p>	<p>A local bowls teams invited two classes to learn how to play bowls. 8 volunteers taught groups of 4 how to roll a bowl and the rules of the games.</p>	<p>Supply £200 Supply £200</p>	<p>The volunteers were able to support the children to enable them to make great progress during the course of the session. The children adapted their style due to the bias of the bowl and the amount of power they used to get close to the Jack. The majority of the children fed back how much they enjoyed</p>	<p>The bowls club offer family events and free sessions that have been advertised to the children. Next year the pathway will continue to be advertised to encourage children to take their families to the club and have a go themselves. Also the sessions</p>

			playing bowls and how much they grew in confidence.	will be offered to more year groups.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See Key Indicator 2
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:
<b>Inspire together membership</b> ‘Inspire Together’ events and competitions provide health, wellbeing and physical activity opportunities to inspire children and give them the knowledge they need to lead a healthier, happier future. Their vision is that every young person enjoys being active, so they have the long-term benefits of a healthy, happy, lifestyle.	See Key Indicator 2	See Key Indicator 2 £0	See Key Indicator 2	

Signed off by	
Head Teacher:	
Date:	12.7.23
Subject Leader:	<i>Mrs Sanders</i>

Date:	11.7.23
Governor:	
Date:	