

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,660
How much (if any) do you intend to carry over from this total fund into 2023/24?	£447
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,213

## Swimming Data

Please report on your Swimming Data below.

<p><b><u>Meeting national curriculum requirements for swimming and water safety.</u></b></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>	<p>19 out of 27 (70%) 8 children who can't, will go on an intensive swimming course.</p> <p><b><u>After Intensive course</u></b> 25 out of 27 (93%)</p>
<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>	<p>19 out of 27 (70%) 8 children who can't, will go on an intensive swimming course.</p> <p><b><u>After Intensive course</u></b> 25 out of 27 (93%)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>19 out of 27 (70%) 8 children who can't, will go on an intensive swimming course.</p> <p><b><u>After Intensive course</u></b> 25 out of 27 (93%)</p>

## 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need for 2022/23
<p>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none"> <li>• All classes participated in at least two hours of PE per week.</li> <li>• Mid-Sussex Active came in to deliver Sports Crew training so the children could deliver daily physical activities for pupils.</li> <li>• Approximately 50% of pupils participated in the lunchtime activities on offer. It was observed that approximately 30% of the children not participating in these activities were participating in other physical activities.</li> <li>• Termly assemblies about healthy living were delivered.               <ul style="list-style-type: none"> <li>- 100% of pupils were able to explain what a healthy diet is when surveyed.</li> <li>- 80% of these children said they thought their lunch boxes were balanced as they had “fruit and vegetables’ in them.</li> <li>- The 20% who said they didn’t have a balanced diet said this was because they left the healthy food that was provided to them (e.g., with school dinners they would leave the vegetables.).</li> <li>- Also, it has been observed that at break time children are still eating ‘unhealthy snacks’.</li> </ul> </li> </ul>	<p>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none"> <li>• Train new Sports Crew and develop a system to help them continue with their roles throughout the year.</li> <li>• Regular stock take of PE equipment to ensure it is of sufficient quality and quantity and top up when needed.</li> <li>• Teachers to lead assemblies about healthy eating.</li> <li>• Develop a reward system for children who have eaten healthy snacks at break time.</li> <li>• Subject leader to develop a system to track how much physical activity the children have participated in during the day.</li> </ul>

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

- PE Champion score at the start of the year was 3 out of 5 on running PE at Baldwins Hill. After the courses and training, the PE Champion scored their confidence as 3.8 out of 5.
- PE Champion rated the Subject Champion Day across the curriculum as 8 out of 10 for how it helped develop the schools PE.
  - Quote: “All the schools were able to discuss what they were doing to promote PE across their school as well as identifying areas for development. Because of this, we were able to come up with solutions for each other’s developments. For example, we used another school’s example of providing an intensive swimming course for any Year 6 pupils who could not year swim 25m. Also, we used a more efficient way of producing letters for sports events that has saved us a lot of time.”
- Newsletters have been produced termly focusing on Sport.
  - Quote from a Year 5 parent: “It’s great to see how much sport the children have been completing. You don’t realise how much is going on until you read the newsletter. It has also been nice to see how well the school have been doing in the competitions.”
- Feedback of the Sports Day was generally very positive.
  - Quote from an EY parent: “I loved it. It was so well organised and all the children seemed to be having a great time. They really liked the DJ.”
- Sports Ambassadors were used for Pupil feedback about PE in schools, however they weren’t used as much to help develop sport in the school.
- The school received a Gold School Games Mark for the first time for the delivery of PE in the school.

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

- Weekly celebrations of the activities children have competed in throughout the year.
- Termly sports letter informing the children and parents of the upcoming events as well as celebrating their achievements in previous events.
- PE Champion to lead termly assemblies about sport.
- Achieved a Gold School Games Mark award again.

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

- When you have a coach, how much do you think it helps develop your CPD to teach PE in the future? (1 being not at all – 5 being a lot)

Score	1	2	3	4	5
Number of teachers			2	7	2

- 80% of the teachers say they used what they had learnt from the coach in the next PE block of learning.
- Is there anything we can ask the coach to help you for your own CPD (or send you on a course)?

Area for development	Number of teachers
Differentiation	7
Progression through lesson	6
Knowledge of skills being taught	9
Cross Curricular PE	3

- Do you feel confident in teaching PE - games element?

Score	1	2	3	4	5
Number of teachers		3	7	1	

- Do you feel confident in teaching PE – dance element?

Score	1	2	3	4	5
Number of teachers		7	4		

- Do you feel confident in teaching PE - gym element?

Score	1	2	3	4	5
Number of teachers		4	6	1	

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

- Roll out new scheme of work to teachers including method of assessments.
- Continue to use Premier Sport to work alongside the class teachers at least twice a year for every teacher.
- Continue skills audit to help find out what every teacher would like to develop when working with the sport coaches who are supporting them.
- Additional coaches employed to work with teachers for specific skills.
- Encourage teachers to attend external PE courses based on their skills audit.

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

- Clubs offered throughout the year: Netball, tennis, dance, tag-rugby, football, New Age Kurling, basketball, athletics, hockey, multi-activity.
- 75% of all pupils joined in at least one extra-curricular club throughout the year.
- In KS1, 66% of all pupils joined in at least one extra-curricular club throughout the year.
  - Boys: 81%
  - Girls: 57%
  - Disadvantaged: 67%
  - Ethnically Diverse: 71%
  - EAL: 50%
  - SEN: 83%
- In KS2, 82% of all pupils joined in at least one extra-curricular club throughout the year.
  - Boys: 78%
  - Girls: 85%
  - Disadvantaged: 69%
  - Ethnically Diverse: 70%
  - EAL: 47%
  - SEN: 75%
- Intensive swimming course:
  - 3 of the 12 children non-swimmers can now swim 25 metres.

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

- KS1 Girls: Carry out survey focusing on KS1 girls and offer more opportunities to join clubs that they would like to join.
- EAL: Across the school, revamp the way of communicating clubs to all parents and children, e.g., taster sessions within school time.
- Look to increase the amount of time the Year 6 who can't swim 25m, get to go swimming during the summer term.

### Key indicator 5: Increased participation in competitive sport

- Intra-sport competitions:
  - Sports Day, football, netball, hockey, tag-rugby, dance, basketball, tri-golf, cross country
- Inter-sport competitions
  - Cross country, Football (A and B Teams), Girls Football, Netball (A and B Teams), Tag-rugby (A and B Teams), Girls' tag-rugby, Hockey, Multi-activity festival, New Age Kurling, Boccia, Athletics, Tennis, Basketball
- 60% of all pupils represented the school in an inter-sport competition.
- Focus on providing inter-school competitions for disadvantaged, ethnically diverse, EAL and SEN as their percentages are below our average.
- KS1:
  - All: 49%
  - Boys: 51%
  - Girls: 47%
  - Disadvantaged: 47%
  - Ethnically Diverse: 43%
  - EAL: 38%
  - SEN: 17%
- KS2:
  - All: 65%
  - Boys: 63%
  - Girls: 67%
  - Disadvantaged: 48%
  - Ethnically Diverse: 55%
  - EAL: 33%
  - SEN: 58%

### Key indicator 5: Increased participation in competitive sport

- Focus on providing inter school competitions for disadvantaged, ethnically diverse, EAL and SEN as their percentages are below our average.

Please note, some of our implementation will be provided by Mid-Sussex Active. They offer a range of services to the school to help develop the Sport and PE provision provided. This includes CPD opportunities for teachers and subject leaders, participation in inter school competitions with clear pathways, and continued guidance for subject leaders.

**\*Our school has paid Mid-Sussex Active £3,500 for their services.** On our budget report, we will write Mid-Sussex Active when one of our implementations has used their services.

**\*\*Our school has paid Premier Sport £9,570.** This includes CPD opportunities for teachers and running 3 extra-curricular clubs per term (all free of charge to pupils). On our budget report, we will write Premier Sport when one of our implementations has used their services.

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
100% of teachers to feel more confident to teach all areas of the PE curriculum.	Teachers continue to work with Premier Sport coaches - focusing on their area of development (highlighted by themselves). Teachers to receive at least two half-termly slots. Teachers to go on external courses based on their skills audit. 3 courses attended (gymnastics, dance and outdoor learning).	Premier Sport package  Mid-Sussex Active  Supply £252	100 % of teachers have received 2 half-termly CPD with the coach. <b>Feedback:</b> 100% of teachers have found the CPD with the coach. 70% of teachers have said that they have used what they have learnt in their practice.	Coach to spend time with teacher and complete CPD form so the coach can plan sessions specifically to the teachers' needs. Time given for the Coach and teacher to plan a session together so they can team teach. Teacher to then deliver their own session so they can get feedback from the coach.

100% of teachers to be following consistent approach in PE teaching.	New PE scheme purchased May 2022 – to be implemented Autumn term 2023.	£185	100% of teachers have received training for how to use the new scheme of work. 100% of teachers have said it is the scheme of work that has made them more confident to teach PE.  Quote: 'It is so easy to use. I like the short plans as well as the longer plans if you need more guidance.'	More training for the scheme of work including how to use it for formative and summative assessment.
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Key indicator 2: The engagement of all 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	
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:
100% of children to be participating in 30 minutes of good quality physical activity each day.	Sports Crew members are trained (October 2022) to ensure daily physical activities are on offer for all children during lunchtimes. Promote staff implementing active playtimes. Training for staff to be provided.	Mid Sussex Active  Premier Sport package	All classes participated in at least two hours of PE per week. Mid-Sussex Active came in to deliver Sports Crew training so the children can deliver daily physical activities for pupils. Attendance was approximately 50% of pupils participating in the lunchtime activities on offer. It was observed that approximately 30% of the children not participating in	New Sports Crew to be trained by outside trainers with the aim of the new Sports Crew to train the next Sports Crew (so we don't have to rely on outside trainers).

			these activities were participating in other physical activities.	
100% of children being aware of how to live a healthy lifestyle (healthy eating and exercise).	<p>Promote active travel by holding assemblies to encourage active travel.</p> <p>Promote Walk to School Week on 12th June to 16th June 2023.</p> <p>Newsletters to promote active travel.</p> <p>All children to be offered at least one free physical club per term.</p> <p>KS1 – multi-skills x 2, dance, football.</p> <p>KS2 – football, netball, hockey, cricket, Tag-rugby</p> <p>Termly assemblies about healthy eating.</p> <p>School to take part in the ‘Eat Them to Defeat Them’ national scheme to promote healthy eating.</p>		<p>Termly assemblies about healthy living delivered.</p> <p>100% of pupils were able to explain what a healthy diet is when surveyed.</p> <p>85% of these children said they thought their lunch boxes were balanced as they had “fruit and vegetables’ in them.</p> <p>The 15% who said they didn’t have a balanced diet said this was because they left the healthy food that was provided for them (e.g., those having school dinners they would leave the vegetables).</p> <p>Also, it has been observed that at break time children are still eating unhealthy snacks.</p> <p><b>Walk to school week:</b> 159 out of 178 children walked to school at least once during the Walk to School Week.</p> <p><b>‘Eat Them to Defeat Them’:</b> children enjoyed the rewards they got for eating their vegetables. “The stickers were very scary but funny. It made me want to defeat them by eating them.”</p>	<p>Rewards for eating healthily similar to ‘Eat Them to Defeat Them’ to encourage healthy eating.</p> <p>School to continue to promote walking to school. Have a Walk to School Week every term.</p> <p>Outside agency to deliver healthy eating workshops to the whole school.</p>

Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement				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:
To raise profile of PE and sport within the school community (staff, pupils and parents).	<p>PE champion/s to attend Mid Sussex PE course outlining the events for this year. (Sept 22)</p> <p>PE Champions to be released from class for a total of 1 day per term (Cover supervisor)</p> <p>DJ to attend Sports Day to make it a more remarkable experience for the children and parents.</p> <p>School Sport/PE display</p> <p>Produce own termly sports letter.</p> <p>Set up Sport Ambassadors for each Year Group.</p> <p>Guest speaker: Paralympic athlete to talk to the whole school about how he became a Paralympic gold medallist.</p>	<p>£240</p> <p>£250</p> <p>£500</p>	<p>PE champion score at the start of the year was 3 out of 5 on running PE at Baldwins Hill.</p> <p>After the courses and training, the PE champion scored their confidence as 3.8 out of 5.</p> <p>Newsletters have been produced termly focusing on Sport.</p> <p>Quote from parent: "It is so nice to see that the school provide so many different sports for the children to participate in."</p> <p>Feedback of the Sports Day was generally very positive.</p> <p>Quote from a parent, "It was a great atmosphere. The children really enjoyed the DJ."</p> <p>Use of Class Forums to discuss PE and Sport in the school setting.</p> <p>The school received a Gold School Games Mark for the second time for the delivery of PE in the school.</p>	<p>A sports committee (made up of staff members and pupils) to be set up.</p> <p>Class Forum to be held every term to identify areas of development from the children's point of view. The Sports Committee will be in charge of this.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Pupils to understand there are a range of physical exercise they want to participate in.</p> <p>Pupils to find an activity they want to continue to participate in the future.</p> <p>Increase the amount of clubs.</p> <p>Increase the amount of pupils attending clubs.</p> <p>Increase the amounts of sports we can offer during PE sessions/clubs.</p>	<p>Disadvantaged pupils to be encouraged to attend clubs. School to pay for those children to attend external clubs where necessary.</p> <ul style="list-style-type: none"> <li>- Dance club, drama club, basketball club, multi-skills, cricket, athletics.</li> </ul> <p>All clubs run by the teachers are also free:</p> <ul style="list-style-type: none"> <li>- Netball, tag-rugby, football, tennis, athletics, New Age Kurling, Boccia, cricket, cross country, hockey.</li> </ul> <p>All children to be offered at least 1 physical club per term which is free.</p> <p>Replenish and purchase new equipment so pupils have more opportunities to participate in physical activity.</p> <ul style="list-style-type: none"> <li>- Playtime equipment.</li> <li>- Gym equipment maintenance</li> </ul> <p>Intense swimming catch-up</p>	<p>Premier Sport package</p> <p>£1,263.37</p>	<p>Clubs offered throughout the year: Netball, tennis, dance, tag-rugby, football, New Age Kurling, basketball, athletics, hockey, multi-activity.</p> <p>75% of all pupils joined in at least one extra-curricular club throughout the year.</p> <p><b><u>KS1</u></b></p> <ul style="list-style-type: none"> <li>- 30/58=52% of all pupils joined in at least one extra-curricular club throughout the year.</li> <li>- Boys: 18/30 = 60%</li> <li>- Girls:13/28 = 46%</li> <li>- Disadvantaged: 10/13=77%</li> <li>- Ethnically Diverse: 7/14=50%</li> <li>- EAL: 3/5=60%</li> <li>- SEN: 6/6=100%</li> </ul> <p><b><u>KS2</u></b></p> <ul style="list-style-type: none"> <li>- 87/110=79% of all pupils</li> </ul>	<p>Class Forum to see what clubs are wanted by the pupils (particularly the target group children).</p> <p>Target groups and strategies for extra-curricular clubs:</p> <p><b><u>All KS1</u></b></p> <ul style="list-style-type: none"> <li>- More advertising to the KS1 parents and children about the clubs on offer.</li> <li>- Taster sessions for KS1 children.</li> <li>- One sports club a term to be offered which is free.</li> </ul> <p><b><u>KS1 Girls</u></b></p> <ul style="list-style-type: none"> <li>- From feedback, create clubs that girls are more likely to attend.</li> <li>- Raise profile of female participation in clubs that are not being attended.</li> <li>- One sports club a term to be offered which is free.</li> </ul>

	<p>course (week long) offered to Year 6 children.</p> <p>Golf Coach to deliver a taster session.</p> <p>Bikeability</p> <ul style="list-style-type: none"> <li>- For Year 6 children to learn how to be safe on the road when riding their bike.</li> </ul>	<p>£264.20</p> <p>£40</p> <p>£570</p>	<p>joined in at least one extra-curricular club throughout the year.</p> <ul style="list-style-type: none"> <li>- Boys: 47/57=82%</li> <li>- Girls: 40/53=75%</li> <li>- Disadvantaged: 19/24=79%</li> <li>- Ethnically Diverse:21/25=84%</li> <li>- EAL: 12/15=80%</li> <li>- SEN: 18/23=78%</li> </ul> <p><b><u>Intensive swimming course:</u></b></p> <p>6 of the 8 non-swimmers can now swim 25 metres.</p> <p>100% of the children enjoyed the extra sessions.</p> <p>Year 6 pupil: "I was so proud of myself when I swam 25 metres."</p>	<p><b><u>KS1 Ethnically diverse</u></b></p> <ul style="list-style-type: none"> <li>- From feedback, select activities/sports they are more likely to attend.</li> <li>- Taster sessions for KS1 children.</li> <li>- One sports club a term to be offered which is free.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				
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:
Pupils to participate in intra school competition.	Premier Sport to deliver intra school sports competition at the end of the block they teach for each class.	Premier Sports package	<b>Intra-sport competitions:</b> <ul style="list-style-type: none"> <li>- Sports Day, football, netball, hockey, tag-rugby, dance, basketball, tri-golf, cross country.</li> </ul>	Intra-sports to be made more formal with a tournament format in KS2, based on feedback.
Pupils to compete in inter-sport competitions against other schools.  Increase the amount of pupils attending inter sport competitions.	Children to compete in competitions against other schools (football, netball etc.) hosted by Mid Sussex Active. <ul style="list-style-type: none"> <li>- Football league</li> <li>- Football tournament</li> <li>- Girls' football League</li> <li>- Girls' football tournament</li> <li>- Netball tournament</li> <li>- Tag-rugby</li> <li>- Girls' tag-rugby</li> <li>- Hockey tournament x 2</li> <li>- Tri-golf festival</li> <li>- Tennis festival</li> <li>- Virtual dance festival</li> <li>- Basketball festival</li> </ul>	Mid Sussex active  Supply Cover £578.43	<b>Inter-sport competitions:</b> <ul style="list-style-type: none"> <li>- Cross country</li> <li>- Football (A and B Teams)</li> <li>- Girls Football</li> <li>- Netball (A and B Teams)</li> <li>- Tag-rugby (A and B Teams)</li> <li>- Girls' tag-rugby</li> <li>- Hockey</li> <li>- Multi-activity festival</li> <li>- New Age Kurling</li> <li>- Boccia</li> <li>- Athletics</li> <li>- Tennis</li> <li>- Basketball</li> <li>- Netball Festival</li> <li>- Get Active Festival</li> <li>- Stoolball</li> </ul>	<b>Inter-sport Competition Target Groups</b> KS2 Girls (particularly Year 3): <ul style="list-style-type: none"> <li>- Look for more Y3 festivals for girls to participate in.</li> <li>- Raise more awareness of women participating in sport.</li> </ul> <b>SEN and Disadvantage:</b> <ul style="list-style-type: none"> <li>- More exposure in the lead up to inter-sport competitions. This includes training and creating social stories about what is going to happen during the event.</li> </ul> <b>KS1:</b> <ul style="list-style-type: none"> <li>- Sign up to more KS1 events.</li> <li>- Aim to get 75% of KS1</li> </ul>

		<p><b>KS1: 0%</b></p> <ul style="list-style-type: none"> <li>- We signed up to one KS1 event which we had to cancel due to unforeseen circumstances. If we had attended the event, it would have meant 50% of KS1 would have attended.</li> </ul> <p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>- All: 86/110=78%</li> <li>- Boys: 46/57=80%</li> <li>- Girls: 38/53%=72%</li> <li>- Disadvantaged: 22/24=92%</li> <li>- Ethnically Diverse:20/25=80%</li> <li>- EAL: 12/15=80%</li> <li>- SEN: 18/23=78%</li> </ul> <p>*It has been observed that SEN and Disadvantaged pupils who did not compete in an inter-school competition were selected for a sport but did not want to do it.</p> <p>After speaking to these children, it was noted that they were all nervous as they hadn't been exposed to these situations as they don't belong to any sports clubs outside of school.</p>	<p>attending at least one event.</p>
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Signed off by	
Head Teacher:	Jenny Dabell
Date:	10.7.23
Subject Leader:	Trevor Barrett
Date:	10.7.23
Governor:	Lizzie Woodward
Date:	18.7.23