

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,750.00
Total amount allocated for 2020/21	£18,790.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,345.31
Total amount allocated for 2021/22	£18,830.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,175.31

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.          N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  <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?  <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 2021.          Please see note above</p>	77.8%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?          Please see note above</p>	83.3%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	77.8%
<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/ <b>No</b>

## 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: 2020/21	Total fund allocated:	Date Updated:		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 36.27%	
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To deliver 30 active minutes for the school population and track the 30 minutes take up beyond school (pupil voice).</p> <p>To further increase levels of physical activity during lunch and break time for all pupils through structured and informal sporting activities with the pupils engaging in this on a regular basis (3 times a week or more).</p> <p>Provide pupils with Inter-house competitions to take part in competitive sport on a more frequent basis (half-termly).</p> <p>Year 6 pupils to take part in Bikeability and learn the skill of riding a bike - to take place alongside Junior road safety.</p> <p>Use of Active 30:30, BBC Supermovers,</p>	<p>Enhance provision over and above timetabled Physical Education time and about how children are encouraged to be physically active across the school day and beyond.</p> <p>Outdoor equipment (stored in appropriate outdoor storage) for children to easily access during break/lunch and P.E sessions.</p> <p>Purchasing of new equipment specifically for use within Key Stages.</p> <p>To train Year 5/ 6 Young Leaders to lead different aspects/activities (Havant School Games).</p> <p>P.E Leader and Deputy to establish fixtures, for all pupils to access at the end of each unit/term.</p>	<p>£7,700</p>	<p>Morelands is adhering to the Chief Medical Officer's recommendations. Active School's used as good evidence as well as timetable overviews, etc.</p> <p>A much-increased participation level and engagement in physical activity.</p> <p>Pupils gaining new skills at younger ages (skipping).</p> <p>Positive impact on pupils' well-being and behaviour.</p> <p>Increased motivation to be physically active, with a goal of working towards competing in a year group event. This gives all pupils a goal and a purpose to work towards when learning a new sport or developing their ability in a sport.</p>	<p>Seek further advice form SGO. Will they be running training or have case studies which can help deliver more activity during the school day.</p> <p>Engagement with local secondary school (Crookhorn to deliver CPD and ASC).</p> <p>Continue to use Active School Planner heatmap to show where we might want to prioritise development and further develop our registers, records and/or surveys to capture which students are active and when.</p> <p>Find a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to</p>

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<p>Cosmic Yoga, P.E with Joe, Wake up Shake up - Pupils to be active for than 30 minutes a day in addition to PE (brain breaks).</p> <p>Increased understanding and ownership of Health and Mental Health and Well-being.</p>	<p>Introduce a range of new sports.</p> <p>Pupil Voice/feedback survey</p> <p>Balance ability Level 1</p> <p>Active Classrooms with a focus on well-being. Reduction of sedentary behaviour and increase physical activity in pupils outside of timetabled curriculum PE.</p> <p>A whole-school approach to health and mental health and well-being.</p> <p>An awareness of government obesity strategy - with a view to introduce a weekly mile to be in 2022.</p>		<p>The exposure to this has enthused people to want to participate in competitions outside of school.</p> <p>More active classrooms encourage pupils to be active so they are ready to learn. Physical activity has positively impacted educational outcomes with improvements in pupils' concentration, motivation, and enjoyment of learning.</p> <p>Pupils have a greater knowledge and understanding of the importance of health, well-being and fitness and are aware of the benefits of adopting healthy active lifestyles.</p> <p>Pupils understand the value of PE and the importance of health and well-being.</p> <p>School is actively supporting and promoting pupils meeting government health recommendations.</p> <p>Increased enjoyment in PE and lessons with linked physical activity.</p>	<p>support our offer.</p> <p>See what SGO offer of events, leadership opportunities, transition support and 60 Active Minutes work aligns to B2022 Commonwealth Games.</p> <p>Pupils and parents have a greater awareness of not only the health agenda but also the range of sporting opportunities available in the local community.</p> <p>Pupils and parents have a greater understanding of the importance of health and the government recommendations resulting in changed behaviours which will continue in future years.</p> <p>KS1 to have an organised end of unit competitive inter house fixture at the end of a unit.</p> <p>Further develop system for monitoring of engagement in competitive sport.</p> <p>To use Change4Life to train leaders alongside lunchtime staff member to coordinate.</p> <p>Further liaise with secondary schools to further enthuse daily exercise.</p> <p>To fully embed a weekly mile, for all pupils to participate in.</p>
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				<p>Improved fitness will continue through procedures and opportunities embedded for activity throughout the school day.</p> <p>Pupils will develop the skills, knowledge and enjoyment in a wide range of activities which will promote a lifelong involvement in healthy active lifestyles.</p> <p>To take part in the School Healthy Rating Scheme and Active Lives Survey.</p>
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<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:
				15.07%
<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>Promote importance of healthy lifestyles throughout the whole curriculum, both within P.E lessons and within all school experiences.</p> <p>Continue to develop the profile of pupils' achievements and successes in PE and Sport, with this highlighted in whole school events and clearly evidence around school.</p> <p>Celebration assembly to promote whole-school awareness of the importance of</p>	<p>Achievements celebrated in class assemblies (notable achievements shared).</p> <p>Identify new sports and activities that can enrich the curriculum</p> <p>Updated curriculum map</p> <p>Informal interview process to select appropriate candidates for Sport Leaders - Role explained, P.E lead to work alongside in organising equipment</p>	<p>£3200</p>	<p>Morelands has achieved the Gold School Games Mark award for their commitment, engagement in the School Games for 2021/22.</p> <p>Pupils aware of their own health and fitness and why it is important.</p> <p>Pupils can discuss healthy living and justify their choices.</p> <p>Pupils can talk about the important of a healthy diet and frequent</p>	<p>Re-introduce the use of a Morelands Sport Twitter account to promote school sport.</p> <p>Further CPD in Gymnastics and Dance</p> <p>Work with Crookhorn Sport to develop Tag Rugby</p> <p>Through pupil feedback and conferencing, deliver different clubs the children expressed</p>

<p>PE and sport for all. Celebrating success in entering and taking part in a range of competitions. In addition, advertising clubs available with taster introductions. P.E Monitors selected to organise P.E Equipment for lessons, maintain cupboard and equipment, alongside communication with P.E Leader.</p> <p>Profile of PE raised through staff understanding of Physical Education, School Sport and Physical Activity.</p> <p>Use of Morelands Primary School – Twitter page to enthuse families around sport.</p> <p>Continue to develop display board for School Sport.</p> <p>All teaching and supporting staff wearing staff P.E Kit with clear expectations on promoting wearing the appropriate P.E Kit among pupils.</p> <p>Workshops to enthuse and motivate children.</p>	<p>for teaching sessions and break/lunch time activities.</p> <p>Use Twitter to promote school sport</p> <p>Develop links with local clubs in the community.</p> <p>Regularly update sport display board showing School Sport images from events, club opportunities, fixtures and results.</p> <p>Whole school CPD to further embed 'SucceedIn' as a legacy school</p> <p>PE, PSHE and DT (healthy eating) subject leaders to work together and review and improve medium term plans to ensure children are equipped with the knowledge to make healthy choices</p> <p>Further embed the whole school vision for PE and raise the profile of Sport and Physical Education across the school and wider school community.</p> <p>Consider virtual athlete visit to deliver a an inspiring whole-school assembly and fitness sessions</p>		<p>exercise.</p> <p>Exposure to all pupils to raise the aspirations and participation in PESSPA.</p> <p>Higher attendance in activities and engagement</p> <p>Pupils aspiring to the role and others taking ownership of the equipment used and learn to respect it.</p> <p>Pupils participating in a range sports and activities</p> <p>Showcase PE and Sport to parents and the wider community</p> <p>Spare kits are available in all year groups, so that all children can participate. Teachers explore and follow up reasons for non-participation.</p> <p>More Pupils taking up sport and exercise opportunities outside of school showcasing sporting achievements</p> <p>Community, parents, and carers become more aware of school sport.</p> <p>Pupils taking pride in school sport and representing the school.</p> <p>Pupils now refer to the Sports wall where we have images of sporting</p>	<p>interest in to increase the numbers of participants.</p> <p>Lead CPD on PESSPA at the school, during SucceedIn training, with staff having an understanding of the differences of each.</p> <p>Twitter links with community clubs within other sports (Portsmouth in the community, local dance schools, Fort Purbrook, Havant Hawks Rugby, Havant Bowles Club).</p> <p>Constantly changing to match the curriculum and events on offer each term.</p> <p>Continue to replace and replenish equipment, awareness of equipment regularly used and better organisation. Age related storage for each year group with correct size equipment.</p> <p>PE, PSHE and DT leads to continue working together to create a healthy living curriculum</p> <p>Introduce Scootability for KS1 to train pupils to enable them to have the confidence and skills to be able to travel actively to and from school</p> <p>All stakeholders to recognise and appreciate the value of our high quality PE programme which lead</p>
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		<p>role models along which extra-curricular clubs are running, results and opportunities for competitive fixtures. It is used as a reference point to positively impact PESSPA within the school.</p> <p>School games values clearly displayed and echoed through the school.</p> <p>Pupils aspire to try out for competitions, be part of a team, and wear the new kit. Keen and eager to work hard to represent the school with pride.</p> <p>Pupils aspire to look smart and wear the appropriate P.E kit, as expectations are high with staff kit.</p> <p>All staff members and stakeholders in the school committed to moving PE forward and improving outcomes for pupils in school.</p> <p>Pupils are proud to showcase their knowledge and skills across a range of activities and as a result their confidence and self-esteem is increased.</p>	<p>to higher out comes and enriched opportunities for pupils.</p> <p>PE coordinator to provide updates, provision and strategies for whole school improvement throughout the year in staff meetings /professional conversations.</p> <p>Further cement the 'Sports Superstar' and announce in assembly, with a certificate and enriched activity. Clear recognition for why they have been awarded (School Games sporting value they have shown). Snowsport (donutting) used this year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28.07%
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>Improve the knowledge and understanding of all staff, of the teaching of P.E and Sports, including the wider social and emotional aspects.</p> <p>P.E lead to be informed from Hampshire P.E conference of how the school can ensure inclusive physical education so that children can access and enjoy more physical activity. Attend programme of workshops and speakers to cascade information to equip school with resources, ideas and inspiration to create a curriculum that is inclusive to all pupils.</p> <p>Coaching staff in PE to establish a progression of skills across each half-term.</p> <p>Identify CPD opportunities for staff in Physical Education to increase teaching confidence in the subject</p> <p>Subject lead to continue in 'Level 4 Qualification in Supporting Pupils' Wellbeing Through Physical Education' to support the emotional and social well-being of pupils through physical education.</p>	<p>Whole school training and implementation of 'SucceedIn'</p> <p>Team teaching and coaching of staff</p> <p>Attending conference (Virtual-due to COVID-19), enables a greater understanding of where P.E fits into the curriculum and how it can be developed within school.</p> <p>Lesson plans and resources to reflect high quality teaching and learning</p> <p>P.E Lead observed by Deputy, with the view to observe teaching P.E across the school to develop the expertise of staff in the delivery of different aspects of P.E</p> <p>On-going support for all staff of the subject.</p> <p>Increase staff confidence and ability to teach.</p>	£5900	<p>Ongoing Assessments &amp; Curriculum Support</p> <p>Ensure children are meeting their PE entitlement each week. No missed lessons in the subject.</p> <p>The teaching of P.E at Morelands Primary School is at least consistently good.</p> <p>Professional Development for PE Lead has lead to effective ideas on how to spend Sport premium grant to ensure sustainability, and how to evidence the impact successfully.</p> <p>Increased confidence, self-esteem and a real desire to learn from pupils. The enjoyment of P.E has increased participation in wider activities.</p> <p>Development of co-operation/working in groups/desire to learn.</p> <p>Observations, during team teaching and learning show that children have access to high quality PE teaching.</p>	<p>All new and existing members of staff to be confident in the planning and delivery of PE, with staff knowledge and confidence to be built upon yearly.</p> <p>Assessment was introduced to enable teaching to be adapted appropriately for individuals</p> <p>Ongoing Curriculum Support.</p> <p>Provide further CPD opportunities for engaged members of staff (FA Level 1 in Coaching, REAL Gymnastics Course, 1st4Sport Level 2 Award in Multi-Skills Development in Sport, PSSP Dance Ideas Workshop)</p> <p>Develop assessment information to clearly identify which children are working at ARE, supporting planning for progression.</p> <p>PE specialist able support colleagues to continue to move practice forward and model lessons/ team teach across the</p>

<p>Improving and embedding the quality of teaching and learning</p>			<p>Staff confidence and ability to teach high quality PE increases and embeds further and as a result, pupils benefit from lessons that they enjoy more and in which they make better progress.</p> <p>All staff to continue to provide excellent role models and work together to ensure that there are increased opportunities for pupils.</p> <p>Early years staff are more knowledgeable and confident and have the necessary resources to deliver high quality PE lessons which will enable our EYFS pupils to have the best possible start in their physical education journey.</p> <p>Up to date guidance is followed to ensure pupils are safe in and out of school in PESSPA activities.</p>	<p>school.</p> <p>Swimming provision effectively planned to help pupils meet and exceed NC expectations. Year 6 to have top-up swimming in October 2022.</p> <p>Safe practice updates and changes ensure pupils are kept and remain safe.</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: 9.33%
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>Identify those young people that would benefit most from intra competition offer and evidence they are engaged in this.</p> <p>Share with our parents our competition intent and ask the same of other external providers engaging with our school.</p> <p>Used the power and inspiration of CWGs to engage our young people and parents and see if there's an uptake in participation as a result.</p> <p>Broaden the range of activities delivered within in and out of the PE curriculum to include a range of both traditional and non-traditional activities.</p> <p>Work alongside after school club provider to create a wider range of sports and activities at lunch and after school</p> <p>Replenishment and replacement of P.E equipment.</p> <p>Bikeability</p> <p>Pupils to participate in inter-school sports events in a range of disciplines.</p> <p>Improve children's awareness of the broad and balanced PE and sports</p>	<p>Using intra competition in the most appropriate way – when children are competent enough to engage and when their motivation and confidence are matched to the types of event we are offering</p> <p>Commitment to using the opportunities within your local School Games offer to make a difference to those young people that are the least active and/or address inequalities that some young people face</p> <p>To secure the best engagement from young people we may also wish to enlist the support of their parents/carers and other providers. Help them to understand why they have been chosen to take part and what the event aims to achieve so that they can celebrate this with the children.</p> <p>To further develop and offer a broader range of clubs and activities throughout the year identifying competitions which have previously</p>	£1975	<p>Evidence timetable of intra competitions/events over the year and what the difference is that we are trying to make to the young people through these as well as the uptake and impact – Reflecting on if we achieved what we set out to?</p> <p>Capitalised not only the inspiration of performance but the message of inclusivity in society in your School Games planning and the Commonwealth Games values of Humanity, Destiny and Equality.</p> <p>Attendance at events, engagement in interventions, leaders work, working with clubs/athletes.</p> <p>Pupils achieving a minimum of Level 1 in Bikeability</p> <p>Feedback from participants &amp; instructors</p> <p>Increased confidence &amp; participation</p> <p>Feedback from pupils &amp; teachers</p>	<p>Download the Positive Experiences in Competition toolkit – consider the tips on how to consult young people (STEP 2) on which experiences/formats would suit them best.</p> <p>Evidence which groups of young people would/ have benefited most.</p> <p>Engage with SGO – see what from their offer of events, leadership opportunities, transition support and 60 Active Minutes work you can engage with to support your priority groups.</p> <p>To use pupil surveys further, to help influence the school clubs offered at the start of every term.</p> <p>Continue to keep records going, with these being clearly displayed and continually celebrated.</p> <p>Identify other sports and coaching opportunities which fit</p>

<p>opportunities in and outside of school.</p> <p>Establish working links with local clubs e.g. Bedhampton bowling club, Waterlooville 147 snooker club.</p> <p>Ensure that opportunities are provided for both our talented pupils and pupils that are less active or to less likely to put themselves forward for competitive sport.</p>	<p>not been entered.</p> <p>To develop confidence &amp; self-esteem through hands-on, positive outdoor learning experiences.</p> <p>Clearly labelled P.E cupboard where resources are easily accessible to support the PE curriculum</p> <p>Identify any equipment that needs replacing or replenishment.</p> <p>Pupils engaged in identifying the range of clubs that they would like to attend through pupil voice.</p> <p>Organisation of sports days (EYFS/KS1, KS2,).</p> <p>A wider range of activities on offer to suit all abilities with a varied level of competitiveness.</p> <p>Medals/Certificates given with a school leader board showing records broken from previous years.</p> <p>All Year 6 pupils taking part in Bikeability.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p>	<p>Pupils can access the learning as they have appropriate equipment for their age group. Staff deliver more effective lessons through children who are engaged with the subject and can succeed.</p> <p>Achievements celebrated during assembly.</p> <p>Records kept for 5 years of previous sports day and displayed in hall.</p> <p>ALL children competing in at least one sports day.</p> <p>New sports such as Dodge ball offered was received positively by pupils in Year 3-6 (Postponed - Autumn 2021).</p> <p>Increased enjoyment of sport</p> <p>Development of technical skills and game strategy</p> <p>Curriculum review and coverage also under review.</p> <p>The number and range of activities offered during our out after school programme continues to broaden in response to pupil voice and the capacity to deliver.</p> <p>Well-resourced subject with plenty of differentiated resources to support teaching and learning opportunities for pupils resulting in increased</p>	<p>into our new curriculum. (Orienteering, Ultimate Frisbee, Tri-Golf, Stoolball, Tchoukball). Seek support from outside agencies to deliver, alongside teaching staff.</p> <p>Further develop Sports Council at the school to hear student voice on what clubs they would like at the school in each year group.</p> <p>Yoga teacher/club to advance the children, important at this current time due to effects of COVID-19.</p> <p>Seek further online support / look at new programmes</p> <p>Work towards a greater percentage of children gaining Level 2 in Bikeability / Scootability</p> <p>Additional resources will help to support healthy lifestyles, and also raise attainment through engagement in a whole range of traditional and alternative sporting activities.</p> <p>PE coordinator to work closely with community clubs to ensure a clear pathway and sign posting to nearest club opportunities.</p> <p>School to invite different sporting links into school, so that children can see all sporting routes.</p>
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			<p>progress, enjoyment and involvement in lessons.</p>	<p>Additional swimming to be provided for those that missed the opportunity due to Covid-19.</p> <p>Develop relationship with governor who can work with P.E lead to further support in offering a broader experience of a range of sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.27%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Provide opportunities for our young people to practice and prepare ahead of all inter competition experience and give reflection time afterwards in line with positive experiences research.</p> <p>Increase participation in sport by accessing Havant School Games inclusive competitions and events.</p> <p>We want our pupils to be able to compete within school, and out of school so they are inspired by participating, and we can celebrate sporting success.</p> <p>To provide training opportunities for those pupils who are selected for competitions through the provision of a variety of free sports clubs, both for pupils who are selected for competition and those who have a passion for the sport.</p> <p>Increased competitive opportunities for children with SEND.</p>	<p>As with other aspects of the school curriculum properly preparing for new experiences gives children confidence that they know what to expect and that they have the skills and knowledge they'll need to make the event a positive one.</p> <p>Increased participation in HSG events. All of Year 6 given an opportunity!</p> <p>For children to compete in a range of HSG competitions outside of school, we need to be able to release staff to attend the fixtures with them.</p> <p>P.E Lead has taken practical qualification to drive school minibus, including MIDAS training.</p> <p>Increase confidence and self-esteem of pupils within the school by; a) Celebrating successes in assemblies, b) Pictures of events participated in on social networking sites.</p> <p>PE volunteers helping take children to more competitions.</p>	£2400	<p>Evidenced understanding of positive experiences and how they have been put this into practice to ensure that young people aren't just being exposed to competitions/events coldly but that they are adequately prepared and know what to expect so that they can be their best. – Develop in pupil voice</p> <p>Increased self-esteem of our pupils that are less likely to be active or to put themselves forward for competitions through selection for and involvement in inter-school competitions.</p> <p>Increased self-esteem and confidence of pupils.</p> <p>Increased % of children representing the school in competitions.</p> <p>Photo Evidence</p> <p>All children participating in the Sports Day</p> <p>Attendance a Sports Festivals</p>	<p>Consider how we can best help participants to prepare and what can be done to help young people recall the positive aspects of engagement.</p> <p>Carefully monitoring pupils to ensure all pupils, by the end of year 2, have competed in inter-house events.</p> <p>Careful monitoring of pupils to ensure all pupils, by the end of year 6, have represented Morelands in a sports festival/event outside of school</p> <p>To use new platform to measure and track the percentage attendance of those currently accessing clubs across the year and target children where needed to ensure an increase to 20% more accessing clubs.</p> <p>Use data to inform staff of any children not taking part in clubs throughout the year. Follow-up with children and parents to</p>

	<p>Increase the number of Inter-house School competitions</p> <p>Improved structure of Sports Day</p> <p>Display information of Sports day via social media and the display boards</p> <p>P.E leader to create an overview of the HSG's fixtures to be attended, staff attending, to enter teams and book transport.</p> <p>Transport and additional adults to drive to events/fixtures, cover of class to be provided.</p> <p>Free ASCs provided to enable those children selected to represent the school, and compete at inter-school competitions, the opportunity to analyse and improve their own performance.</p> <p>Free ASC's are provided by the P.E Leader, Deputy head and any other teachers who wish to assist or lead a club.</p>		<p>organised by HSGO, Attendance at district events and progression to county events.</p> <p>Attendance at local inter-school fixtures and tournaments.</p>	<p>support barriers to attendance at clubs being overcome.</p> <p>Use Twitter, Sports Newsletter, Sport Wall and posters to promote these events to parents or carers.</p> <p>Use this same tool to also ensure a 20% increase in children that represent the school at HSGs fixtures.</p> <p>Secure invites for future events/fixtures</p> <p>Sports Days to be reviewed annually and ensure it meets the needs of the current pupils</p> <p>Social media to be developed, to allow P.E leader to access independently and use more frequently.</p> <p>Teachers having the opportunity to lead an additional ASC, where they will be funded.</p> <p>Are there specialist P.E students who are able to work with Morelands Primary School whilst completing their training?</p> <p>The wider skills learnt through involvement in competitive situations and collaborating with others in sporting activities will stay with and benefit pupils in the</p>
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				future.  Key children identified for future competitions or pathways.
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Signed off by	
Head Teacher:	<i>A.Syred-Paul</i>
Date:	21/7/22
Subject Leader:	Lauren Bryant
Date:	20.07.22
Governor:	R Gridley
Date:	20/7/22