



Sharnford CE Primary School

Sports Funding Impact and Analysis

Statement

The following pages are tables showing the impact of Government Sports Funding for 2022-2023.



Sharnford CE Primary School

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Background:

The Government has provided funding until July 2023 to provide schools with new, substantial funding to make additional and sustainable improvements to the quality of the physical education [PE], physical activity and sport offered through their core budget. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils to improve the quality of sport and PE. The premium is used to secure improvements in the following five key indicators:

1. Increased confidence, knowledge, and skills of all staff in teaching PE and sport.
2. Engagement of all pupils in regular physical activity.
3. The profile of PE and sport is raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

The sport funding can only be spent on sport and PE provision in schools. Additionally, OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase. 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 ensure we are covering all three of these bases, our report is structured with the same three headings also including next steps. 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 they 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.

We are proud of the PE curriculum and sporting opportunities that we have on offer at Sharnford CofE Primary School. We believe the purpose of physical education is to be inclusive and achievable for all. We hope through high quality teaching, we inspire and motivate children to be active in the lives, aiding them to become physically confident through the teaching of key fundamentals. We encourage experiences of a range of activities that help children to understand the importance of living a healthy lifestyle and partaking in regular exercise.

Children should have access to opportunities in which they can apply the skills they have learnt in competitive situations, either individually or a part of a team. In result of this, children have the opportunity to learn key values that are pertinent in other areas of their lives such as teamwork, resilience, respect, determination and fair play that



can be taught, promoted and applied in an active way. Additionally, we believe that PE plays a key role in educating students holistically. Research supports the significance of physical development in an education setting. The healthy, physically active child is more likely to be academically motivated, alert and successful.

We recognise that quality physical education teaching is essential in helping to develop our pupils motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. Therefore, our developed curriculum is learning with the **head, heart and hands**.

Our PE Curriculum Overview- Learning with the Head, Heart and Hands.

Curriculum Overview

Intent

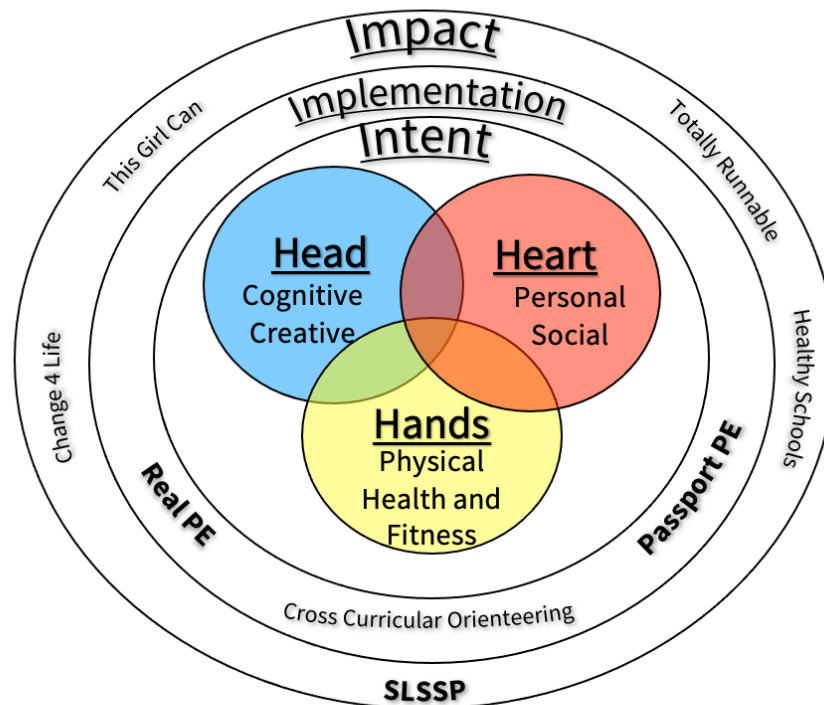
We intend for the Physical Literacy Curriculum to be accessible and achievable for all.

We focus on high quality teaching of physical literacy that inspires and motivates all pupils to challenge themselves both physically and cognitively. Children are given opportunities to explore their own values and set aspirational goals.

We define this as learning with the head, heart and hands. These strands are embedded within our 5 key pillars of physical literacy which are: play, physical activity, physical education, sport and active learning.

Our aim is to have a curriculum that enables children to master both the physical and theoretical knowledge of physical literacy which underpins a healthy and active lifestyle.

By the time children leave Year Six and progress onto Secondary School, they will have mastered basic physical competencies (agility, balance and coordination), have built confidence in their own abilities and have created the foundations to have a life long love of activity which will feed into the other aspects of their daily lives.



Impact

Our curriculum is designed so that there is a clear progression of learning throughout the school which is assessed termly. Children are supported in their understanding through the introduction of specific vocabulary year on year which is mapped to each sport.

We provide opportunities to develop and broaden the foundation of learning that takes place in school through sports day, competitions and clubs.

Children are provided with a variety of competitions (intra and inter) and clubs throughout the year, to embed the key fundamental movements learnt which are rooted in agility, balance and coordination, as well as the skills of teamwork, respect, self-belief, determination, passion and honesty.

Competition is positioned to bring out the best in pupils and spur innovation.

Implementation

We have adopted the Real PE and Passport PE schemes to implement high quality teaching which supports the development of motor competence alongside carefully identified and sequenced knowledge of activities, sports and healthy competitive participation. Children will access these lessons two times a week.

Teachers carefully align the needs of pupils with ambitions of the curriculum to make effective pedagogical decisions. Careful planning of early movement and developing the knowledge of leading healthy, active lifestyles starts in the Early Years of Learning (EYFS). We understand that pupils are best able to learn and do more in PE when they have access to high quality instruction, practice and feedback.

Key achievements to date until July 2022:

Gold award achieved in the school games for the second year running.

Indicator 1:

- Staff implementing a new scheme within their PE lessons (Passport PE) successfully.
- New staff receiving training of a new scheme of PE which focuses on all areas of physical literacy as well as aiding to embed key values that develop character.
- Whole school staff meeting on curriculum development and assessment.
- Whole school meeting identifying a learning nutrition (learning behaviour) we wish to see within lessons and across the curriculum.

Indicator 2:

- All children have continued to receive their full time (two hours a week) of physical activity within the school setting.
- KS1 have completed their daily mile when the weather permits.
- Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes.
- We have bought a variety of fine and gross motor equipment for EYFS to facilitate more opportunities to embed physical literacy across the curriculum in both structured and non-structured times. Children are increasingly active throughout the day and using physical activity to enrich their learning, independence and social moments with peers.
- Engaged student voice, creating an active environment which is modelled by staff and is embedded in the curriculum.
- We developed and trained a Sports and Wellbeing school council.
- Selected children in Year 5/6 were trained to be playground leaders and run happy lunchtimes.
- Tracking the 30 minutes of daily activity.
- A high-quality specialist PE practitioner to run interventions with selected children and aid sports leaders in their responsibilities.

Areas for further improvement and baseline evidence of need:

Indicator 1:

- Direct staff to online training and activity suggestions provided by TOP Sportsability to aid delivery of inclusive physical education.
- For the PE lead to complete the PE specialism course.
- To improve teachers knowledge and skill of teaching different sports and differentiating them appropriately to ensure each child is challenged.
- To improve teachers' knowledge and skill set of how to incorporate active learning methods into their core subjects such as reading, writing and maths, resulting in children engaging in more physical activities throughout the day. We would like to buy and implement Tagtiv8 next year to support opportunities for active cross curricular learning.

Indicator 2:

- To continue to develop playground leaders to run activities during lunchtimes.
- To continue to develop the Sports and Wellbeing council to run events and become pupil voice for the school. Another teacher within the school will support with this aspect and ensure its consistency.
- To adjust the long-term plan of extra-curricular clubs in line with new sports events and a spiral curriculum.

Indicator 3:

- To improve the consistent use the school twitter account to connect with our school partnerships, sports organisations, sports clubs and other schools in our local area. This is used as a platform to disseminate information and achievements of our school for our school community.
- To continue to develop our school website, making it clear of the opportunities we provide.
- All pupils to consistently have the appropriate clothing for PE lessons and correct footwear to be active during the day.
- All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.

- We had Big Moves, SPARX and Inclusive Games come in to work with a small group of identified children and a member of staff.
- Selected children through the school were chosen to experience Forest School which will continue next year.

Indicator 3:

- Nearly all children are active for 60 minutes within the school day and outside of school.
- The use of the school twitter account to connect with our school partnerships, sports organisations, sports clubs and other schools in our local area. This will also be used as a platform to disseminate information and achievements of our school for our school community.
- Student leadership collate pupil voice on schools offer of sport and physical activity.
- SLT support the role of the PE lead and student leadership.
- An increase in the raised profile of sport across the school through our school newsletter, school website and Facebook posts.
- Clear communication with parents regarding school games competitions and logistics of the events. Parents enjoy staying and cheering on children at the events creating enriching and positive experiences for pupils.
- A continued affiliation with campaigns such as 'Totally Runnable' and 'This Girl Can' to promote physical activity with less active girls. Recent research by both campaigns has found that from Year Two and onwards, girls reduce their involvement in physical activity.
- Involvement with active travel months and Go Net Zero day.

Indicator 4:

- We have increased the amount of school clubs on offer (breakfast and afterschool), with an increase of various sports and activities that are on offer.
- We have promoted more sports roles models, ensuring that we represent different ethnicities, cultures, backgrounds, genders, disabilities, etc. We have used video footage from the Olympics and Commonwealth Games to show

- Encourage all staff to timetable physical activity breaks in between lessons consistently and plan for some active lessons.

Indicator 4:

- To offer opportunities to children who have established a relationship with physical activity/sport with the aim to aid them to continue to be motivated and inspired to maintain it.

Indicator 5:

- To increase the offer of physical activity and sports clubs throughout the day.
- Develop links with sports clubs in the local area and provide taster sessions for the children and parents.
- To offer an increase of inter school competitions.
- Identify key children to target for each intent of competitions.
- Create a formal document to collect pupil voice after competitions.



children the celebration of differences under the same passion of sport and physical activity.

- The use of sports roles models from different ethnicities, cultures, backgrounds, genders, disabilities, etc. to open up discussion on big ideas and current topics such as inclusion, racism, etc.
- Increase in a variety of equipment to facilitate the education of other sports.
- Year 6 experienced Top Ropes- a fun experience of climbing.
- Year 4 and Year 6 went onto a residential which exposed child to various fun activities such as climbing, hiking, etc.
- Use of competitions based at secondary schools to expose primary children to potential feeder schools within the local area supporting transition.
- Inclusive games club based at one of the schools within the federation, supporting identified children and parents.
- Opportunities for inclusive physical activity for SEN children.
- The use of Passport PE to monitor and evidence the offer of enriching opportunities to identified children who need support in maintaining an active healthy lifestyle and interview with children to monitor progress.

Indicator 5:

- An increased offer of afterschool clubs.
- Giving children time to practice and prepare before competitions.
- Identified pupils that can benefit most from interventions and competitions.
- We participated in the LADS project. This is a project which will be done annually with the aim to support less active boys to become more active regularly.
- We created our own GALS project. This is a project which will be done annually with the aim to support less active girls to become more active regularly.
- An increase in intra events with inclusive sports within the school supported by student leadership with clearly defined intent.
- An increased offer of inter school competitions.



Details with regard to funding:	
Total amount carried over from 2021/22	£0.00
Total amount allocated for 2021/22	£18,128.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£16,850.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,850.00

Meeting national curriculum requirements for swimming and water safety:	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Academic Year: 2022-2023		Total Fund Allocated: £16,850.00		Date Uploaded: 28/07/23	
Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.					Percentage of Total Allocation:
					33.3%
Intent	Implementation		Impact:		£5686.65
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training, and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.	Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE co-ordinator shared the learnings with all colleagues during staff meetings.	£2650.00 (South Leicestershire SSP Membership)	<p>Tailored support was given to all school staff and parts of the staff meeting session were individualised depending on feedback from the staff survey regarding teaching PE.</p> <p>The impact of Real PE and Passport PE has been assessed through feedback from staff and pupils, all commenting that PE is enjoyed more than in previous years.</p> <p>The pace of lessons has improved, and staff have found their own ways of tailoring the planning and assessment to ensure the quality of lessons have improved. This has aided development in other areas which has fed into other parts of the curriculum and the school day. Staff CPD run and feedback was positive. Next steps for whole staff discussed and decided.</p>		<p>SLT will continue to champion the PE co-ordinator role.</p> <p>The PE co-ordinator will deliver whole school staff workshops.</p> <p>The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p> <p>The PE lead will continue to track and monitor performance of teachers and pupils and provide tailored support where needed.</p>
	The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a Physical Literacy workshop. The PE co-ordinator shared the learning points with all staff.				
	PE co-ordinator to share current practice of school at a workshop in the Leicestershire and Rutland PE Conference.				



	To ensure that pupils have a broad and balanced curriculum which is progressive across primary and secondary. A scheme has been bought so that children are able to develop mastery of fundamental movements needed to support their physical literacy.	£695.00 (Real PE)		
	To ensure pupils can meet the national expectation by the end of KS2	£400.00 (Cross-Curricular Orienteering)		
	To ensure that pupils have a broad and balanced curriculum which is progressive across primary and secondary, a scheme has been bought so that children are able to learn traditional sports that are played at competitions and within secondary school.	£350.00 (Passport PE)		
	Training provided for new staff or staff who would like to revisit the training previously delivered about teaching high quality Real PE lessons.	£140.00		
	Teachers have regularly updated forest school training each year to ensure we are offering	£200.00		

	high quality broad experiences.			
Increase knowledge of safer practices.	Safe practices in Physical Education and Sports	£51.65	Ensure staff have a guide to best practice.	
Time and training for the PE coordinator so that they are confident in moving the school forward and providing the best opportunities for pupils including out of school competitive sport and provide adequate time to do so.	Lead to focus on raising the profile and enjoyment of physical movement and an increasing staff and pupil knowledge of physical literacy.	£1200.00	Review of assessment tool completed and school agreement on moving to a RAG rating in line with our new curriculum design.	Implement the new tool for assessing – RAG ratings. YST membership next year with the aim to apply for the quality mark badge.
	A full day within each half-term to be released in order to address school and trust action targets.		New curriculum design and plan alongside hub curriculum team - staff CPD run on how it will impact teaching and learning. Liaison with YST has taken place. Ideas presented at conference supported direction of new curriculum plan and intentions.	

Key indicator 2: Engagement of all pupils in regular physical activity.				Percentage of Total Allocation:
				30.7%
Intent	Implementation		Impact:	£5230.58
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Providing targeted activities or support to involve and encourage the least active.	The school delivered the Aspiration Active project, 6 weeks of activity for less active children in year 5/6.	Included in the SLSSP Membership.	All children have continued to receive two full hours a week of formal Physical Education lessons. Children are assessed both formatively and	We have implemented Passport PE which has a system in which we can track pupils



	<p>The activity was chosen by the participants. This included games such as capture the flag, lacrosse, etc. The participants also took part in a celebration event at the local leisure centre. The children took part in a range of activities including (archery, quidditch and wheelchair-based games. The aim of the event was to inspire and encourage a continued engagement with physical activity.</p>		<p>summatively during lessons and feedback is given to the PE lead of those who are below or above the expected standard so that further opportunities for challenge and support can be provided.</p> <p>Teachers provide opportunities for children to complete the daily mile when possible due to both weather conditions and risk assessment of the grass, giving children an opportunity to be active during lessons. It has been noticed by all staff that children are voluntarily opting to continue running during breaks and lunch times, going in groups or asking members of staff to join them for jogs or sprint races.</p> <p>All teachers have been provided with FUNS cards which have been implemented during transition times to give children active breaks. Staff have also implemented Jump Start Jonny, brain gym, or other dance videos to give children a variety of movement breaks to ensure children are active during the school day.</p> <p>Children in Year 5 and Year 6 have been trained to be sports ambassadors, and, with the support of staff have implemented games and competitions</p>	<p>and identify those that may need more support to be more active.</p> <p>We will continue to remind staff of the resources available to support active movement breaks for pupils during the day.</p> <p>We provide staff to supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year. We are inquiring into further training for staff so they feel more confident in delivering this as an intervention session across the year.</p> <p>Within EYFS and KS1, staff will continue to monitor the levels of physical activity and mastery of fundamental movements of pupils, suggesting them for Big Moves and SPARX intervention sessions.</p> <p>Next year we would like to implement Energise and Inclusive Games for pupils in KS2 who will continue to need support to stay active.</p>
	<p>The school took part in the SLSSP Big Moves project designed for Reception/Year 1 pupils who need further support in focus, social interactions, fundamental movements, etc.</p>			
	<p>The school participated in the Energise Club/SPARX. The 12 weeks of sessions delivered by SLSSP staff with inactive/less confident KS1 (for SPARX) pupils. The sessions included fun physical games and mindfulness.</p>			

	<p>We have established a running route on the field, which is used by children when the weather permits, and the grass is dry and safe to run on. Children are able to access the daily mile in during active breaks within lessons, break and lunchtime.</p>	£0.00	<p>during breaks and lunchtimes. They have also been encouraged to look for any children who may be alone and encourage them to join in games, supporting the wellbeing of others.</p> <p>We have ran interventions groups such as Aspiration Active, SPARX and Big Moves to target and support children who have been highlighted by teachers, parents or by the pupils themselves that are least active.</p>	
	<p>We have affiliated ourselves with Totally Runnable and This Girl Can to encourage girls in KS2 to continue to participate in physical activity.</p>	£0.00	<p>The school have also affiliated with Totally Runnable and This Girl Can which are organisations which aid schools in promoting physical activity and promoting women in sports, providing young girls with role models and encourage them to continue to stay physically active. We have displayed posters around the school which show girls of a similar age in various sports as well as using female adults in school to be key role models, fully participating in lessons and playing with the children during breaks and lunchtimes.</p>	
	<p>Resources for movement breaks have been provided and implemented across the whole school, such as:</p> <ul style="list-style-type: none"> • FUNS Cards • Jump Start Jonny • Brain Gym • Real Play/Real Foundations • Cosmic Kids Yoga • Go Noodle 	£0.00		
<p>Inspire ALL students to get involved in 45 minutes of physical activity during school time and take part in physical activity outside of school.</p>	<p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded</p>	<p>Included in the SLSSP Membership.</p>		<p>It has been fed back by children through sporting ambassadors that pupils would like an improved tracking system provided for their runs during the daily mile and breaks/lunchtimes so they can measure how far they have run. They would also like to make an event of it during a month like</p>

	<p>to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones. Two children were nominated to receive special recognition for a marked improvement in their overall activity and efforts.</p> <p>Parents have been sent links to SLSSP activities throughout the year- i.e. virtual challenges, etc.</p>			<p>Move it March- i.e., encourage children to run distances which combine as a team (i.e., from Sharnford to Paris) and award medals or certificates for participation.</p> <p>It has been suggested that children have a card to track each session, however children would like to track it on an online platform which compares with other children (like the one that is used during Beat the Street).</p> <p>We will continue to use Passport PE which has a system in which we can track pupils and identify those that may need more support to be more active.</p> <p>We will continue to remind staff of the resources available to support active movement breaks for pupils during the day.</p>
	All parents have access to the Real PE Home website which provides games and activities to do at home to aid staying active.	Included in the Real PE Subscription.		
To improve the offer of physical literacy within the EYFS setting.	<p>We have continued to subscribe to Real PE's 'Real Foundations' which supports EYFS practitioners to deliver exciting games rooted in physical activity.</p> <p>We have also bought a variety of equipment which supports both fine and gross motor</p>	<p>Included in the Real PE Subscription.</p> <p>£1104.97</p>	<p>Teachers have found an increase of children independently participating in:</p> <ul style="list-style-type: none"> • Play • Physical activity • Physical education lessons • Sports • Active learning <p>Which has aided their overall development within physical literacy as</p>	<p>We will continue to monitor the activity levels of children in EYFS as well as formally assess all pupils using Elaine Cowley's Big Moves assessment grid to track and monitor gross motor development and fundamental movement progression.</p> <p>We will also continue to remind adults of all the resources available and provide regular opportunities to discuss progress, equipment and find further opportunities</p>

	development to facilitate more opportunities for physical activity throughout the day.		<p>well as enriching their learning and social moments with their peers.</p> <p>Teachers have been monitoring and recording physical development through both tapestry and the assessment wheel on the platform Real PE.</p> <p>Pupil voice of children within EYFS (through adult interview) have found most to have enjoyed the sessions and enjoy being active.</p>	to invest and support early physical literacy.
Provide a sporting leadership pathway for pupils in Year 5 and Year 6 to allow all pupils the opportunity to develop as role models through contributing to break and lunchtime activities as well as whole school sporting/wellbeing events.	Children specifically selected in Year 6 to be trained and perform as sports ambassadors. Children in Year 5 selected to shadow them for the year and move into the role in the next academic year.	Included in the SLSSP Membership.	<p>Through adult interviews with leaders, we have found that children have enjoyed aiding adults in creating competitions and games at breaks, lunchtimes as well as whole school events.</p> <p>However, children would also like more autonomy over competitions and fund-raising events that are on offer. They would also like to have opportunities to present the events in assemblies informally and have a PE celebration/school awards event at the end of the year.</p>	<p>We would like to continue to develop the leaders within Year 5 and Year 6 and give the children opportunities to be autonomous in events or competitions.</p> <p>We would also like to organise more chance to meet with leaders- this should help the process of them being more independent. Another staff member has been selected to help with this.</p>
To ensure children have the correct equipment to be able to actively participate in their lessons and be active in their free time.	Purchase a variety of equipment to support children staying active during unstructured times.	£791.97	Replacements to any damaged equipment was made as well as ensuring that enough equipment was accessible to children during their lessons.	We will continue to monitor the equipment to ensure it is safe and useable. We will also continue to use pupil voice to ensure children are engaged by what we have to offer.
	Purchase the equipment necessary for lessons so that the children all have a	£2193.77		

	piece of equipment each or between two to maximise full engagement, opportunity to learn and movement.		We have also invested in new equipment, which was previously either damaged due to extensive play, was old and needed replacing or found new items that pupil voice had directed us to.	We need to find a way to gain pupil voice informally and consistently- i.e., a messages box that can be checked by playground leaders and/or sports/wellbeing leaders.
	To maintain equipment to ensure children have safe and full access during lessons and unstructured times.	£1139.87		

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.				Percentage of Total Allocation:
				1.7%
Intent	Implementation		Impact:	£300.79
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.	Included in the SLSSP Membership.	The objective was for 100% of pupils involved in student leadership to feel that they have engaged and made an active change to school activities within physical literacy. The students felt that further opportunities to meet would have been more beneficial as well as an informal and regular opportunity for all pupils to provide pupil voice across the year rather than them asking termly. They suggested a voice box within the hall next to the PE board.	The school continues to train and give opportunities to the Playground Leaders and the Sports and Wellbeing Ambassadors.
To raise the profile of PE and School Sport.	We have continued to keep a section of the school weekly and monthly newsletter dedicated to Sports and Wellbeing.		Students felt that they had made a change through intra events, and the games/clubs hosted within the school	The Playground Leaders and Sports and Wellbeing Ambassadors will be trained next year to ensure student voice and student engagement is represented in the school's physical activity offer. To support students in having more autonomy within their student leadership, we have created a PE notice board in a identified hotspot of the school for all



	<p>This provides parents information on a particular topic within sport and wellbeing each month as well as update parents about school competitions or events days within school.</p>		<p>day. They would like further opportunities to lead, i.e., supporting the KS1 sports club, helping the leaders to run clubs, running their own club, etc. They also felt that they would have liked more opportunities to meet more regularly to do more within their leadership capabilities.</p>	<p>students. Ambassadors will take control of the noticeboard, including key information and infographics of physical literacy, display pictures from events and competitions, information and a sign-up sheet for upcoming competitions and sporting achievements inside and outside of school.</p>
	<p>We have continued to use social media and our emailing system to keep parents informed of any events, changes or competitions within and outside of school. We have started to use twitter to connect with our school partnerships, sports organisations, sports clubs, and other schools in our local area.</p>	<p>£0.00</p>	<p>We have had a higher uptake of following on social media through likes and comments. Through informal feedback, parents have commented that they have seen or shared events through our communication channels and feel that it is working well.</p>	<p>Parent and pupil voice to be collected through an online survey at the beginning of the academic year to involve the whole school community in identifying key strength and areas to improve within our school offer of physical literacy.</p>
	<p>Sporting achievements were also celebrated sport in assemblies.</p>			<p>We would also like to create a school twitter account to connect more with our school sports partnership, sports organisations, sports clubs within the local area as well as other schools. This will be an additional platform to disseminate information for parents to access as well as promote key achievements within the school and our local community.</p>
	<p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics.</p> <p>Children could also sign up to competitions or events on this board.</p>			<p>To increase our promotion of physical activity on social media and actively look for fun and engaging events within the county or other nearby counties to engage new families.</p> <p>Families and the local community have expressed enjoying Beat the Street and Active Travel Month this year and in</p>



				previous years and would like to continue to do these events. They have particularly enjoyed the key element of involving the village community to win rewards for the school.
	Trophies for intra school competitions and events to raise engagement.	£50.79		
	The children in Year 6 had an adventure day out at the high ropes to celebrate the end of term and provide children with an enriching experience they may not otherwise have access to outside of school (cultural capital).	£250.00		

<p>Embedding Physical Activity and Well-being into the school day.</p>	<p>PE Co-ordinator facilitating free games and activities to make lunch times and after school more active.</p>	<p>£0.00</p>	<p>The objective was for a 50% increase of physical activity on offer at the school from last year with an increase of clubs and activities during the school day in between lessons and at breaks and lunchtimes.</p> <p>We have had an increase in active movement breaks in between lesson times as well as more activities and games occurring at breaks and lunchtimes. Pupils have reported positively on this as have adults, seeing an improvement in wellbeing, behaviour and academic achievements.</p>	<p>The lunch time supervisors are trained to put on a range of activities/games during lunch.</p> <p>The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch.</p> <p>The Playground Leaders will continue to put on a lunch time club for KS1 children.</p> <p>The PE Lead will continue to promote resources and information to adults regarding active breaks so that they continue to be embedded across the whole school, aiming to ensure children receive 60 minutes or more of physical activity daily.</p>
<p>Encourage active travel to school for a healthy active lifestyle and for Net Zero day.</p>	<p>Took part in an Active Travel Month during October. Students and families were encouraged to walk/run/bike/scoot to school.</p> <p>A wallchart was given to each class to record children actively travelling to school.</p> <p>A trophy was given to the class that actively travelled the most.</p>	<p>Included in the SLSSP Membership.</p>	<p>From taking part in competitions such as the Active Travel Month, we are able to continue to monitor the active travel of students in the school. It continues to be high with most pupils walking, biking or scootering to school.</p> <p>We have also had an increase of children who come from outside of the village, driving in and parking on the outskirts of the village to walk, bike ride or scooter in comparison to last year.</p> <p>Many children have also enjoyed making the journey a social one,</p>	<p>The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>

			<p>meeting with other families to arrive together.</p> <p>The older children in Year 5 and Year 6 who are able to journey home alone have also spoken about liking the ability to walk with their friends to and from school and they are more likely to continue to be active after school as they will go to the park together.</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:
				22.7%
Intent	Implementation		Impact:	£3880.00
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range fundamental movement skills.</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a</p>	Included within the SLSSP Membership.	<p>We have increased the number of clubs that are on offer to children, such as rugby. As well as providing a broad range of experiences such as forest school and raising money for the school through fun runs.</p> <p>Pupils have commented on their increased enjoyment of physical activity this year as they have felt there has been more on offer than before.</p> <p>This year the school has taken part in the LADS/GALS project, which was enjoyed by all children who attended. Children expressed an improved</p>	Next year we will establish a pupil voice to inform the offer of clubs, ranging them from parasport to traditional sport so that all are included and able to fully participate. We will also offer clubs such as ultimate frisbee and archery, which are not traditionally taught sports in schools but still provide a new experience.

	design a football competition. The ideas of the week were to raise the profile girls football and increase participation.		attitude towards sport as well as meeting key sports role models.	
	The school sent out the SLSSP Festive Fun booklet, promoted the Easter challenge and the Summer Reading Challenge to all parents, It was designed to keep children and families active over the school breaks. Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.			
	Forest school support, supplies, transport and forest school teacher.	£3880.00		

Key indicator 5: Increased participation in competitive sport				Percentage of Total Allocation:
				11.3%
Intent	Implementation		Impact:	£1934.00
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increasing and actively encouraging pupils' participation in the school	Subscription to SL SSP provides opportunities for high ability, lower ability,	Included within the SLSSP	We have had an increase in competitions in comparison to last	The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next



<p>competition. Ensuring competition is for all and not just 'sporty' children.</p>	<p>SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.</p> <ul style="list-style-type: none"> • Aspiration Active 	<p>Membership.</p>	<p>academic year, particularly virtual competitions and events.</p> <p>From feedback from children after competitions, they have been enjoyed and given children a chance to participate in a team and shine.</p>	<p>year, both virtual and face to face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions and will develop a tracking system which incorporates tracking involvement within these events and not just events as a whole.</p> <p>The school is committed to taking part in the local competitions as well as creating more opportunities to have intra school competitions which are led by pupil voice.</p>
	<p>Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity.</p> <ul style="list-style-type: none"> • KS1 Multi-Skills Festival • LKS2 Multi-Skills Festival • LKS2 Girls Football 			
	<p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills.</p> <ul style="list-style-type: none"> • LKS2 Dodgeball • LKS2 Hockey • LKS2 Tennis 			
	<p>Pupils took part in EXCEL competitions which are</p>			



	<p>designed for our most able pupils and are based on performance.</p> <ul style="list-style-type: none"> • UKS2 Dodgeball • UKS2 Basketball • UKS2 Netball • UKS2 Hockey • UKS2 Tennis 			
Providing information on the purpose of each competition, festival or event for parents/guardians.	Admin support for competitions and events provided by the school or the school partnership.	£1064.00	The use of the admin team to disseminate information has supported a higher participation of competitions, events and festivals.	Continue to fund admin support to maximise participation for competitions, events or festivals.
Facilitate access of sporting opportunities.	Lease coaches to provide the required transport to attend sporting events and swimming programmes.	£170.00	The use of the coach has enabled us to get to children to and from fixtures when needed and attend sports events to increase participation of physical activity.	We will continue to offer transport to events and where possible to aid an increase in participation.
	Support staff to ensure children can participate in competitions, events or festivals safely.	£700.00		Where possible we will ask parents to support transport to and from events.



Signed off by:	
Head Teacher:	
Date:	
Subject Leader:	E. Ward
Date:	28/07/23
Governor:	
Date:	