



Sharnford CE Primary School Sports Funding Impact and Analysis Statement

The following pages are tables showing the impact of Government Sports Funding for 2020-2021.



Sharnford CE Primary School

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Background:

The Government has provided funding until 2020 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. Engagement of all pupils in regular physical activity
2. Profile of PESSPA [Physical Education, School Sport and Physical Activity] being raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff teaching PE and sport
4. Broader experience of a range of sports and 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.

We are proud of the PE curriculum and sporting opportunities that we have on offer at Sharnford CE 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 their 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 as 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.

Key achievements to date until July 2021:

Indicator 1:

- All children have continued to receive their full time (two hours a week) of physical activity within the school setting despite the pandemic placing restrictions making it more difficult to facilitate (especially during the days with poor weather)
- KS1 have completed the daily mile when the weather permits.
- Year 5/6 children supplied with active bags to aid physical activity during the summer holidays.
- Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes, particularly focussed within EYFS and KS1 to aid recovery of fundamental movements after lockdown.
- We have bought a variety of fine and gross motor equipment for EYFS to facilitate more opportunities for physical development through structured and non-structured times. Children are active throughout the day and using physical activity to enrich their learning and social moments with peers.
- We developed and trained a Sports and Wellbeing school council, however, due to restrictions, found it difficult to meet and organise events.
- Year 5/6 were all trained to be playground leaders and run happy lunchtimes, however, due to restrictions they could not mingle inside other bubbles.
- A high-quality specialist PE practitioner to run interventions to aid recovery after lockdown. There was a different focus for each child (i.e. recovery of: fitness; fundamental movements; social; confidence/self-esteem, etc.)
- We had Big Moves, SPARX and Inclusive Games come in to work with a small group of identified children and a member of staff to start our recovery programme. There was a different focus for each child (i.e. recovery of: fitness; fundamental movements; social; confidence/self-esteem, etc.)
- Children selected for forest school each week in Year 3/4.

Indicator 2:

- An increase in the raised profile of sport across the school through our school newsletter, school website and Facebook posts.
- We have affiliated ourselves with 'Totally Runnable', a campaign which aims to promote physical activity to Year Two girls and above.

Areas for further improvement and baseline evidence of need:

Indicator 1:

- To continue to develop playground leaders to run and lead happy lunchtimes.
- To continue to develop the Sports and Wellbeing council to run events and become pupil voice for the school.

Indicator 2:

- To use 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.
- To continue to develop our school website, making it clear of the opportunities we provide.
- All pupils to have the appropriate clothing for PE lessons.
- To have spare sports kit for pupil premium children so that they have appropriate clothes for active lessons.
- All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.
- We have had a taster of Paralympic style events this year. This has helped to highlight that we need to promote key sport role-models who show different ethnicities, cultures, backgrounds, genders, disabilities, etc. Next year we would like to teach each year group one para-sport game too.

Indicator 3:

- Find and embed a scheme which supports the planning and assessment of traditional sports games (i.e. netball, rugby, football, hockey, lacrosse) across the school.
- 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.

Indicator 4:

- To offer enriching opportunities to identified children who need support in maintaining an active healthy lifestyle.

- Involvement with active travel months. Unfortunately, due to restrictions 'Beat the Street' was not able to happen this year but SLSSP ran their own active travels months which we participated in as a school both months and entered a competition.
- During the COVID lockdown, sport was a significant focus. Parents were contacted with ideas to support children in sustaining a healthy, active lifestyle and children were able to compete in virtual competitions.

Indicator 3:

- Whole school training of a new scheme of PE which focuses on key values that develop character.
- Whole school training on the assessment of the new PE scheme.
- Whole school meeting identifying a learning nutrition (learning behaviour) we wish to see within lessons and across the curriculum.
- A yearlong employment of a high-quality specialist PE practitioner to aid staff with CPD in teaching and learning within the new PE scheme (Real PE).
- The PE Lead has been trained up in all aspects of Jasmine Active (Real PE, Real Play, Real Dance, Real Gym, Real Foundations).
- Purchase of Cross-Curricular Orienteering which all teachers have been trained upon.

Indicator 4:

- We have increased the amount of school clubs on offer (breakfast and afterschool), such as bouncercise, archery, athletics, Real Play etc.
- Increase in a variety of equipment to facilitate the education of other sports.
- Chance to Shine worked with our KS1 and EYFS children, aiding the learning of the traditional sport and promoting clubs within the local area. Had restrictions allowed, we would have had a cricket festival with our federated school who also had a term of sessions of cricket.
- Year 5/6 experienced Go Ape.
- Opportunities for inclusive physical activity for SEN children.

Indicator 5:

- We partially participated in the GALS and LADS project, however, due to restrictions we could not fully complete all aspects of the project. This is a

- 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 look for a successful and easy way to track swimming achievements.
- To look for a successful and easy way to track involvement of each child within school games
- Develop links with sports clubs in the local area.
- Offer various school clubs throughout the year to increase competitive participation.
- To work towards the Silver School Games Award



<p>project which will be done annually with the aim to support less active girls and boys to become more active regularly.</p> <ul style="list-style-type: none"> • An increase in inter virtual events with our sports partnership (SLSSP). • An increase in intra competitions and events within school. The competitions have been created through pupil voice. Sports council to continue to lead next academic year. 	
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Spending	
Did you carry forward an underspend from 2019-20 academic year into the current academic year?	Yes/No
Total amount carried over from 2019/20	£14,769.31
+ Total amount carried over from 2020/21	£4,334.87
= Total carry over to 2021/22	£4,334.87

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.	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15%
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: 2020/2021		Total Fund Allocated: £31,439.31		Date Uploaded:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of Total Allocation: 48%
					Total Allocation: £15,208.18
Intent:		Implementation:		Impact:	
School focus with clarity on intended impact on pupils:		Actions to achieve:		Evidence and impact:	
		Funding allocated:		Sustainability and suggested next steps:	
<ul style="list-style-type: none"> To provide more focus on physical activity to ensure children increase their activity to at least 30 minutes a day. 		<ul style="list-style-type: none"> PE lead to share in class active movement ideas with teachers. Establish a running route to encourage daily activity and increase fitness levels. FUN cards to be given to teachers for children to do active challenges (i.e., standing on one leg for a minute) whilst waiting for transition times. 		N/A	
<ul style="list-style-type: none"> To run intervention programs aimed at children who were not active or were significantly impacted during the lockdown and needed support in a recovery of their fundamental movements, fitness, social communication and 		<ul style="list-style-type: none"> Teachers assessed children upon remote learning return around the six cogs of Real PE (fundamental movements, fitness, creativity, social, cognitive, personal). 		£3,250.00	
				<ul style="list-style-type: none"> KS1 have completed the daily mile each day when the weather permits. EYFS have used the FUN cards and Real Foundation on Jasmine Active to do daily active sessions as well as other cross curricular active activities. All children have continued to receive their full time (two hours a week) of physical activity within the school setting despite the pandemic placing restrictions making it more difficult to facilitate (especially during the days with poor weather). 	
				<ul style="list-style-type: none"> Provide a measured route around the playground to allow distance to be measured and fitness to be tracked. An easy and successful proforma to track fitness levels and identify children who need support. Teachers to be regularly reminded of the resources available to maximise physical activity during the day. 	
				<ul style="list-style-type: none"> Children who were identified for support have all made significant progress in intervention groups. Intervention groups were supported with daily physical activity sessions and PE sessions with scaffolded support given by adults. 	
				<ul style="list-style-type: none"> Continue to monitor children who were on interventions to ensure progress is still being made. 	



<p>individual needs (confidence and self-esteem).</p>	<ul style="list-style-type: none">• A high-quality specialist PE practitioner to run interventions to aid recovery after lockdown. There was a different focus for each child (i.e., recovery of: fitness; fundamental movements; social; confidence/self-esteem, etc.)• We had Big Moves, SPARX and Inclusive Games come in to work with a small group of identified children and a member of staff to start our recovery programme. There was a different focus for each child (i.e., recovery of: fitness; fundamental movements; social; confidence/self-esteem, etc.)• Children identified and selected for forest school, receiving sessions on a weekly basis.			<ul style="list-style-type: none">• Monitor class children to ensure support is given to those who need it.
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<ul style="list-style-type: none"> To continue to improve the engagement in purposeful active play during unstructured times. 	<ul style="list-style-type: none"> Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes. Equipment focussing on fundamental movements in EYFS and KS1 to aid recovery after lockdown. To hire scooters for a term for children to use on the top playground (accessible for all children). 	<p>£2,230.85</p>	<ul style="list-style-type: none"> Children have used the resources bought each play time, finding creative ways to implement it within play. Pupil voice of children has shown that pupils enjoy using the equipment in their break and lunch times and would like more 'exciting' equipment to play with. 	<ul style="list-style-type: none"> To look for active structured games that direct and stimulate children during their unstructured times.
<ul style="list-style-type: none"> To encourage children to continue being active out of school time. 	<ul style="list-style-type: none"> Year 5/6 children supplied with active bags to aid physical activity during the summer holidays and maintain fitness. Parents have been sent links to SLSSP's summer activities. Real PE home website, gives parents games and active ideas to do with children. Real Foundation training for PE lead to run a breakfast club in the morning with 	<p>Price included in the SLSSP full package buy in. Please see Indicator 5.</p>	<ul style="list-style-type: none"> Upon return asking children and parents if they: <ul style="list-style-type: none"> used the active bags which parts they enjoyed most what did they do over the summer that was active were the resources easy to use if they accessed any of the SLSSP activities 	<ul style="list-style-type: none"> To review after the summer when school community voices have been collated.

	active boxes to give to parents to continue at home.			
<ul style="list-style-type: none"> Provide a sporting leadership pathway for pupils in Year 5 and 6 to allow all pupils the opportunity to develop as role models through contributing to break and lunchtime activities and whole school sports/wellbeing events. 	<ul style="list-style-type: none"> Using the SLSSP resources, a group of Year 5/6 children were trained to be a Sports and Wellbeing school council. Year 5/6 were all trained to be playground leaders and help to run happy lunchtimes. 	£75.88	<ul style="list-style-type: none"> Due to restrictions it was difficult to meet up with the council and for children of different bubbles to mix. This target will be on-going for next academic year as it could not be met this year. 	<ul style="list-style-type: none"> To continue to develop playground leaders to run and lead happy lunchtimes. To meet with councils and create whole school events next year.
<ul style="list-style-type: none"> To improve the engagement in purposeful active play within the EYFS setting. 	<ul style="list-style-type: none"> To buy a variety of fine and gross motor equipment for EYFS to facilitate more opportunities for physical development through structured and non-structured times. 	£4,702.59	<ul style="list-style-type: none"> Children are active throughout the day and using physical activity to enrich their learning and social moments with peers. Children are integrating movement into imaginative scenarios (i.e., pirate ships, homelife, etc.) EYFS teachers have noted an increase in independent physical activity during free flow times. Pupil voice of EYFS children has expressed an enjoyment of new equipment. 	<ul style="list-style-type: none"> Monitor activity levels of EYFS children. Continue to remind EYFS teachers resources available.
<ul style="list-style-type: none"> To ensure the children have the correct equipment to be able to actively participate in their lessons and be active in their free time. 	<ul style="list-style-type: none"> To purchase a variety of equipment to ensure the children are able to truly experience what the sport has to offer and that every child has their own equipment 	£3,198.86	<ul style="list-style-type: none"> The areas are now safe to use and for children to play freely. There are more opportunities for children to be physically active. Repairs made to outdoor resources (i.e., trim trail). Replacements to any damaged equipment was made. 	<ul style="list-style-type: none"> Continue to monitor equipment and areas children use to ensure they are safe at all times. Resurface faded playground markings.



	where needed to ensure every child gets maximal participation out of the lesson.		<ul style="list-style-type: none">Resources to meet the requirements of all of the Real PE lessons were bought.	
<ul style="list-style-type: none">To raise levels of regular physical activity through Maths and English lessons.	<ul style="list-style-type: none">We have bought the resources and training to Cross-Curricular Orienteering. Posts have been set up around the school ready for children to use within structured and non-structured time.	£1,750.00	<ul style="list-style-type: none">Pupils have shared their excitement towards seeing the new resources posted around the school.Staff have expressed their excitement during the training about using the orienteering to support the development of other curriculum areas.	<ul style="list-style-type: none">To purchase the Tagtiv8 system as a way of delivering active learning.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement.

Percentage of Total Allocation: 0%

Total Allocation: £0.00

Intent:	Implementation:		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Profile of sport continued to be enhanced across the school and community through more effective communication. • To raise awareness of the importance of PE and Sports. 	<ul style="list-style-type: none"> • Inputting a sports and well-being section within the school newsletter informing parents on a particular topic within sport and wellbeing each month. • Posting on social media and emailing parents of any sports/well-being events/challenges. 	N/A	<ul style="list-style-type: none"> • Every month a sports and well-being section was placed in the schools newsletter informing parents on a particular topic within sport and wellbeing each month. • To enable parents to see any school sports achievements, we have made a trophies section on the website. • We posted information/updates/events/pictures on social media and emailed parents of any sports/well-being events/challenges. • We started an affiliation with 'This Girl Can' and 'Totally Runnable', hosting clubs to raise awareness and encourage girls to participate in physical activity. • During the COVID lockdown, physical activity was a significant focus. Parents were contacted with ideas to support children in sustaining a healthy, active lifestyle and children were able to compete in virtual competitions. 	<ul style="list-style-type: none"> • Pupil/Parent surveys to be collated to evidence the positive view of sports across the school. • To use 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. • To make a school community Strava club with challenges and competitions. This is to help households become or maintain active lifestyles and role model positive habits for children. • To make active advertisements around the school and on our



				<p>social media to encourage others to have a go.</p> <ul style="list-style-type: none"> To get local sporting clubs within school and do sessions to increase activity outside of school. All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.
<ul style="list-style-type: none"> To raise the children’s aspirations to achieve and continue to be motivated to raise their expectations of their capabilities. Certificates and stickers will be purchased to award children’s sporting successes. 	<ul style="list-style-type: none"> Sports Day and Sport Relief annually. We have affiliated ourselves with ‘Totally Runnable’, a campaign which aims to promote physical activity to Year Two girls and above. We have shared ‘This Girl Can’ free active month on social media and by email. 	N/A	<ul style="list-style-type: none"> Certificates for club participation was given. Children recorded in their club activity to use as an advertisement to encourage others to participate. Sports day was held within class bubbles, unfortunately due to Covid we did not have parents attend. Sports relief did not happen as a whole school due to Covid but activities were held within class bubbles. Children were encouraged to beat the personal bests within fitness challenges in KS1. Children expressed how happy they were to have improved. 	<ul style="list-style-type: none"> To find new ways to aid children’s aspirations to achieve and continue to be motivated to raise their expectations of their capabilities. Pupil voice to be collated. Provide engaging incentives and rewards to be purchased throughout the year- i.e., vouchers, medals, a day with a GB athlete, etc. Announce sporting achievements in assembly.
<ul style="list-style-type: none"> To continue to encourage families to travel to school in different active ways (i.e., travel by bike, scooter, walking, running, etc.) 	<ul style="list-style-type: none"> Involvement with active travel months by SLSSP. Participation with a competition to advertise travelling to 	N/A	<ul style="list-style-type: none"> From pupil voice, we have a high percentage of children who travel to school in an active way. Pupil voice has also expressed the desire to do ‘Beat the Street’ again- 	<ul style="list-style-type: none"> Continue to raise awareness of leading a healthy lifestyle. Continue to pursue events and challenges



	school in an active way (a child's banner drawing being produced and placed on the school gates).		during lockdown to adhere to restrictions it was not put on this year.	which encourage healthy lifestyles.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of Total Allocation: 19%
				Total Allocation: £6,042.00
Intent:	Implementation:		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To improve teaching and learning of PE and help support monitoring of pupil's physical activity levels. 	<ul style="list-style-type: none"> Whole school training of a new scheme of PE which focuses on key values that develop character. Whole school training on the assessment of the new PE scheme. A whole school meeting identifying a learning nutrition (learning behaviour) we wish to see within lessons and across the curriculum. A yearlong employment of a high-quality specialist PE practitioner to aid staff with CPD in teaching and learning within the new PE scheme (Real PE). PE Lead to have CPD in leading Real PE. 	£6,042.00	<ul style="list-style-type: none"> Tailored support was given to all teachers and support staff from planning through to implementation and assessment. Areas of support were identified through staff surveys. CPD was provided to staff as required. As a result, all PE lessons to be judged as good or better by the end of the academic year. The impact of the Real PE has been assessed through feedback from staff and they feel more confident in delivering high quality PE lessons and feel it has improved the quality of learning for children. The PE Lead has been trained up in all aspects of Jasmine Active (Real PE, Real Play, Real Dance, Real Gym, Real Foundations). Purchase of Cross-Curricular Orienteering which all teachers have been trained upon. 	<ul style="list-style-type: none"> Observations by the PE Lead and Wellbeing Governor to take place to evidence the quality of PE lessons. Track and monitor performance of pupils and staff and provide tailored support where needed.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of Total Allocation: 10%
				Total Allocation: £3,254.26
Intent:	Implementation:		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Provide high-quality coaching to support the development of key sports across the year. 	<ul style="list-style-type: none"> • Chance to shine cricket to join. Look at hosting a cricket festival. • A coach to lead the GALS and LADS project. • Offer a variety of clubs which are not on offer in the local area. • Offer a club which invites parents to attend and bring the school community closer after the lockdown. • Ask local sports clubs to do sessions in school to promote sport outside of school. 	<p>£730.00</p>	<ul style="list-style-type: none"> • Chance to Shine worked with our KS1 and EYFS children, aiding the learning of the traditional sport and promoting clubs within the local area. Had restrictions allowed, we would have had a cricket festival with our federated school who also had a term of sessions of cricket. • Staff are more confident in delivering high-quality cricket sessions. Consequently, pupils gain a good grasp of key knowledge and skills of Kwick Cricket. • GALS and LADS project took place using the coaching company 'Finding Fitness'. Children voted on which sports they would like to do. Children expressed an improved attitude towards sports, wanting to join sports teams in higher education and outside of school. • We have increased the amount of school clubs on offer (breakfast and afterschool), such as wake and shake, bouncercise, athletics, Real Play etc. 	<ul style="list-style-type: none"> • Offer a full GALS and LADS project next year. • To offer enriching opportunities to identified children who need support in maintaining an active healthy lifestyle. • 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.



<ul style="list-style-type: none">• Further increase the offer of a wide range of activities to increase participation of pupils.	<ul style="list-style-type: none">• PE specialist and PE Lead to create bespoke activities and challenges to aid broad experience of different physical activities. This will help increase the amount of physical activity the pupils are doing weekly.• Look at enriching activities to increase enthusiasm to physical activity.• Provide an exciting end of year activity for Year 6.	£2,524.26	<ul style="list-style-type: none">• Go Ape day for Year 5/6.• Children identified and selected for forest school, receiving sessions on a weekly basis.• Opportunities for inclusive physical activities at an alternative provision for two SEN children.	<ul style="list-style-type: none">• To offer enriching opportunities to identified children who need support in maintaining an active healthy lifestyle.• 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.• School to buy equipment/hire facilities that will enable children to engage in a range of different sports.
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Key indicator 5: Increased participation in competitive sport				Percentage of Total Allocation: 8% Total Allocation: £2,600.00
Intent:	Implementation:		Impact:	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased participation in competitive sports. 	<ul style="list-style-type: none"> Full buy in with SLSSP membership. Access to all competitive games, interventions programs and festivals. Enter Leicestershire and Rutland Sport. Engage with School Games competitions. 	£2,600.00	<ul style="list-style-type: none"> We have had a 75% increase in competitions in comparison to last academic year. Unfortunately, due to Covid and restrictions, having the space to fully participate in competitions has been difficult. We partially participated in the GALS and LADS project, however, due to restrictions we could not fully complete all aspects of the project. This is a project which will be done annually with the aim to support less active girls and boys to become more active regularly. Part of the Parasport challenge activities were completed during the parasport competition. An increase in inter virtual events with our sports partnership (SLSSP). An increase in intra competitions and events within school. The competitions have been created through pupil voice. Sports council to continue to lead next academic year. 	<ul style="list-style-type: none"> Continue to engage with School Games competitions. To work towards the Silver School Games Award. To look for a successful and easy way to track involvement of each child within school games. Create more opportunities for in school competitions led by pupil voice. Continue to offer various school clubs throughout the year to increase competitive participation. Continue the GALS and LADS project annually with full input and monitoring of progress as impact from the initiative. Create a GALS and LADS after school club to support participation and



				<p>encourage role modelling.</p> <ul style="list-style-type: none">• To look for a successful and easy way to track swimming achievements.• Develop links with sports clubs in the local area.
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Signed off by:	
Head Teacher:	Emma Prokipczuk
Date:	22.7.21
Subject Lead:	Elizabeth Ward
Date:	20 th July 2021
Governor:	
Date:	