



Primary PE and Sports Premium Report 2022-23

Details with regards to spending: summary

SUMMARY INFORMATION	
Total amount allocated for 2022/23	18,700

Review of outcomes in the previous academic year 2020-21

Key indicator	Amount of total allocation
Indicator 1: The engagement of all pupils in regular physical activity	£5049
Indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement	£400
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	£4296
Indicator 4: Broader experience of a range of sports and activities offered to all pupils	£6355
Indicator 5: Increased participation in competitive sport	£2600
<u>Total</u>	£18700

REVIEW AND IMPACT 2020-21 SPENDING - £ RECEIVED

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
Engage most children in regular physical activity in order to develop a healthy lifestyle and good mental wellbeing.	Engage all children in regular physical activity in order to develop a healthy lifestyle and good mental wellbeing.
Wider extracurricular sport clubs offered over the year such as boxing, wheelchair basketball, netball, football, dodgeball, cricket, gymnastics. To offer an inclusive extra curricular club for students with SEND.	All children will offered a place to take part in extracurricular sport clubs over the year. To offer two inclusive extra curricular clubs for students with SEND.
Most children have enjoyed taking part in PE, sport events and physical activity. Curriculum includes a wide variety of inclusive sports for children to engage with and opportunities for pupil's to choose how they apply their physical activity skills by using Beyond the Physical curriculum.	All children will enjoy taking part in PE, sport events and physical activity. To continue to use Beyond the Physical curriculum. To offer staff more support via PDMs and team teaching with Arsenal and Gymnastics coaching.
PE Lead to organise PE equipment and resources in generating a system to facilitate PE lessons.	To continue organising PE equipment and resources to facilitate PE lessons.
We have started to develop staff knowledge, skills and confidence in teaching the high quality PE curriculum.	To have more PE PDMs and LDO's. To continue to work with external coaches who upskill the teachers.
More children have met the national curriculum requirements for swimming and water safety.	To use Sports Premium for Top-Up lessons.
More children in KS2 participated in a sporting event this year.	To monitor KS2 children's participation in sports events. To organise regular competitions with Torriano Primary and other local primary schools. To organise more Level 1 competitions: Brecknock football league, Brecknock dodgeball tournament, rugby and tennis.
Top 10 at the CSSA Sport Competition Programme	To take part in more competitions and to give teams time to train for events.

Gold School Games Award	Renew School Games Award.
Bronze Healthy School Award	Renew Bronze Healthy School Award.
Developed local sports links with Arsenal, The Place, Cricket and Gymnastics.	To develop local sport's link with Beacon High School and sports leaders.
Celebrated sporting achievements and motivated pupils to be active in weekly Active Assemblies.	To dedicate more time to celebrating sporting achievements and motivating pupils to be active in weekly Active Assemblies. To continue celebrating sporting achievements and PE lessons on the newsletter and on social media.

Swimming Data	
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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</p>	23 children (51%)
<p>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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above</p>	51%
<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>	55.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	62.2%
<p>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?</p>	No

Planned expenditure for current academic year 2022-23

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Intent	Implementation		Impact	Staff lead	Sustainability and next steps
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?:		
To promote regular physical activity during playtimes and lunchtimes.	<p>Organise active playtime and lunchtime resources for different playground areas.</p> <p>Regular audit and replacement of sports equipment when needed.</p> <p>Set up a timetable with activities in the pitch and other playground areas. Revise on a termly basis. Pupils voice. Review children's choice in assembly and surveys.</p> <p>New support staff playtime training and</p>	£1000	<p>New equipment has enriched playtimes. Children are much more engaged at playtime and more active. Behaviour at playtime was identified as a strength following Ofsted.</p> <p>Timetable has helped stop arguments between children about use of the pitch and has created a much more active experience for KS2. This has been shown by pupil voice groups.</p> <p>Support staff are more confident creating games and following the timetable.</p>	<p>CH/AA</p> <p>AA</p> <p>CH/AA</p> <p>CH</p>	<p>Further develop activities/equipment used during lessons and play.</p> <p>Continue regular audits.</p> <p>Purchase more equipment for new clubs such as dodgeballs, bibs and soft balls. AA to lead sports clubs and support staff to help with clubs.</p>

	refresher for existing staff: Behaviour policy and game ideas.		Sports leaders have facilitated active KS1 play by being present during afternoon breaks- timetabled. Ongoing PD and direction from SLT and SENDCO to develop staff practices, including new staff.		Continue timetabling- build on success of Sports Leaders.
To further improve our extra-curricular sport provision, offering a broad range of activities and monitoring participation.	Pupils and parents/carers voices. From survey, increase number and variety of clubs e.g. boxing Another survey in Spring 2 for clubs in summer. Timetabled extra clubs for KS1 and KS2. In addition, KS2 can attend morning sports clubs. Review termly. Keep working with external providers for dance, Gymnastics, boxing and football clubs. AA to lead sports clubs and support staff who help with clubs.	£2049 (external coaches) £2000 (AA delivering clubs)	Extra-curricular offer has been developed. There is a broader range of sport/physical after school activities based on Pupil Voice feedback. This is to be reviewed throughout the year and development expanded across federation Worked with Bloombury C, Arsenal, The Place and (Ray) Cricket Coach.	CH CH/AA CB	Monitor participation and attendance to morning clubs. To offer a border range of after school clubs through Torriano. Sports Coach/Sports Lead to lead more sports clubs.

<p>To promote active travelling to and from school.</p>	<p>Bikeability programme for Y5-Y6. Teachers to identify children. Cycling training for beginners.</p> <p>Participate in a variety of active travel related weeks throughout the year (20th March - 31st)</p>	<p>N/A</p> <p>N/A</p>	<p>Year 5 and 6 took part in a shortened Bikeability course (strikes).</p>	<p>CH/ class teachers</p> <p>CH</p>	<p>To take part in more active travel related weeks throughout the year.</p> <p>Year 5 / 6 to take part in a complete week's Bikeability training course.</p> <p>EYFS, Y1 and Y2 to participate in balanceability programmes. CB to deliver.</p> <p>Continue golden lock initiative. Purchase rewards. (PTA money?)</p> <p>Scouting experience for 'Bike to school week' winners and parallel class.</p>
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To continue to develop the Daily Mile strategy for physical activity.	Timetabled Daily mile for KS11. 5 times a week. Continue to review KS2 Daily Mile.	N/A	Teachers have the Daily Mile timetabled into their timetables. The whole of KS2 participated in the Daily Mile a lot more this year due to winning classrooms receiving extra time in the MUGA. Children and staff were a lot more engaged and enthusiastic.	CH	Participate in the Cross-Country event. Teachers and support staff to identify children.
	Participate in the Mini London Marathon.	N/A	Children and parents loved the event. They came into school with their medals which encouraged others in the moment to participate next year- pupil voice.	CH	
	Celebrate children's effort during assembly - rewards to be given.	N/A	More focus was placed on this but we will still strive to increase this in the next year.	AA	
To promote regular physical activity outside of school by maintaining and developing partnerships with local sports clubs.	Maintain partnership Arsenal and gymnastics coach.	N/A	Increased awareness for children and families about local organisations that offer physical activities.	CB/CH	To promote local sports clubs and organisations linked to physical activity on social media. Explore partnership with CKC Cricket Explore other local partnerships, Camden clubs.
	Promote local sports clubs and organisations linked to physical activity in school newsletter.	N/A	UKS2 boys and girls football team enjoyed success in finals of a variety of local schools competitions.	CH/AA	

Total budgeted cost:					£5049

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

Intent	Implementation		Impact (to be completed July 23)	Staff lead	Sustainability and next steps (to be completed July 23)
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
To continue to support the physical and mental well-being and engagement of our children, staff and families through PESSPA initiatives.	<p>Timetabled daily mile for KS1 sessions.</p> <p>Keep offering high quality PE and SS programmes and communicate that to the community through the website and twitter.</p> <p>Share PESSPA initiatives in the Newsletter.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	The offer of a variety of different sports was a priority and most children have experienced a variety of different sports throughout the year in PE lessons and at break times.	CH/AA	<p>To make staff more aware of sports sessions for adults on Friday at Torriano.</p> <p>Community voice for other initiatives.</p> <p>Cycling for adults for both communities.</p> <p>PE Lead to complete Level 4 in supporting pupils' well-being through PE.</p>

<p>To use the PESSPA programme as a tool to re-examine and re-establish a whole-school culture in which behaviour routines are implemented positively, consistently and with transparency, in accordance with the behaviour policy.</p>	<p>Teachers give value stickers in PE.</p> <p>Continue to have PE lessons and assemblies to further reinforce the importance of the values in sport. Link the values to role models. Children use values in National School's Sport Week (Sports Day) and organise sports events linked to values.</p> <p>Deliver specific learning themes to develop children's skills in playing, learning and regulating emotions such as 'Fair, Include, Respect'. Include this in other learning themes.</p>	<p>£400</p> <p>Sports Day awards/equipment based on Brecknock values.</p> <p>N/A</p>	<p>Children really enjoyed Sports Day and specific children were chosen and given awards based on Brecknock values- resilience, fair play etc.</p>	<p>AA/Class Teachers</p> <p>CH/AA</p> <p>AA/Class Teachers</p>	<p>Display value bar and class PE rules in the pitch. Teachers refer to and celebrate students who show these values.</p> <p>Use 'conflict corner' and 'Refocus' strategies to help children regulate their emotions and resolve conflict in PE lessons.</p>
<p>To retrain new Physical Activity Leaders to continue to develop children's leadership skills.</p>	<p>Children vote on physical activity leaders (Autumn 2). Initially, children help to run activities in the playground.</p>	<p>N/A</p>	<p>Sports leaders helped run activities on the playground, supported active play with KS1, helped lead and support pupil voice sessions, set up the Soccer Aid Playground Challenge, supported EYFS with their sports day.</p>	<p>CH</p>	<p>CB and AA to be trained in children's physical activity leadership skills.</p> <p>Children take part in leadership training. PE life skills Award</p>

<p>To encourage positive participation and attendance through PESSPA.</p>	<p>Continue to celebrate sports achievement in assemblies.</p> <p>Continue to share with the children sporting competitions to participate and organise training.</p> <p>Continue weekly PESSPA news in the newsletter and events shared on twitter regularly.</p> <p>Continue athlete of the week.</p> <p>Further promote morning clubs.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>More enthusiasm towards sporting events/visitors etc.</p> <p>More participation and interest in clubs/competitions.</p>	<p>AA</p> <p>AA</p> <p>CH/AA</p> <p>AA</p> <p>AA/CH/ office staff</p>	<p>To continue celebrating sports achievements in assemblies.</p> <p>PE specific assemblies every Friday.</p> <p>Offer more morning sports clubs for KS2 children.</p>
<p>To promote community cohesion through our PESSPA offer by embedding a range of mental health and healthy lifestyle improvement programmes, improving engagement of children and families.</p>	<p>Keep organising termly PESSPA projects across the federation. National Fitness Day, London Marathon and Football World Cup in Autumn. Football Week in Spring. National Sports Week, Ashes.</p>	<p>N/A</p>	<p>Children are more enthusiastic and willing to participate in events as a result of being told in assemblies.</p> <p>More interest from families about upcoming events.</p>	<p>CH</p>	<p>Create a PESSPA programme working group (PESSPA programme coordinator, PE leaders, SS lead, SS assistant, PA lead, PA assistant and PESSPA</p>

					governor) to promote this.
To offer challenges and high expectations to more able learners in PE.	<p>Continue to use the STEP approach in lessons to provide individual and appropriate learning for each learner.</p> <p>Introduce STEP approach to new staff.</p>	N/A	Children's confidence and resilience has improved and they are learning leadership skills to help other students within and outside of lessons.	AA/ Class Teachers	<p>Continue to create an assessment and lessons that include challenges for more able learners.</p> <p>Continue to review STEP approach.</p>
To further embed effective SEN provision throughout our PESSPA programme.	Use STEP approach in lessons to provide individual and appropriate learning for each learner. Check this with new teachers.	N/A	Children with SEND have more opportunities to excel in lessons with the support of visual aids, 1:1, adapted resources and SEND specific lunch clubs.	AA/ Class Teachers	<p>Continue to make extra-curricular activities accessible for learners with additional needs. Offer 1-1 if needed. Keep monitoring this.</p> <p>Speak to SENCO more often to support the</p>

					STEP approach towards SEND children.
To increase the number of pupils meeting the combined GLD for the new framework in EYFS.	Update the physical development curriculum map for EYFS.	N/A	EYFS lessons with AA have helped support EYFS teachers teaching PE and increased their confidence. EYFS visual resources have helped support the STEP approach within lessons.	CB	Review EYFS physical development planning document. CB and EYFS team to meet to review this. Organise resources equipment bought last year to promote physical literacy during choosing time. AA to model activities.
To identify good or outstanding provision.	Self-review existing provision.	N/A	Self-review has helped to identify next steps within our provision.	AA	Apply for afPE Quality Mark self-review tool.
Total budgeted cost:					£400

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

Intent	Implementation		Impact (to be completed July 23)	Staff lead	Sustainability and next steps (to be completed July 23)
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
To maintain and improve knowledge and skills of key members of staff and class teachers.	<p>PE Lead attended PE subject leader's meeting.</p> <p>CPD opportunities for PE and sports coaches: swimming, dance and gymnastics.</p> <p>Continue working with Arsenal coaches to upskill class teachers.</p> <p>Y3-Y4 teachers in the Autumn term.</p> <p>Y5-Y6 teachers in the Spring term.</p> <p>Y1-Y2 teachers in the Summer term.</p> <p>PE Specialist and PE Lead continue to run surgeries to support staff with planning and assessment.</p>	<p>£200 School Sport Development</p> <p>£1296</p>	<p>Teachers are more confident teaching football skills.</p> <p>Teachers and support staff are more aware of how to adapt lessons for all groups of children and support SEND children. They know where to access the resources.</p> <p>Positive feedback from staff after PDM.</p>	<p>CH</p> <p>CB/CH</p> <p>CB</p>	<p>September PDM</p> <p>Search for CPD opportunities for PE specialist and class teachers.</p> <p>Upskill in areas of activities such as OAA.</p> <p>CB to work with teachers across the federation to model lessons.</p> <p>AA to observe CB to develop</p>

	<p>Work with a gymnastics coach to upskill class teachers.</p> <p>Y2/Y5 teachers in the Autumn term.</p> <p>Y6/Y4 teachers in the Spring term.</p> <p>Y3/Y1 teachers in the Summer term.</p>	£2800	Teachers are more confident teaching gymnastics.	CB	his CPD and have regular meetings.
Curriculum for PE to be further developed across the federation to ensure progression in all three strands ('Move, think, connect') with details and explanation for non-specialist staff.	<p>Use STEP principle (space, task, equipment and people) to differentiate learning. Include examples in lesson plans.</p> <p>Continue to support all staff regarding the PE assessment system that PE specialist and teachers will use to track and improve pupil's achievements and attainment. Focus on holistic and progressive assessment.</p> <p>Work with Torriano PE specialist to develop use of STEP principle to adapt learning.</p> <p>Continue to encourage pupils to reflect on learning using the 'Think,</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>STEP examples are included in the planning to help support teachers.</p> <p>PDM on PE assessment took place in Summer term.</p> <p>Positive feedback from staff after PDM focused on assessment and STEP led by CB.</p>	<p>CB</p> <p>CB/AA</p> <p>CB</p>	<p>Continue to keep up to date PE planning folder with learning themes and lesson plans in the sharing network area.</p> <p>Ensure teachers use a whiteboard to share LO, learning themes and use STEP principle for differentiation.</p> <p>Visuals and reflective strategies to continue to be created and</p>

	<p>pair, share' and 'Analyst' strategies and reflective methods. Share this with class teachers.</p> <p>Review PE progression document and learning journeys.</p> <p>Review the PE curriculum focused on developing all school values and developing children as people.</p>	<p>N/A</p> <p>N/A</p>	<p>Complete progression documents are on the system, shared with staff, and on the website.</p> <p>Children are aware of the three key words for each lesson and how this links with Brecknock values. They successfully discuss school values in context of physical education and approach to school i.e. healthy eating etc.</p>	<p>CH</p> <p>CB</p>	<p>shared with teachers to support teaching and learning.</p> <p>Update learning journeys to follow CB adapted curriculum.</p>
Total budgeted cost:					£ 4296

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

Intent	Implementation		Impact (to be completed July 23)	Staff lead	Sustainability and next steps (to be completed July 23)
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
To continue to offer a broad, inclusive, creative and relevant Curriculum for PE.	<p>Improvements in the quality of our learning themes. See above.</p> <p>Continue to offer a rich variety of sports in PE and clubs e.g., tag rugby, netball, cricket, gymnastics, dodgeball.</p> <p>Capture pupils' voices to introduce new learning contexts. This is done during PE lessons.</p> <p>Continue to offer workshops, athlete visits, opportunities to apply skills/interest in the playground/PE lessons.</p>	<p>N/A</p> <p>£1000</p> <p>N/A</p>	<p>Teacher expertise and confidence has grown. Children experiencing a wider range of skill based lessons enabling more success in varied sports.</p> <p>New equipment purchased and implemented into PE lessons and the after school offer to support the continuation of a rich variety of sport being offered. increase participation in physical after school activity.</p> <p>Pupils voice groups have supported the development of the playground timetable/activities put in place.</p>	<p>CB</p> <p>AA</p> <p>CH/AA</p> <p>CH/AA</p>	<p>Improvements in the quality of teaching. See above.</p> <p>Buy equipment for alternative sports.</p> <p>Continue with and review success of new sports.</p> <p>Review PE offer across federations and find opportunities</p>

					to work together to deliver best offer in terms of inta-fed competitions, sharing resources. personnel etc.
To raise the profile of creative dance and sequences across the school.	<p>The place performance by year 5 will be shared with the school.</p> <p>Audit gymnastics equipment and purchase new equipment to increase range.</p>	<p>£900</p> <p>£1200</p>	The children loved the experience and developed news skills - pupil voice recorded. The performance was shared in assembly to inspire all year groups.	<p>CH</p> <p>CH</p>	<p>Increase the confidence of staff to teach dance.</p> <p>Sports coaches to receive CPD from The Place - dance workshops</p> <p>Set up a dance club after school. Offer a dance club during lunchtime.</p> <p>Celebrate International dance day across the federation.</p>
To further develop outdoor play areas for the whole school	Promote a range of active activities children can	£580	Very positive feedback from the playground timetable. Staff are more	CH	Monitor children's PA

to participate in a broader range of games at playtime.	choose from at playtime or outdoor lessons. Review activity zones and timetables - pupils voices		confident in choosing and running different activities and children are aware what days they are able to do what.		levels during breaks.
To ensure that FMS are mastered in KS1.	Continue to revisit fundamental movement skills in all learning themes. AA to deliver one lesson a week to EYFS. Review the opportunities to master FMS at playtime and in clubs.	N/A N/A £1000	EYFS receive a lesson a week from AA.	AA AA CH	Continue to revisit fundamental movement skills in all learning themes. Purchase more resources for EYFS/KS1 PE lessons.
To increase the number of pupils meeting the national standards for swimming.	Continue to provide additional swimming lessons to UKS2. Y6 top up lessons. Monitor swimming lessons. Observations.	£1675	Top up lessons have helped a number of children. Swimming crash courses have been advertised in the schools newsletter. Swimming providers send monitoring sheets to CH.	CH CH/Class Teacher	CB take a swimming England course to improve the swimming curriculum. Offer water safety unit - Rookie Lifeguard scheme.
To increase the opportunity to participate in OAA that focus on our three PE strands.	Deliver OAA learning themes. Increase capacity. Continue to offer residential to Year 4 and Year 5.	N/A	This was not actioned.		Review for 2024. Use orienteering resources including cross

					<p>curricular themes.</p> <p>Continue delivering OAA to KS1 and year 3.</p> <p>Offer kayaking and climbing in London.</p> <p>KS1 and KS2 participate in OAA activities in Hampstead Heath.</p>
Total budgeted cost:					£6355

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact (to be completed July 23)	Staff lead	Sustainability and next steps (to be completed July 23)
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
To ensure that all KS2 pupils participate in intra and inter sport competitions in a range of sport contexts by offering a diverse competition offer.	<p>Renew membership with CA (Camden Active) and CSSA (Camden school association).</p> <p>CH to continue to be an active member of the CSSA to provide additional opportunities..</p> <p>Participate in competitions organised by the School Games Organiser.</p> <p>Continue to take part in Arsenal and Bloomsbury competitions.</p>	<p>£1100 CAS Membership</p> <p>£500 CSSA Membership</p> <p>N/A</p> <p>N/A</p>	<p>Increased participation of children in school competitions this year.</p> <p>School sports day with local secondary school meant that all children were involved in intra school competition.</p>	<p>CH</p> <p>CH</p> <p>CH/AA</p> <p>AA</p>	<p>Continue to take part in the Dodgeball competition organised by British dodgeball.</p> <p>Calendar of events sent to staff every half term.</p> <p>Participation in School's Football Week, Wimbledon, Sports Day, School dodgeball competition.</p>

					<p>Organise fixtures and friendlies with other schools and across the federation.</p> <p>Offer Y5-Y6 multi-sports league in the morning.</p>
To increase participation in inter competitions.	<p>Continue to share sports event calendar with children in active assembly and newsletter.</p> <p>Audit sports kits for children to safely participate in sport events.</p>	<p>N/A</p> <p>N/A</p>	Objective in the next academic year is to increase this further to ensure more children enter.	<p>AA</p> <p>AA</p>	<p>Names of children taking part in competitions tracked in the PESSPA spreadsheet.</p> <p>Children to continue to develop confidence through training prior to the competition.</p>
To provide as many appropriate opportunities as possible for A, B and C teams and participants in inter school festivals allowing time to practice the skills needed for	Continue organised active playtime and lunchtime resources and games (timetabled activities and support staff training).	N/A		CH/AA	Offer opportunities for children to practise skills needed for competitions as a part of

<p>the events. This will increase participation.</p>	<p>Sport coach to take teams to netball, football, basketball, dodgeball and athletics competitions.</p>	<p>£1000</p>	<p>Children have been very successful in the competitions they have taken part in this year.</p>	<p>AA</p>	<p>physical activity challenges in the playground.</p> <p>To take other teams to tag rugby, cross country, swimming.</p> <p>offer training in the mornings and lunchtime. See above</p>
<p>Raise the profile of competitive sports for girls in KS2 by providing opportunities for girls to develop skills through targeted training.</p>	<p>Continue with girls football training and intra-competition multisport girls' competition.</p> <p>Reinforce girls only pitch slots two breaktime a week.</p>	<p>N/A</p>	<p>More girls have had opportunities to play sports this year - girls football, girls cricket, girls only pitch slots.</p> <p>This year we had girls in PE pupil voice focus groups which helped us navigate their thoughts and feelings. This supported the renewal of our playground timetable.</p> <p>We have won a new girls football kit for 2024- this will be shown in assembly to help encourage more girls to partake in sport.</p> <p>Female athlete visit.</p>	<p>CH</p> <p>CH</p>	<p>Continue to have girls only pitch slots and clubs.</p>

Total budgeted cost:	£2600
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