

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£7,281.18
Total amount allocated for 2021/22	£25,751.18 with carry forward added
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,470.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18,470.00

## Swimming Data

Please report on your Swimming Data below.

<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.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	23%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes/ <b>No</b>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Review Dec 23 completed Review March 24 completed.

HPA Academic Year: 2023/24		Total fund allocated:	Date Updated:	
<b>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</b>				Percentage of total allocation: 62%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>PE lessons planned in across all year groups show progression in skills and knowledge particularly for dance and gymnastics. Dec 23 – monitoring supports evidence of progression in knowledge and skills across year groups.</p> <p>All pupils have at least 90 minutes across at least 2 PE lessons on different days.</p> <p>Dec 23 – events through the school games mark have supported such as Santa Dash and the challenges.</p> <p>March 24 – planned across the week – timetable reflects 2 hours of PE planned in across each year group. Where swimming happens – these classes complete 90 minutes across a week plus daily mile.</p>	<p>High quality lessons planned in, delivered and reviewed. Dec 23 – CPD support from Agilitas has supported this alongside effective assessment.</p> <p>Support and ongoing CPD for staff from PE mentor: Sport2Day Agilitas PE Team</p> <p>Balance of healthy eating choices, physical and wellbeing for all pupils.</p> <p>Physical activities offered 5 x per week –TA and Sports/Pastoral Mentor. Dec 23 improvements made – working on food standards alongside to support.</p>	<p>£5,700 Sport 2 Day £5,700 Agilitas.</p>	<p>Pupils demonstrate high levels of engagement in consistently well taught lessons. Dec 23 – higher activity levels seen in gymnastics and dance. Majority of pupils engaged and those that struggle supported.</p> <p>March 24 – All staff have received CPD in dance and gymnastics. Dance package explored for Sep 24 academic year to further enhance.</p> <p>Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing. Dec 23 – evidenced through unstructured times, use of playground leaders and within lessons.</p>	<p>High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge. Dec 23 – staff feel more confident in delivering aspects such as gymnastics – CPD support has impacted.</p> <p>March 24 – lessons demonstrate higher % of activity across the whole lesson. Identified staff requiring further CPD in place.</p> <p>July 24 – improved confidence across staff when delivering gymnastics and dance.</p> <p>Pupils are fully engaged during unstructured times impacting</p>

<p>Breakfast club and lunch clubs offer and promote participation in physical activity. Dec 23 – daily physical activities completed within b/fast club with all pups engaged – range to ensure engagement such as speed stacking/basketball/football/curling.</p>	<p>March 24 – healthy tuck shop in place 3 x per week supporting food standards. Lunch times monitored – water on tables daily with children only having this as an option at lunch to encourage. Lunch clubs in place across the week – all year groups – rotation of activities run by playground leaders.</p>		<p>Increased interest and participation in after school and lunch time sports clubs. Dec 23 – Analysis demonstrates 34% of KS 2 and 39% of KS 1 and EYFS children are participating in after school sports clubs – number of PP and SEND children accessing is rising. July 24 – analysis of clubs participation demonstrates increased numbers accessing – with 60% of Key Stage 2 and 40% of key stage 1.</p>	<p>on pupil wellbeing and positive behaviour choices. Dec 23 – pastoral lunch club together with zoning of playgrounds and involvement of playground leaders has impacted. March 24 – in place – additional staff to support SEND pupils at lunchtime with activity levels, social skills showing marked impact. Rotation of activities across all year groups for lunch time in place.</p>
<p>Lunch time supervisors run active play sessions to ensure that children are active as possible during unstructured times.</p>	<p>Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels remain high and skills are developed. Dec 23 – relaunch of lunch has supported more active</p>		<p>TA working together with all breakfast club pupils. Dec 23 – in place and working well with range of activities in place.</p>	<p>Continue to build in to the next academic year as Year 5 go in to year 6 to model.</p>
<p>March 24 – additional TA staff support active lunch times running activities as well as playground leaders. Further CPD required for some lunch staff.</p>	<p>supporting organised activities improving pupil engagement and activity levels.</p>		<p>Pastoral team/PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors. Dec 23 – completed and remains ongoing.</p>	
<p>July 24 -Launch of structured lunch club and PE leader targeting less engaged pupils to be active and run activities.</p>	<p>March 24 – in place run by TA staff in addition to lunch staff across KS 2. In place and running well across EYFS and KS 1.</p>		<p>March 24 – in place and running well. Monitored by PE leader.</p>	
<p>Playground leaders are trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised. Dec 23 – retraining completed and working well across lunch times.</p>	<p>Playground leaders confidently deliver activities to a range of age groups across the academy.</p>		<p>Agilitas run active sports sessions 1 x week at lunch times.</p>	
<p>Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions across the academy day.</p>	<p>Daily Mile/brain breaks timetabled in across all classes.</p>		<p>Lunch times are active with healthy participation from all year groups. Dec 23 –in place and working well alongside lunch</p>	
<p>March 24 – in place with initiatives such as the Marathon and miles to Paris</p>	<p>Dec 23 - UKS2 work this well – need to ensure that LKS2 and KS 1</p>			

<p>linked to the Olympics in place.</p>	<p>are running timetable.          March 24 – in place together with movement breaks for pupils that require – further impacting on engagement in class.</p> <p>PE Leader to further introduce challenges and monitor impact.          Dec 23 – ongoing use of Agilitas school games challenges.          March 24 – in place and monitored – reported on website and towards school games mark.</p>		<p>time supervisors and playground leaders – lunch times are active and engaging – reduced behaviour incidents.          March 24 – in place and also running 1 x per week across breakfast club. Range of activities across the terms planned such as cricket, hockey, football etc... sports specific to develop strategic skills.</p> <p>All pupils involved for 15 minutes each day.          Pupils using the Daily Mile for other physical activity.          Pupil concentration levels improve across the academy day          March 24 – in place across KS 2 and well embedded. KS 1 complete 3 x per week but are moving to 5 x in summer term. EYFS complete as part of playtime.</p>	
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 5%</p>
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	

<p>Further promotion of the Legacy challenge, maintain the gold School Games Mark and embed school games values.</p> <ul style="list-style-type: none"> <li>• Developing character/life skills.</li> <li>• Developing sports specific skills.</li> <li>• Engaging new audiences</li> <li>• Improving health</li> <li>• Increasing motivation</li> <li>• Fostering social connections</li> <li>• Developing physical skills</li> </ul> <ul style="list-style-type: none"> <li>• Supporting individual development.</li> </ul> <p>Dec 23 – ongoing and promoted through website and signposted to parents through social media and ParentMail, added to letters and newsletters.</p> <p>March 24 – on track with website regularly updated to reflect and used as evidence across the school games mark.</p> <p>July 24 – School games evidence submitted and uploaded and scrutinized by school games leader – achieved bronze.</p> <p>School games values reflected through academy planning.</p>	<p>Planned participation of pupils across calendar of events and competitions.</p> <p>Ensure vulnerable groups are included :</p> <p>Girls</p> <p>SEND/EHCP</p> <p>PP</p> <p>Talented</p> <p>LAC</p> <p>Dec 23 – planned in across the academic year.</p> <p>March 24 – in place and planned across terms – swimming days and other academy events can affect participation but certain competitions prioritised.</p> <p>PE leader attends cluster meetings and shares updates with SLT through staff meetings and emails. Dec 23 – in place</p> <p>Academy planning references school games values – PE leader to model and support staff CPD. Pupils can talk and discuss school games values.</p> <p>Continue to build success of activities provided for unstructured times through Active Play, Playground leader led Lunch</p>	<p>£1,000 staff release</p>	<p>Maintained with up to date information linked to activities and competitions and activities scheduled in with RA completed well in advance. Dec 23 – in place and ongoing.</p> <p>Celebrations of achievements through achieving as part of a team, competitions and festivals. Calm, focused play at lunch times and children active.</p> <p>March 24 – in place – added to website and signposted for parents. Number of behaviour incidents across lunch times and break times reduced demonstrating calmer, engaged and active unstructured times.</p> <p>Audit of participation demonstrates increase in vulnerable group attendance and engagement. Dec 23 – ongoing - monitored termly – vul group participation rising.</p> <p>March 24 – analysis continues and monitored. HAF club full to capacity and benefitting range of vulnerable children.</p> <p>Children demonstrate the school games values when active and when competing against other teams and schools when</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to work on the legacy challenge.</p> <p>On track to achieve gold school games mark.</p> <p>House points, medals and certificates through competitions motivate and inspire children to achieve and take part. Dec 23 – ongoing.</p> <p>March 24 – in place and ongoing – added to website and signposted through FB</p>
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	<p>Club and Agilitas 1 x per week. Dec 23 – ongoing and in place. March 24 – in place and working well with playground leaders timetabled and range of activities rotated. PE leader meets with playground leaders 2 x per term to plan and monitors weekly.</p> <p>Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.</p> <p>March 24 – ongoing across the year. July 24 – hall display further updated and aspects added to website and sign posted to parents and carers.</p>	<p>representing the academy. March 24 – HPA pupils have often won the award for demonstrating the school games values when at competitions. Continues. July 24 – Sports days demonstrated school games values. Further promoted transition activities such as pentathlon events with pupils and secondary schools.</p> <p>Display updated regularly by PE leader, pupils actively use the board to gather information and updates. Dec 23 – ongoing – need to promote more readily in assemblies and lessons. March 24 – ongoing across the year.</p> <p>House captains and sports leaders take the lead with promoting house points and ensuring display is up to date alongside PE team. March 24 – ongoing – will be reviewed again following sports days in May 24. July 24 – House captains fully engaged and supporting organisation and running of sports days.</p>	<p>page including those that participate out of school.</p>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:

				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Embed use of Target Tracker to accurately record teacher assessments and observations. Dec 23 – staff using more effectively – statements in line with LTP.</p> <p>March 24 – Academy is moving away from TT and beginning to introduce Integris system. Will be looking at best way to demonstrate progress across PE – looking at Real PE and Get Set for PE as options to launch.</p> <p>PE team to evaluate and analyse assessment evidence to support ongoing CPD addressing gaps in skills and knowledge supporting progression.</p> <p>PE Leader/team to regularly carry out observations and update SLT and deep dives and feedback to further support staff CPD and progression.</p>	<p>PE leader and Key Stage leaders to monitor teachers use of assessment. Dec 23 – in place – Twilight session – 13/12/23 to support.</p> <p>March 24 – ongoing</p> <p>July 24 – assessments has moved to Integris – further changes planned for September 24.</p> <p>PE team carry out analysis of 3 main areas of PE (games, gymnastics and dance) to identify areas of strength and development supporting ongoing progression</p> <p>Dec 23 – ongoing - PE programmes reviewed to support ongoing pedagogy – new dance resources purchased. Orienteering course set up with staff training planned for Feb 24.</p> <p>March 24 – completed with particular programmes being explored to launch in Sep 24 supporting dance.</p>	<p>£1,000 – staff release to monitor and support</p>	<p>Progress is monitored and provision implemented to raise standards where identified. Audit of skills and gaps completed to support further progression and CPD shared with staff and SLT. Dec 23 – ongoing</p> <p>March 24 – ongoing – improvements evident from impact of staff CPD.</p> <p>Gaps addressed supporting further progression and increase in % of pupils reaching EXS standard across all year groups for gymnastics, dance and games.</p> <p>March 24 – ongoing – will be added to end of year reports. Dance is main area where development is further needed.</p> <p>July 24 – Outcomes demonstrate improved % of pupils achieving EXS in gymnastics and dance – will still be ongoing for next year.</p> <p>Observational feedback given to</p>	<p>PE leader to monitor and impact on ensuring this happens across all year groups and progression is evident. Dec 23 – ongoing.</p> <p>March 24 – ongoing.</p> <p>Staff understand the 3 pillars of progression across PE :</p> <ul style="list-style-type: none"> <li>• Motor competence (fundamental movement skills)</li> <li>• Rules, strategies and tactics.</li> <li>• Healthy participation.</li> </ul> <p>March 24 – improvements evident through orienteering training where explicit links made to support understanding.</p> <p>July 24 – monitoring has informed next steps and implementation of Real PE for September 24</p>

<p>March 24 – ongoing – staff have been given opportunity to observe Agilitas teach to support their own practice.</p> <p>July 24 – further building progression across FMS from September 24 with implementation of Real PE.</p> <p>Teaching staff work and liaise with Sports Leaders and adapt planning to meet needs of pupils and ensure progression.</p> <p>Dec 23 – ongoing – impact seen in work with Agilitas – with gymnastics and games with Sport 2 Day.</p> <p>July 24 – PE team have supported teaching staff with planning to ensure key knowledge and skills are made explicit supporting assessment.</p> <p>Further embed sports mentors and TAs to support driving skills in different sports working alongside</p>	<p>July 24 – monitoring demonstrates improved teacher knowledge of dance and gymnastics supporting accurate assessment and improved outcomes.</p> <p>PE leader monitors planning meets needs and facilitates progression. Lessons evidence opportunity for the 3 pillars of progression.</p> <p>March 24 – PE leader models planning to support teaching staff with ensuring all elements in place and referenced to support assessment.</p>		<p>staff to further impact on practice.</p> <p>Deep dives in key areas of PE (gymnastics and dance particularly) carried out, fed back and evaluated.</p> <p>March 24 – these have revealed that dance is an ongoing area where resourcing needs to improve for Sep 24. Gymnastics teaching is much improved with clear progression in place and higher activity levels.</p> <p>Pupils can discuss key skills and knowledge they have and where they need to improve.</p> <p>July 24 – Pupil voice has demonstrated improved knowledge across key areas of PE.</p> <p>Increased range of sports offered with positive engagement by pupils.</p> <p>Dec 23 – clubs list and participation rates rising across key stages – cheer leading, basketball, football, multi skills, badminton.</p>	<p>Measure success to further implement and plan for 2024/2025 and beyond for sustainability.</p>
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			March 24 – PE timetables across the terms and clubs lists demonstrate good range of activities on offer supporting participating across all pupils.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 12%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Partnerships with key organisations such as University Academy Holbeach, UALS, Agilitas, Sport2Day to continue to increase the range of physical opportunities. Dec 23 – working well with Sport 2 Day and Agilitas – also attended competirions through Agilitas with UAH and UALS.</p> <p>March 24 – Tri Golf Competition planned in April 24 at UAH for Year 3 to 6 pupils to attend further strengthening links with secondary. Sport2 Day/Agilitas competitions planned across Spring terms as well</p>	<p>Agilitas and mentors in various sports and physically active play tasks (dance, athletics, kwik cricket, team games, tri golf, kin ball) developing their skills in the delivery of quality PE lessons and cross curricular opportunities. Improved teaching in wider sports with an enhanced variety. High quality planning for PE</p> <p>Timetables evidence coverage across gymnastics, dance and games.</p> <p>Planning evidences progression</p>	£2,070.00 – extra curricular provision and release.	<p>Further development through inter-school competitions in both established sports and new sports appealing to a wider audience with increased pupil participation across a range of groups. Dec 23 – Autumn 1 term – cricket coach completed weekly lessons with classes across range of year groups supporting staff CPD and pupil knowledge and skills.</p> <p>March 24 – ongoing – across Spring term ultimate Frisbee, Kin Ball have been completed with Kho Kho, and Tri Golf planned for Summer 1.</p>	<p>Improved quality of teaching in PE maintaining consistently good across all year groups. Progression evident across all year groups to meet end points expected.</p> <p>July 24 – lessons are observed as being more active and with higher pupil engagement – skills and knowledge have improved.</p>

<p>as KinBall and Ultimate Frisbee.</p> <p>Physical activity is mapped to ensure all pupils experience the correct PE time, breadth of activity and coverage with an audit completed alongside the long term framework. Dec 23 – monitored and reviewed termly.</p> <p>PE leader released to support staff in wider sports.</p> <p>Developing pupil confidence to try new activities.</p> <p>July 24 – higher engagement rates across after school sports and introduction of orienteering.</p> <p>Extra curricular clubs and activities demonstrate range and breadth, including enrichment activities such as bikeability and chance to shine.</p>	<p>with long term/medium term and short term aligning with lesson content.</p> <p>PE leader and team offer range of sports through lunch time and after school opportunities to a range of groups of pupils . Dec 23 – pastoral lunch club in place daily supporting team work and social skills/learning mentors and outdoor mentor run activities such as football on a timetable.</p> <p>March 24 – in place on rotation across year groups including basketball, hockey, football, girls football, skipping, ball sports, tennis.</p> <p>Extra curricular clubs offer the opportunity for pupils to further improve their skills in a range of different activities covered within the enrichment days and experience days. Dec 23 - ongoing</p> <p>March 24 – in place with analysis of clubs list demonstrating range of opportunities and clubs full to capacity.</p>		<p>Pupil performance across a range of sports and activities shows progression in skills and knowledge linked to 3 pillars.</p> <p>March 24 – ongoing with monitoring showing impact and improvement.</p> <p>July 24 – ongoing – will be developed further through implementation of Real PE.</p> <p>Lesson observations demonstrate good delivery by confident teachers (CG)</p> <p>Audits of participation by pupils show raised pupil engagement.</p> <p>March 24 – ongoing – improved staff confidence in dance and gymnastics across majority of staff.</p> <p>Increased engagement and concentration in lessons and engagement in extra curricular activities.</p> <p>Increase in number of pupils participating in bikeability. Dec 23</p>	<p>Pupil voice discussions and teacher surveys.</p> <p>All pupils confident in participating in PE.</p> <p>July 24 – the majority of pupils engage well and enjoy PE. There are a minority of children that require more support and have identified needs.</p> <p>Look in to purchasing academy bicycles supporting improved engagement for vulnerable pupils.</p>
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			– completed in Nov 23 – full to capacity and all achieved level 1 and 2.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Further embed participation in and access to competitions both in and out of the academy increasing opportunities for younger pupils – Sport2Day and Agilitas. Dec 23 – ongoing with number of competitions across range of sports such as girls football, dodgeball, speed stacks, santa dash. March 24 – ongoing and in place. July 24 – this has improved with more pupils enthused and engaged in competitions and displaying good team work.	Monitor school competition plan. Number, ability range and gender of pupils involved. Participation rates of different year groups and across different vulnerable groups. March 24 – in place and analysed to ensure range of PP/LAC/SEND pupils provided with opportunity to take part.  Signpost parents and carers to information and sporting events to	£3,000 competition package.	Increased competitive sport participation so that 60%+ of the academy represent their academy. Regular competitions introduced – across all 6 terms. Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey. Dec 23 – ongoing and monitored. Aut term – already completed girls football and involved high number of PP pupils in mixed football competition. March 24 – in place, encouraged and monitored – brought into	Building links with Lincoln University sports faculty further. Invite member to see us at work and play. Working closely with UAH PE and sports departments.  Developing further links with community projects and local Olympic linked individuals.

<p>Use high profile sporting events to inspire competitions within the academy/inter school competitions and events such as the Commonwealth Games further promoting school games mark.</p> <p>March 24 – ongoing with Paris Olympics and the London Marathon being used to promote and support through termly challenges.</p> <p>July 24 – signposted and completed challenges linked to Euros 24 and Paris Olympic 2024.</p> <p>Promote events and access to clubs and activities through the academy website and FB page.</p> <p>Develop effective year 5 and 6 sports leaders/playground leaders. Dec 23 – in place and training completed.</p> <p>Further develop competitive elements to KS1 sports mornings, hold heats for KS2 award medals to all winners.</p> <p>Maintain holiday time sporting activities Dec 23 – HAF club set up with information and vouchers sent out ahead of time ensuring good attendance and engagement.</p>	<p>engage pupils further through Academy Facebook page – linking to website. Dec 23 – ongoing – regular signposts to website through FB page and also added to newsletter for Dec 23</p> <p>March 24 – ongoing through website updated by PE leader and signposted to parents and carers.</p> <p>Feedback from community clubs. Parent/carer feedback.</p> <p>Purchase more sporting equipment</p> <p>Increase in engagement from Year 5 and 6 pupils taking in responsibility as playground leaders.</p> <p>March 24 – in place and working well with 2 x termly meeting with PE leader and range and rotation of activities in place and monitored.</p> <p>Inter network participation in playing as part of a team and playing to win.</p> <p>Increased numbers participating in holiday provision to further develop skills and knowledge.</p>		<p>lunch time opportunities and after school clubs also.</p> <p>Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and outside coaches.</p> <p>Increase in pupils joining sporting clubs outside of school time. Dec 23 – ongoing and promoted through dedicated part of PE page on website.</p> <p>July 24 – higher number of pupils part of clubs across wider range of sports such as speed skating, go karting, cheerleading as well as football and gymnastics.</p> <p>Increased competitive spirit and keenness to win particularly across upper key stage 2.</p> <p>Planned timetable of events and tournaments participated in.</p>	<p>Inter network participation in playing as part of a team and playing to win.</p> <p>Promoting use of the academy grounds by local sporting clubs and HAF activity clubs.</p>
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	March 24 – HAF club provision full to capacity each term.		Increased time to be spent outside to encourage active sport participation.	
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Signed off by N.Kenyon	
Head Teacher:	Mrs Susan Boor
Date:	10/7/23
Subject Leader:	Mr Clive Green
Date:	7/7/23 Review NK – 16/12/23 March 24 review NK – 25/3/24 Review NK 13/7/24
Governor:	Mrs Patricia Eccles
Date:	12/7/23