

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

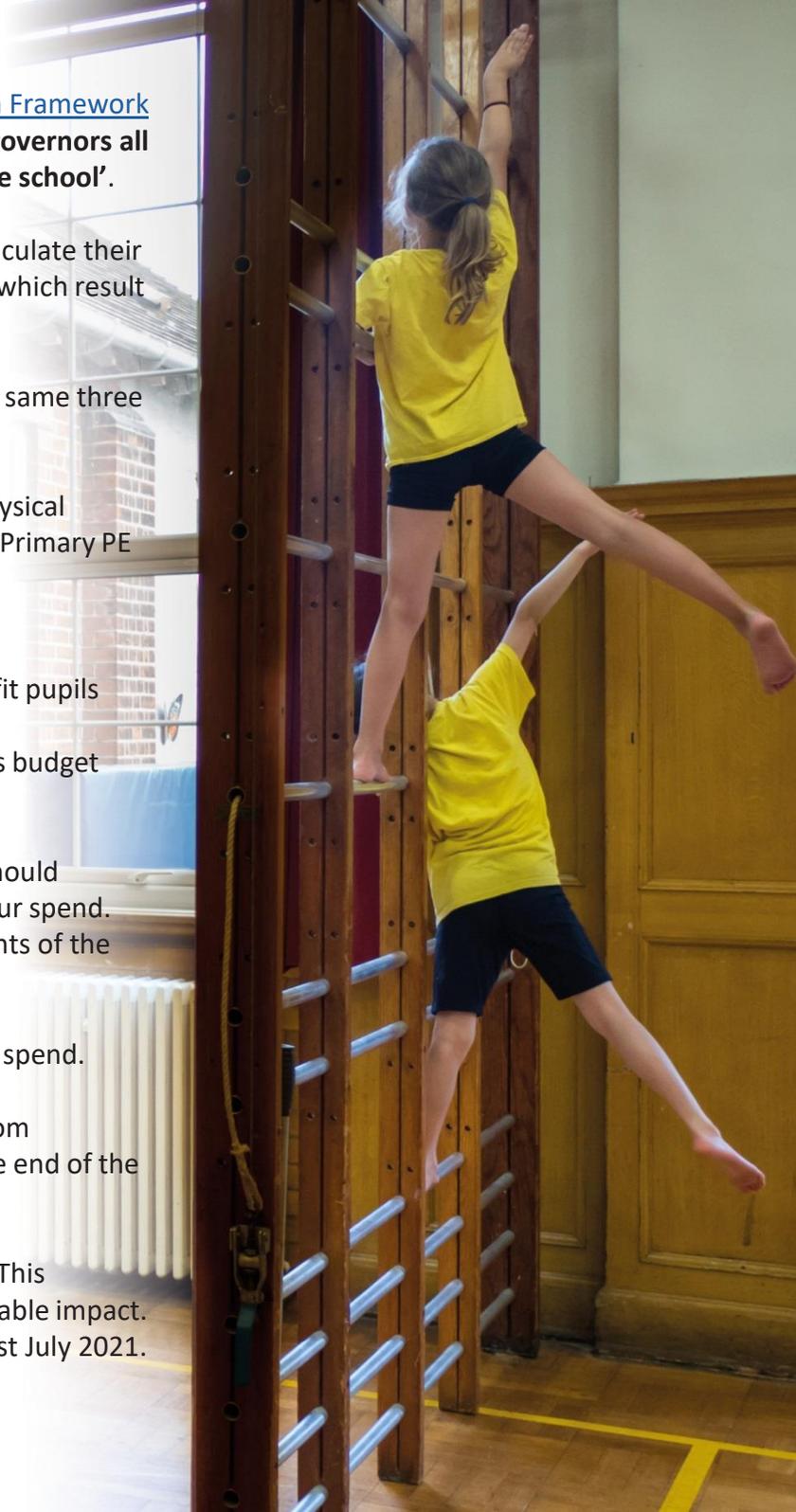
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Christ Church has been awarded the School Games Mark award – Gold Award 2020-21, 2019/20, 2018-19, 2017-18, 2016/17, 2015/16 Bronze Award 2014/15 • Healthy Schools Award – Bronze award July 2020, Silver Award -November 2020 • Year 4 and 5 children attended a Healthy Schools Workshop (on zoom) with North Yorkshire. Workshops focussed on Active lives and Healthy Food in schools. Pupil given a voice and their ideas can lead into the action plan for the Healthy Schools Gold award. • Long term plan for PE was updated and a new scheme of work purchased. • Increase in active play during breaks and lunch time helped along by the new playground equipment in the lower and upper playground. • Our lunch supervisors have led lunch time activities set by North Yorkshire Sport to get children trying different sports, to be active and competing against other schools. Children tried to improve on the daily scores (skipping, tennis etc) and results sent to NYS. • Continuing to offer the opportunity to experience new sports and outdoor adventurous activities for the whole school through a targeted programme. • Encouraging children to work collaboratively through our team 	<ul style="list-style-type: none"> • Apply for the Healthy Schools Award – Gold (November 2021) • Pupil voice – Healthy Schools Committee and play leaders to be re-established again (This did not happen this year due to covid and not mixing bubbles) • Review of the assessment of PE in school. Focus next year on the assessment of PE and self-assessment using possibly I-pads, peer assessment etc. • School Development Plan 21/22 priority area three (personal development, behaviour and welfare) – continue to work on driving forward a culture of emotional, mental and physical well-being, encouraging a healthy lifestyle for all. We will continue to work on and monitor our school priority area. • Continue to ensure we are able to offer a wide range of extra-curricular sports for all children after school through our own staff and outside agencies. • Hopefully we can return to competitions and swimming for the whole school again. • Gather new ideas for achieving our active 30 minutes, including utilising the new running track and equipment in the upper playground. Involve the play leaders in this and Healthy Schools Committee. In September introduce the Moki fitness tracker wristbands and software to encourage children to engage in being active.

<p>building equipment. Creating a healthy body and mind.</p> <ul style="list-style-type: none"> • In order to make sustainable changes to our PE curriculum delivery, we have used some of our funding each year in staff development. This has included upskilling teaching and TAs to ensure that high quality PE is taught throughout school. By providing teachers the opportunity to identify areas they want to develop, we have been able to support them through specialised coaches. This has led to greater confidence in our staff to teach PE. • By using the funding, we have been able to access more coaching and sports competitions through the organisation of our School Sports Co-ordinator. Unfortunately, due to covid many competitions have not taken place but virtually instead.. • Mentoring programme involving physical activity to help children who need guidance and support to help them with their behaviours for learning. • Moki fitness trackers wristbands purchased to help with active 30. This will be an introduced to the children in September 2021. 	<ul style="list-style-type: none"> • More involvement of the less active in sport.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020	£8,389
+ Total amount for this academic year 2020/2021	£17,500
= Total to be spent by 31st July 2021	£25,889

Total spent in 2020/21	£21,171.50
+ Total left over from 2020/21	£4,717.50

<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 transfer to the pool when school swimming restarts.</p> <p>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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	80 %
<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>	80 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80 %
<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 – Not this year due to reduced use of the pool due to COVID safety regulations.

Action Plan and Budget Tracking

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

Academic Year: 2020/21	Total fund allocated: £	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			16.66%	
			£4,312	
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:
<u>Increase children in regular physical exercise</u> -encourage children to be active for 30 minutes every day -track own fitness levels and increase activity level if needed. -encourage healthy bodies and healthy minds - ensure all children are being active and if not targeting these children -be active during breaks and in class where possible	Purchase of the Moki fitness trackers - School package plus class pack (154 wristbands) + 5 readers	£3122	The Moki tracker is a recent purchase and will be launched on the return to school in the Autumn term. Impact will be monitored using data from the reader machines.	Use the readers to track children's activity levels in each class. One reader per class. Allocate an adult to monitor this in each class. Identify less active children and find ways to get them active.
<u>Increase activity in class/outside</u> -Increase the children's time being active during the school day and in class.	Every morning each class starts the day with an exercise programme for 10 minutes. This is usually Activate or Just Dance.		Children are more active during the day. Children can be more independent in monitoring	Look for other ways to be active during their learning e.g. Active maths, science,

<p>-achieving being active for 30 minutes.</p> <p><u>Increased activity during lunch time</u> For KS1 and KS2</p> <ul style="list-style-type: none"> -encourage children to be active for 30 minutes every day -encourage healthy bodies and healthy minds -be active during breaks and at lunch time <p><u>Play leaders</u> – Not able to take place due to not crossing bubbles,</p>	<p>Every afternoon each class will partake of 7 minutes exercise either outside or in if wet. If the class have PE lesson then they will not need to carry out an extra 7 minutes.</p> <p>Use of the new equipment in the lower and upper playground to encourage active 30.</p> <p>Involvement at lunch times with the virtual competitions set by North Yorkshire Sport e.g. Skipping challenge, tennis, shuttle run, hockey challenge.</p> <p>Employed Kanga sports to deliver lunch time games during</p> <ul style="list-style-type: none"> March – 4 weeks April – 3 weeks May – 4 weeks June – 3 weeks July - 4 weeks <p>Thursday in KS2 (playground) 1 hour</p> <p>Fridays in KS1 (playground) 1 hour</p>	<p><u>Kanga</u></p> <ul style="list-style-type: none"> March £280 April £210 May - £280 June – £210 July - £210 <p>Total £1, 190</p> <p>Stock to be purchased in Sept 2021</p>	<p>their fitness in September using their Moki tracker wristband.</p> <p>Monitor-</p> <p>Are the children being more active in the playground?</p> <p>(see section 5 for more detail on NY virtual competitions)</p> <p>All bubbles to have playground games organised by a coach.</p> <p>Children have been more active during play and working as a team.</p>	<p>literacy etc.</p> <p>Use of the running track and new sports equipment in the playground to encourage active 30.</p> <p>Personal challenge board to be set up at lunch time with an activity to do in a set time.</p> <p>(see section 5 for more detail)</p> <p>Continue with the coach for lunch games, especially around training the play leaders and lunch staff could learn some new games to continue with later when coach has gone.</p> <p>Re-establish the play leaders next year to help run and lead games.</p>
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Purchase of PE equipment – range of PE equipment to restock our supplies	Stock take of PE equipment to see where stock need to be replenished or where there is a need for new equipment to encourage active play.		Suitable resources to allow the children to fully take part in sports. Children are more active in the playground using the new equipment and movable equipment.	Training by Kanga to take place in the Autumn term for the students. Play leaders to set up active stations in the playground for children to keep track of their progress e.g. Number of times round the track in 5 minutes. Set personal challenges. Monitor the stock Effectiveness of the personal challenge.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 9.44%
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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?:
<u>Raise the profile of PE in school</u> – to include healthy body, eating and mind. Increased focus on PE in the School Development Plan. Focus is on drive toward a culture of emotional and physical well-	Continue to raise the profile in school of active life style and healthy well- being, through the expectation of every pupil in school being active for 30 minutes. This is being achieved through the morning exercise programme when they arrive at		The children are ready to begin learning in the morning and afternoon. The new equipment in the lower and upper playground has encouraged the children to be more active.
			Sustainability and suggested next steps: Monitor the 30-minute active and find ways to improve its delivery. This can also be discussed with the children and as a staff. Consult with the Play leaders and Healthy Schools

<p>being, encouraging a healthy active lifestyle for all.</p> <p><u>To raise the profile of being a healthy school</u></p>	<p>school, the 7 minute active in the afternoon and through the play activities at break and lunch time.</p> <p>Virtual competitions NY sport – personal challenges at lunch times – hockey, tennis, skipping challenges.</p> <p>Coach employed to encourage active play at lunch time (2 lunch times)</p> <p>Recent installation of new play area for the lower and upper playground will also encourage children to be more active.</p> <p>Coaching in school to provide teaching staff with the opportunity to build up their own skills in PE.</p> <p>Apply for the Healthy Schools Award – Silver.</p> <p>Healthy Schools group and play leaders have not been able to be established this year due to keeping children in bubbles.</p> <p>Attendance of Class 4 (Year 4 and 5) at the first online virtual meeting with North Yorkshire for promoting Healthy Schools.</p>	<p>£1, 170</p>	<p>Children are trying to beat their personal challenges at lunch time.</p> <p>At lunch time the children have been actively involved in the lunch times games organised by a coach.</p> <p>Achieved the Bronze Healthy Schools Award – July 2020 and Silver Award November 2020.</p> <p>Collective worship led by the children on mental health and on healthy eating.</p> <p>Discuss how we can ensure we are partaking in the active 30.</p>	<p>Committee to hear their ideas to promote our school development focus. Monitor the team building equipment to aid and promote emotional and physical well-being.</p> <p>Aim to achieve the gold Healthy Schools Award.</p> <p>Set up the healthy school group again to promote healthy schools and work towards the gold award for Healthy Schools.</p> <p>Re-establish the play leaders to promote being active in September.</p> <p>PLT meetings will hopefully</p>
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<p><u>Promoting sport and being active</u> PLT meetings – Teacher to attend three termly PE meetings with the Craven School Sports Coordinator and other representatives from local schools</p> <p>Time for PE coordinator to manage, improve and monitor the subject.</p> <p><u>Whole school improvement</u> School Development Plan 21/22 priority area three (personal development, behaviour and welfare) – continue to work on driving forward a culture of emotional, mental and physical well-being</p>	<p>Attended the active lives and Healthy food workshops.</p> <p>PLT meetings did not happen this year. Due to not mixing bubbles we did not run clubs.</p> <p><u>Subject leader time</u> Time to work on the long-term plan for PE in school. This will be skills based. Work with North Yorkshire sports adviser on long-term plan. Research and purchase of a new PE scheme of work to promote a skills-based curriculum. Time to collate the sports premium report. Total – 6 ½ days</p> <p>Mentoring 1 to 1 -promoting behaviour for learning/welfare. 2 children</p> <p>March – 4 sessions each, cost - £300 April – 3 sessions each, cost - £225 May – 4 sessions each, cost -</p>	<p>Total =£1275</p>	<p>PLT meetings did not happen this year. All communication was sent by email.</p> <p>In school the time was used for organising events, coaching and risk assessments. Research and purchase of a new PE scheme. PE – Review of the PE curriculum carried out and a new long-term plan was established which is skills based. Allows for progression of skills.</p> <p>Time for each child to talk with a coach whilst being active. They can talk about any issues they have faced this week. Working on ways to manage behaviour in school. Improved results in the child finding ways to manage their behaviour.</p>	<p>resume to allow for promotion of sport and competitions. Re-establish offering a wide range of sports clubs from outside agencies and staff. Ask the children which clubs they would like to see in school as part of PE audit in summer term. Audit of the new PE scheme of work and how effective it is.</p> <p>Continue with the mentoring next year but review which children this would benefit.</p>
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<p><u>Parents informed about sports in school</u></p> <p>-Termly newsletter to inform parents of PE events we have attended, results and PE in school.</p> <p>-Information on the school website.</p> <p>-Bus Stop Notice Board for parents</p>	<p>£300 June – 3 sessions each, cost - £225 July – 3 sessions each, cost - £225</p> <p>Due to covid there have not been competitive events that we could attend so the sports news letter has not gone out. However, classes will put on Facebook pictures about what each class has been doing with regards to sports and other activities. sporting events</p> <p>Bus stop notice board with events.</p> <p>.</p>		<p>Report from Kanga on the progress.</p> <p>Parents are informed of sport in and out of school. This raises the profile of sport and the importance of sport to our school. Termly newsletter about sporting progress</p> <p>Parents are informed in advance of up and coming events.</p> <p>Parents are informed regularly (usually weekly) through Facebook about sport events in school and those out of school. As parents are not currently coming into school they have appreciated the Facebook page so they can be informed about what their child is doing and promotes sport. Class newsletter also informs</p>	<p>Re-establish the sports newsletter in September and with updates of event on the school website under latest news.</p> <p>Re-establish the noticeboard outside of school (if appropriate due to covid) to inform parents also of upcoming events.</p> <p>Create a file under sports premium money with regular sporting pictures and results.</p>
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			parent of sporting events in school and out of school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24.96%
Intent	Implementation		Impact	£6462.50
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:
To provide the pupils with high quality teaching in PE. Provide staff with the confidence and skills to deliver high quality PE. CPD – Provide opportunities to increase teachers’ and teaching assistant’s knowledge and skills in teaching a variety of sports in school as part of the curriculum. Training to therefore provide a high-quality level of teaching in PE and support.	Audit of staff to see which areas of PE they would like training in with the support of a coach. Coaches to come into school for dance, gymnastics, various games, tennis KS1. The coach will deliver a 6-7 week programme for each class in their area of specialism. Ks2 tennis takes place at Skipton Tennis Centre to allow children to play on tennis courts.	Tennis – KS1 x 2 - £300 KS2x 3 - £800 (includes court hire) Total =£1,100 Dance - £1,102.50 (All classes, including virtual dance during lockdown)	Coaches to provide lesson plans for staff to see the progression and to allow them to annotate in the plans. Staff to make notes on lessons to allow them to use these notes in the future. Audit sheet at the end of each coaching session to assess the impact of the coaching. Class audit sheet to gather the children’s views about the	Audit sheet at the end of the year for each staff member to establish their confidence in teaching different areas of PE and to establish further areas for development. Next year we will continue our tennis training for Key stage 2 down at Skipton Tennis Club.

<p>Sports Partnership CPD</p> <p>Balanceability training with Class 1 Cancelled due to K Hogarth being unwell.</p>	<p>The coach will provide lesson plays showing skills progression. The teacher and teaching assistant will observe the lessons and make notes to be used for future lessons.</p> <p><u>Kanga coaching</u> <u>Autumn 1 – 5 weeks for 2 x KS2 classes basketball £350</u></p> <p><u>Autumn 2 -all classes 7 weeks</u> Class 1 – multi-skills Class 2 – developing basic sending and receiving Classes 3, 4 + 5 – net and wall skills (badminton and volleyball)</p> <p><u>Spring 2 – 4 weeks</u> 4 classes</p> <p><u>Summer 1 – 7 weeks</u> All classes – gymnastics</p> <p><u>Summer 2 – 6 weeks</u> Class 1 – athletics Class 2 – basic skills invasion games Class 3+4 – cricket</p> <p>Make staff aware of PE CPD through North Yorkshire</p>	<p><u>Kanga</u> <u>Autumn 1</u> 2 x KS2 basketball £350</p> <p><u>Autumn 2</u> All classes Games £980</p> <p><u>Spring 2</u> £560</p> <p><u>Summer 1</u> £980</p> <p><u>Summer 2</u> £840</p> <p>Total coaching <u>£3,710</u></p>	<p>coaching they have received. Teacher audit sheet about their views on the coaching sessions.</p> <p>Teachers to feel more confident or have new approaches to teaching a range of sporting skills.</p> <p>Able to see the progression of skills and how to engage the pupils in leading and evaluating their progress.</p>	<p>Looking ahead to next year consider where we need to observe professional coaches and if we continue with some of our coaches where we could team teach. Identify other outside agencies that can help and support our practice.</p> <p>Look for CPD opportunities via sport partnership and North Yorkshire sport CPD tennis club</p>
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New PE scheme purchased	To update the current PE scheme to one which is more current and provides a range of skills to develop and resources. Purchased – Get set 4 PE scheme of work for the year (expires November)	£550	Teachers have a more skills-based PE scheme of work. Skills based learning in PE helps with progression of skills. Skills learned can be applied in other areas of PE.	Balance bikes stored at Tennis club. Could be borrowed for use in school. Audit of staff to question the effectiveness of the PE scheme and if it is fit for purpose. If staff favour the scheme we will purchase it for another year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 22.99%
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Intent	Implementation		Impact	£5952
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><u>Opportunity to attend competitions and coaching during school day at other venues</u></p> <p>-opportunity to try new sports --chance to experience sports in the sporting environment e.g., tennis courts at Sandylands)</p> <p>. be involved in competitions against other schools/inclusive events (virtual this year)</p> <p>Clubs have not happened this year due to bubble and covid.</p> <p><u>Outdoor adventure activities – Year 6</u></p> <p>-Opportunity to experience a range of sports and activities e.g. raft building, bouldering, climbing, high ropes and abseiling -opportunity for build team building</p>	<p>Two extra staff needed to accompany the class to the following events:</p> <p>Tennis – Summer 1 term for 2 classes 2 hours for 2 people to walk classes. £10 per hour x 2 hours for people for 7 weeks.</p> <p>Summer 2 term for 1 class 1.5 hours for 2 people to walk to and back from event. £10 per hour x 1.5 hours for 2 people for 6 weeks</p> <p>Subsidise the Year 6 residential for 2 nights and 3 days at High Adventure Outdoor Centre. Due to COVID the Year 6 have not had the opportunity to experience sports they can't access at school.</p>	<p><u>Tennis</u></p> <p><u>Summer 1</u> 2 x staff for 2 hours. £40 for 2 staff for 2 hours x 7 weeks = £280</p> <p><u>Summer 2</u> 2 x staff for 1.5 hours. £30 for 2 staff for 1.5 hours x 6 weeks = £180</p> <p>£1, 100 OAA High Adventure.</p> <p>Bus £300 Total £1,400</p> <p>£975</p>	<p>Staff needed to provide adequate staffing walking to and back from the sporting events.</p> <p>Opportunity to experience a range of sports at different venues suitable for the sport. Space to fully develop their sporting skills in a more suitable environment.</p> <p>Opportunity to access new sports Chance to pursue a sport after school through our links with local clubs.</p> <p>16 children attended the residential. All children experienced the range of sports and activities available. Children had the opportunity to</p>	<p>Continue to look for opportunities to provide children with the chance to experience a range of sports in venues more suitable for developing their skills.</p> <p>Continue to offer payment at after school clubs to encourage all to participate regardless of finances.</p> <p>Next year the residential will return to parents paying.</p>
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<p><u>Enrichment - (whole school)</u> Opportunity for each class to experience a range of sports that they have not tried before. Chance for them to challenge themselves and offer activities that they make decide to further pursue.</p>	<p>Class 1 and 2 – morning session shared Activities – Scavenger hunt and forest activities</p> <p>Class 3 – afternoon of activities Archery, forest activities, capture the flag and scavenger hunt</p> <p>Year 4 and 5 – morning session for Year 5 and afternoon session for Year 4. Activities – archery, quidditch, boot camp, dodgeball and forest activities.</p> <p>Year 6 – whole day at Sandylands field. Day spend trying a range of sport activities (some as Year 5 above)</p>		<p>try new activities they have not tried before. Mental and physical health enhanced.</p> <p>Children were very excited about the quidditch activities and the archery. It is hoped that these activities let the less active see that sport is accessible to all. Also children may decide to pursue one of the activities that was on offer.</p>	<p>Look to provide clubs after school that involve different sports for the active and less active.</p>
<p><u>Opportunities to access a broader range of sports/activities</u> The use of local outside agencies to support in the coaching and teaching of various sports, provides the children with the opportunity to acquire more specialized skills, as well as supporting the teacher through CPD opportunities.</p>	<p>Continue to develop links with Skipton Rugby Club, Upper Wharfedale Rugby, Craven College, Skipton Cricket Club, Skipton Tennis Club, Skipton Swimming Club & Kanga Sports as outside agencies that will support us in extra-curricular and curriculum areas.</p>		<p>Due to covid activities were affected. The sports partnership offers a range of different sporting coaching or events to attend throughout the year. This provides the children with the opportunity to learn new skills,</p>	<p>Continue to identify other agencies that can support and engage our children in extra-curricular sport. This will enable children to have even more specialized coaching and teaching as well as teachers to learn additional skills.</p> <p>Continue to offer a range of extra-curricular sports</p>

<p>Tennis –Following on from the tennis coaching in school. Skipton Tennis Club offer 6 children from each class the opportunity to take up tennis coaching at their club for 2 free sessions to encourage them into this sport...</p> <p>Develop our resources to ensure we have a wider range of resources for teachers to use in lessons as well as extra-curricular sessions. Audit of pupils at the end of the year</p> <p>Sports Partnership Craven – sporting events calendar</p> <p>Provides an opportunity to attend a range of activities and sports.</p> <p><u>Outdoor adventure day for whole school at Nell Bank Outdoor Centre.</u> -To provide the children with the opportunity to experience new</p>	<p>Complete an audit of the equipment we currently have in school. Audit KS1, Year 3/4 and 5/6 sporty and less sporty children to see how we can improve PE and extra-curricular clubs in school. Questionnaire to pupils in school</p> <p>K Hoggarth (School Sports Co-ordinator) provides us with a sporting calendar for the year.</p>	<p>1/10/21 3 x KS2 classes £1359</p> <p>4/10/21 – 2 x KS1 classes £908</p> <p>Bus to both events £850</p> <p>Total cost £3117</p>	<p>try out new sports and to compete against other schools,</p> <p>The impact will be assessed after the visit in October.</p>	<p>Review ways to ensure continued and improved engagement in light of Covid-19 restrictions on provision</p> <p>Summer term audit</p> <p>Hopefully the sporting events will be able to continue next year.</p>
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<p>activities and sports. -opportunity for outdoor adventure in a more suitable environment -chance for experiencing outdoor activities out of school which they have not had the chance to do this last academic year</p>	<p>Each class will attend an outdoor adventure day at Nell Bank Outdoor Centre. Friday 1st October 2021 – Classes 3, 4 and 5 to attend. Team building activities</p> <p>Monday 4th October 2021 – Classes 1 and 2 to attend. Range of outdoor activities</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7.73%
Intent	Implementation		Impact	£2,000
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><u>Involvement and attendance in coaching and intra school competitions organised</u> by our School Sports Co-ordinator (Katie Hoggarth). Competitions are for local schools and schools in the surrounding areas.</p> <p>Our school's sports coordinator provides:</p> <ul style="list-style-type: none"> -coaching which leads into competitions -Organises intra school competitions for us to attend -Provides new opportunities to work together or compete against other schools. -opportunity to try a range of sports - Opportunity for inclusive events to offer sport to all. Encouraging children on SEND register or less active into sport and to try a new 	<p>Pay Katie Hoggarth (School Sports Co-ordinator) to organise intra school sports coaching and events for our school to compete in or take part in.</p> <p>Katie provides us with a sporting calendar for the year.</p> <p>The sports partnership offers a range of different sporting coaching or events to attend throughout the year. This provides the children with the opportunity to learn new skills, try out new sports and to compete against other schools.</p> <p>Attendance at virtual events: <u>Competitive events</u> which range from tennis, skipping and hockey challenges, Shuttle runs.</p>	£2000	<p>Due to COVID 19 many competitive events did not take place. Events were held virtually.</p> <p>Improved performance. Opportunity to learn new skills or further develop the children's skills through the sports coaching provided after school.</p> <p>This coaching/competition can lead on to pursuit of a sport due to our links with many local clubs.</p> <p>Opportunity for the children to compete against other schools:</p>	<p>Skipton Tennis Club are taking over the organising of intra school competitions from September. Hopefully in September schools will be able to compete again.</p> <p>Consider ways of providing training in school prior to competitions.</p> <p>The children really enjoyed attending new events. Look for more opportunities to attend new events. Opportunities for inclusive events in school e.g. Archery, quidditch</p>

<p>activity.</p> <p>Due to COVID 19 many competitive events did not take place – Dance festivals, Tag rugby, Football, tennis competitions. Instead virtual competitions were organised.</p>	<p>Attendance at the sports festival in July at Sandylands sports centre. Local schools had the opportunity to take part in football, tennis and multi skill challenges.</p>			
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Signed off by	
Head Teacher:	Diane Cooper
Date:	July 2021
Subject Leader:	Carol Shuttleworth
Date:	July 2021
Governor:	Kate Ward
Date:	July 2021