

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting  
Tool Revised July 2022

Commissioned by



Department  
for Education

Created by



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SPORT  
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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](http://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](#).



## Greenfield Primary Academy Academic Year 2022-23

### Rationale

At Greenfield Primary Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

### Summary of Proposed activity for 2022-23

The aim at Greenfield Academy recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives
- Promote a healthy and active lifestyle
- Encourage physical activity and exercise
- Develop competence to excel in a broad range of physical activities
- Build self-esteem, confidence and resilience
- Provide all pupils with access to the lesson

## Intended Impact of the Pupil Premium / Sports Funding

It is intended that the above actions will be sustainable over time as they focus on:

Our curriculum is designed so that children are taught a variety of activities throughout their key stage and there is a progression journey through all of these. Each area of PE also has a progression ladder which shows progression from EYFS to Year 6.

The LTP maps out the following:

Early years are given opportunities to develop skills based on themes; Autumn 1 was Sporty superheroes,

Autumn 2 was Beach trip and the deep blue sea, Spring 1 Land of the Fairy tales. Spring 1 Land of the Fairy tales, is looking at elements of ball games through stories and role plays.

Whereas, the rest of the school has the following LTP map:

	KS1	LKS2	UKS2
Autumn 1	Multi skills	Athletics	Athletics
Autumn 2	Gymnastics	Gymnastics	Gymnastics
Spring 1	Invasion games- basketball/handball	Invasion games- basketball/ handball	Invasion games- basketball/ handball
Spring 2	Invasion games- football and hockey	Invasion games- football and hockey	Invasion games- football and hockey
Summer 1	Net and wall/ Strike and Field	OAA	OAA
Summer 2	Athletics	Net and wall/ Strike and Field	Net and wall/ Strike and Field

There are progression of skills from Year 1 to Year 6 e.g. in Gymnastics KS1 will work on following movements such as travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus and jumping.

LKS2 should move on to do the movements from KS1 but with speed and accuracy, using apparatus and working alone and/or with partner. UKS2 should progress to practicing, adapting and refining actions, perform with whole/part body control, explore and select actions that can be developed within sequences, practiced and repeated through gymnastic actions.

The assessment tool used by coaches in Premier sports focus on the following areas; knowledge, skills and key vocabulary. The objectives are broken down into 5 learning focus C.A.R.E.D

- Competent Learner
- Active and Healthy Learner
- Reflective Learner
- Engaged Learner
- Disciplined Learner

The objectives are measured against children to show whether they can achieve that objective or not. At the end of unit, coaches assess children if they are working below, expected or above their year group.

Children have the opportunity to take part in extra-curricular activities and demonstrate their new skills in intra and inter sports competitions. All children also have the opportunity in the summer term to take part in a sports day. Children will become confident within the different strands of PE and show resilience when tackling new skills.

### Review of our previous strategy 2021/22

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>1. The engagement of all pupils in regular physical activity To develop staff expertise through working with high quality sports coaches throughout the year to deliver Games and Gymnastics sessions. Children have been getting one hour PE sessions with Premier sports.</p> <p>To provide quality top up swimming lessons to Year 3 children.</p> <p>To ensure all aspects of swimming and water safety are taught, and support children to learn to swim 25m.</p> <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement Support Sports Leaders/ Ambassadors to support the planning, delivery and assessment of Games and Extra Curricular Competitions. Formed a mixed Y4/5/6 sports leaders that set up Daily Mile and helped with sports day. Created playtime games and trugg box of equipment, which involved the leaders. Leaders also attended Tameside SSP Sports Ambassadors training, where they created whoe school Action Plan.</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport To monitor the assessment of children in PE. Created a PE evidence folder for share point, for staff to take pictures of any skills observed to add to folder for evidence.</p> <p>To be part of the Tameside Sports Cluster and Inter- League competitions with local school. Being part of the cluster, SA was able to attend PE Network meetings and liaise with other schools.</p> <p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>1. the engagement of all pupils in regular physical activity Increase PE time participation and include indoor and outdoor sports. Gymnastics was covered but not much of Dance.</p> <p>Results and outcome was low due to children having gone through covid-19.</p> <p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement To involve more sports leaders in out door games, especially at Lunchtimes. Because of varied Lunchtimes due to Covid, this was restricted for all year groups. From survey children chose what more playtime and lunchtime games they wanted. With more mixing of children this will be more possible in the coming years.</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport Due to restrictions, not many competitions took place except for Fencing competition. Will sign up to Football affiliation, to sign up to games. Create contact with other schools to have friendly games.</p> <p>4. broader experience of a range of sports and activities offered to all pupils Engagement from SEND was poor, only 40% taking part. Liaise with SENDO and Harmony Trust to create games/ activities for SEND children</p> <p>5. increased participation in competitive sport Due to Covid, this was restricted and working alongside Tameside SSP and harmony Trust, we hope to build local and Academy links to give opportunity to children.</p> <p>○</p>

<p>To offer a range of physical activities and sports clubs accessible for all children. Having carried out a KOBOCA survey, children wanted more clubs after schools. We created new clubs, such as Fencing and Archery. Attendance was very good, almost 100% across year groups.</p> <p>To speak to the children about what other clubs and activities they would like to do in school. The survey and Sports Leaders gathered information from children what they would like to take part in.</p> <p>To identify and target those children least active in physical activity.</p> <p>5. increased participation in competitive sport</p> <p>To develop links with community sports clubs.</p>	
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### Academy Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0% data as current Year 6 only completing one term due to covid-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes/**No**

## 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 students today and for the future.

Academic Year: 2022/2023		Total fund allocated: £18928		Date Updated: 14-06-23	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>To provide quality PE and games lessons via Premier Sports with in school coaches.</p> <p>To ensure a variety of sports and skills are taught</p>	<ul style="list-style-type: none"> <li>Hold an initial meeting with the coach involved to explain expectations and standards.</li> <li>Provide coaches with our long term plan.</li> <li>Gain copies of their planning and monitor delivery each term</li> <li>Observe lessons delivered by all coach- one per term per coach</li> <li>Gain feedback from TAs in the sessions each half term.</li> <li>Gather pupil voice on PE Curriculum delivery</li> </ul>	<p>Curriculum delivery funded through the school budget</p>	<p>Koboca results: 90% children engage in PE and feel less confident in Gymnastics and would like to be introduced in other sports. Looking at LTP: Invasion games – Introduce skills of handball Contact sport – Introduce skills of Tag Rugby TAs to support and upload evidence on sharepoint <b>Autumn 1</b> Long term plan set up for clubs with coaches and matching to PE curriculum New Clubs introduced Handball and Rounders</p>		
<p>To provide high quality swimming lessons to Year 3 children throughout the year.</p> <p>To ensure all aspects of swimming and water safety are taught.</p>	<ul style="list-style-type: none"> <li>Class teachers to observe the lessons and feedback to SLT and Steve Ferris</li> <li>Ensure swimming teachers are aware of NC expectations.</li> <li>Children to achieve their full potential and will aim for the requirements of 25m.</li> <li>Gather pupil voice on swimming provision.</li> </ul>	<p>Swimming Lessons <b>Tameside Active - £1140</b> (Third Term Provision)</p>	<p><b>Autumn 1 Baseline Y3</b> Sept start 100% can't swim.</p> <p><b>Spring 1</b> 90% Level 1 75% Level 2</p>		



	<ul style="list-style-type: none"> <li>Gather information on children who currently access or will start to access swimming outside of school.</li> </ul>		<b>Summer 1</b> 100% Level 1 100% Level 2 24% Level 3	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports Leaders (2 sports leaders to be Health Champions) to support the planning, delivery and assessment of Games and Extra Curricular Competitions	<ul style="list-style-type: none"> <li>Nominate and train leaders who are confident and can lead by example</li> <li>Have regular meetings to plan termly competitions</li> <li>Sports Leaders to support with the audit and organisation of sports equipment</li> <li>Sports and Health Leaders to attend a training session</li> <li>Sports Leaders to assist with choosing sports teams and support training and attendance to events</li> <li>Sports and Health Leaders to gather pupil voice on what is working well, what needs to be developed and what else they would like</li> </ul>	Red Jumpers £10.00 each <b>(£60.00)</b>	Termly meeting with Sports Leaders- Introduction of Daily Mile in Spring 1 and play leaders in Spring 2. Been given Red jumpers and badges. <b>Autumn 1</b> Set up Daily Mile for all classes at playtimes Sports Leader monitor UKS2 Teachers/ Tas monitor KS1 and LKS2  <b>Summer 1</b> Sports Leaders are given stickers to encourage who did their best during Daily Mile	Sports Leaders have only been Y5 and 6 so only been able to work with UKS2 children because of different playtimes  Recruit more LKS2 children as Sports Leaders

<p>To be part of the Tameside Sports Cluster and Inter- League competitions with local school</p>	<ul style="list-style-type: none"> <li>Attend cluster meetings to organise the year's events.</li> <li>Choose the children to represent our school from club participants and teacher feedback from lessons.</li> </ul>	<p><b>£750</b></p>	<p>SA To attend 3 PLT cluster meetings as part of Tameside SSP.</p> <p><b>Summer Term</b>          Attended only Summer PE Network, other two fell on INSET days.</p> <p>We have liaised with locals schools and created friendly games</p>	
<p>To provide children with the correct equipment for all activities and sports in school.</p>	<ul style="list-style-type: none"> <li>Audit the current equipment.</li> <li>Order any new equipment needed and replenish anything that has gone missing or was deemed broken or unsafe.</li> </ul>	<p><b>£1000</b></p>	<p><b>Spring 2</b>          Audit of equipment with sports coaches was made. New football, basketballs and cricket sets are bought.</p> <p>After completing children survey of what they would like to see at lunchtimes. A new equipment was ordered which included, smaller balls, target games, hoops and bean bags.</p> <p><b>Total spent = £568</b></p> <p><b>Summer 1</b>          These games are now set up for Summer Term Lunchtimes</p>	<p>The aim is now to have a selection of games at Lunchtimes</p>
<p>To monitor the impact of extra-curricular clubs.</p>	<ul style="list-style-type: none"> <li>Monitor the number of children attending extra-curricular club- analysis of popular clubs and those with lower attendance- why?</li> <li>Liaise with the class teachers and learning mentors to monitor behaviour and attendance of all children.</li> <li>Gather pupil voice regarding extra-curricular clubs- what they enjoy, why, what they would like and what</li> </ul>		<p><b>Autumn 1</b> – KS1, LKS2 and UKS2          Football Club 100% attendance and capacity  <b>Autumn 2</b> – Y1 Dodgeball 100%, Y3/4 Gymnastics 95% attendance, Y5/6 Archery 50% attendance  <b>Spring 1</b> – Y1/2 = Gymnastics 100%          Y3/4 Dodgeball 100%          Y5/6 Handball 66%  <b>Spring 2</b> Y1/2 Handball 60%          Y3/4 Fencing 100%</p>	<p>Year 3 / 4 have shown the best interest in clubs.</p> <p>Y6 did not attend clubs as they had booster clubs after school twice a week</p> <p>In future to give children taster sessions of clubs so they know what it is like as some children did not know what are Rounders and</p>

	impact do they make for them-		Y5/6 Dodgeball 100% <b>Summer 1</b> Y1/2 Tennis 86% Y3/4 Tennis 100% Y5/6 Cricket 66% <b>Summer 2</b> 1/2 Basketball 93% Yr 3/ 4 Cricket 100% Yr 5 /6 Rounder 86%	Handball
To celebrate achievement in sports and competitions.	<ul style="list-style-type: none"> <li>• Collect the results from competitions throughout the year.</li> <li>• Share the results and efforts with the whole school during assembly.</li> <li>• Record the children's achievements in the termly sports newsletter.</li> <li>• Praise the children regardless of winning for effort and contributions to school sports/games</li> <li>• Card for certificates - participation certificates for all children who have joined in with physical activity</li> <li>• Three medals per class awarded during sports day for perseverance, effort and progress.</li> <li>• Nurture and encourage talent and interest in specific areas of sport-research and make links with external clubs</li> </ul>	Medals/Trophies <b>£100</b>  Could be increased to incorporate Sports day trophies/medals  Codes EDSPE 820100 PESP1	<b>Medals by Paul Hett</b> Medals for Dodgeball competition bought for £28  <b>Sports Day Medals by Paul Hett</b> £45	

<p>To promote healthy eating and a healthy lifestyle in school.</p> <p>Health Ambassadors to support Healthy Lifestyle and healthy eating</p>	<ul style="list-style-type: none"> <li>• Provide the children with healthy food choices at lunchtime.</li> <li>• Provide a healthy breakfast for those participating in SATs (Yr6 and Yr2)</li> <li>• Teach the children about being healthy and having a balanced diet through the NC and EYFS- see LTPs</li> <li>• Give the children the chance to learn about food and healthy eating in practical ways in DT- see LTPs</li> <li>• Promote a positive attitude towards eating healthy, keeping active and being clean.</li> </ul>	<p>SATs Breakfast <b>£200</b></p> <p>Codes EXBRK 850150 PESP1</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To monitor the assessment of children in PE.	<ul style="list-style-type: none"> <li>Hold drop-in sessions or support nights for teachers and ensure all are confident and competent to assess children in PE accurately.</li> <li>Ensure through observations that assessment for learning is ongoing during lessons.</li> <li>Ensure all teachers complete assessments and input into SONAR- Assessment procedures being developed throughout academic year 22-23 in line with the implementation of the new assessment programme</li> <li>Teachers will use a range of strategies to assess children- SA to liaise with PE ImplementOR to discuss assessment</li> </ul>	NONE	<p>Premier sports – have an online assessment by the coaches. TAs are making observations and uploading evidence on sharepoint.</p> <p><b>Autumn 1</b> Shared with staff PE evidence folder where staff to put evidence of children displaying skills by taking photos/ videos</p> <p><b>Summer Term</b> After the ImplementOR drop in, I was told to share progression document with staff so they know what exactly to look for and use this as evidence.</p>	Have training in September so all staff are aware what to look for in each year group
<p>To support teachers with using equipment and apparatus</p> <p>To addressing any misconceptions regarding equipment and apparatus.</p> <p>To develop staff knowledge linked to gym, dance and multi-skills.</p>	<ul style="list-style-type: none"> <li>Set dates with SLT for new staff to have induction regarding setting up hall equipment.</li> <li>Model setting up and using equipment with teachers during INSETs- Autumn 2, Summer 2</li> <li>Answer any questions teachers have regarding equipment and apparatus.</li> <li>Bring in coaches from sports development to team teach with teachers across school to support and develop knowledge. Part time</li> </ul>	NONE		

	teachers- liaise with partner teacher to discuss findings after their session			
To train all teaching assistants in playground games.	<ul style="list-style-type: none"> <li>Ensure all teaching assistants and middays are confident and competent via discussions and relevant training and modelling.</li> <li>Ensure the behaviour of all children is outstanding and positively reinforced through discussions and games and activities.</li> <li>Where necessary staff will model and encourage the correct behaviour and engagement with children. <ul style="list-style-type: none"> <li>Boxes of equipment set out at lunch times to support adults and children.</li> </ul> </li> </ul>	<p>Playground Equipment – Stop watches, bibs, bats and balls, skipping ropes.</p> <p>(Use info from children’s questionnaire regarding other playground equipment they may want)</p> <p>Replacement bridge on the trim trail (Being lowered to match all the other equipment free of charge) NONE</p>	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>Dinnertime baskets have been set up for all Dinnertime Assistant with crib sheets, equipment and activity ideas to enhance communication and social skills outdoors.</li> <li>Some children have expressed they have enjoyed doing specific activities at lunchtime especially the colouring and craft activities.</li> <li>The Dinnertime Assistants have said the baskets and cards are useful and just</li> </ul> <p><b>Summer 2</b> Sports Leaders are trained up to carry out Lunch time games in the last Summer term.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Offer after school clubs which offer a broad range of sports and activities to engage a wider number of pupils in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Several after school clubs to be offered three times a week, which will be lead by Premier sports coach.</li> <li>• Clubs in which children can be active and which were successful in the previous year to be identified and continued.</li> <li>• Pupil voice to be used to decide on what clubs to offer throughout the year to continue to engage children.</li> <li>• Continue to offer the clubs to a range of year groups to give all pupils the opportunity to attend.</li> </ul>	<p>All Clubs delivered by Premier Sports- <b>£8 532</b></p>	<p>Sept Koboca survey showed Pupils across school have expressed the following interest: Football: 48 – Doing/Done Swimming: 48 – Year 3 Archery: 41 – Autumn 2 Dodgeball: 38 – Spring Term as next popular Boxing: 29 – Summer term also popular Martial arts: 21 Dance: 21 Basketball: 19 Tennis: 12 Boxing included in Summer 1 after school club</p> <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• We discussed the outcomes of the survey and noting next steps in relation to offering future clubs to children based on the which were most popular.</li> </ul>	
<p>Increased participation of Girls Football in school and after school clubs</p>	<ul style="list-style-type: none"> <li>• 3 girls selected to attend Barclays FA game changers, aim is to create an action plan to engage more girls in football.</li> </ul>	<p>Girls Football Kits £250.00 (Set of Kits)</p> <p>Set of Bibs £50.00</p>	<p>3 girls attended FA game changers in October. Their Action plan included an assembly for awareness and MUGA time for all girls to participate in football at lunchtime overlooked by SA. Set of Bibs ordered for Spring term for more girl participation. Formed a girls football team, participated in Tameside cup match and will be attending MUFC girls tournament at Cliff Training ground, Salford, in January. Two more games organized in Summer.</p> <p><b>Summer Term</b></p>	

			<p>After the FA game changers assembly in Autumn. Girls have had MUGA time at playtime and Lunchtimes on Fridays. They have had new bibs and kits ordered</p> <p><b>Bibs = £30</b> <b>Football kit = £278</b></p>	
<p>To provide the children with trips, visitors and first-hand experiences</p>	<ul style="list-style-type: none"> <li>• Provide the children with the opportunities to visit places and gain experiences they may not outside school such as Ravenstor</li> <li>• Provide the children with opportunities to experience alternative sports through lessons and TA clubs</li> <li>• Give children the opportunity to represent their school and themselves positively with other schools within the LA and outside the borough if possible.</li> <li>• Full inclusion of the children in Y3 to access swimming lessons</li> </ul>	<p>Trips/Visitors including Transport</p> <p>Trips <b>£3652.20</b> (Ravenstor)</p> <p>Codes EDTRI 830150 PESP1 for sport related trips only)</p> <p>Transport – Taxis/Buses for Competitions <b>(£300.00)</b></p>	<p><b>Harmony Trust SEND roadshow in Oldham cost £140 transport MUFC girls football tournament cost £130</b></p> <p>Ravenstor trip Y6 in November of outdoor adventurous activities</p> <p>Organised Bex Rayner as part of Sports for Champion in Spring as part of Curriculum week.</p> <p><b>Autumn Term</b></p> <p>Ash Randall a football freestyler visited as part of World Book Day as he is Guinness Record Holder. This was free for Tameside SSP</p> <p><b>Spring Term</b></p>	
<p>To offer a wide range of PE and sport to all of our children in school.</p>	<ul style="list-style-type: none"> <li>• Provide the children with a varied curriculum during lessons, before school, during lunchtime and after school.</li> <li>• Provide the children with positive female/male role models who engage in different sport and physical activities.</li> <li>• Value all the children’s efforts and contributions.</li> <li>• Build on children’s interests.</li> </ul>	<p>NONE</p>	<p><b>Autumn Term</b></p> <p>5 Bikeability provided by Active Tameside organised for January.</p> <p>100% achieved Level 1 44% achieved Level 2</p> <p><b>Spring Term</b></p> <p>Organised friendly games with local school. We invited another school for a dodgeball game with our Y3 /4</p>	



			We were invited to another school for Y5 /6 dodgeball game	
To identify and target those children least active in physical activity.	<ul style="list-style-type: none"> <li>Identified children for low attendance and behaviour.</li> <li>Encourage target children to join in a range of extra-curricular sports clubs.</li> <li>Encourage those children with SEN to join clubs</li> <li>Ask the children what sports and physical activities they enjoy- organise lunch time activities depending on the children's answers</li> <li>Ask teachers to share their sporting interests- organise teachers teams and discuss trust wide competitions</li> <li>Attend termly SEND ability road show- OAC</li> <li></li> </ul>	<p>NONE</p> <p>SEND Roadshow - <b>£140 (£280 more possibly)</b> (possibly 2 more events this school year)</p> <p>Specialist Sensory/ Play Equipment for SEND <b>£117.20</b></p>	<p>SEND roadshow – children identified across KS1 to KS2.</p> <p>Over 50% children cannot ride a bike or own a bike – January bike lessons delivered by Active Tameside.</p> <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>Discussed with LK about specific children that would benefit from additional/ alternative equipment during PE sessions.</li> <li>Ordered specific equipment to support identified children during PE sessions or for planned Physical Development learning activities.</li> </ul> <p><b>Spring Term</b></p> <p>SEND Roadshow 2 – different children identified across KS1 and KS2</p>	Get a map from Harmony Trust for future events and have this planned for future reference
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Joined FSA football competitions through Tameside SSP	<p>Signed up to three competitions:</p> <ul style="list-style-type: none"> <li>• TSFA Tameside (Alan Millea) Cup for Boys' / Mixed Teams in Small School</li> <li>• TSFA Tameside (Kate Stonehewer) Cup for Girls' Teams in Small Schools</li> <li>• Danone 7 a side mixed for Year 4 and 5</li> </ul>		<p><b>Autumn Term</b> 2 Boys Matches and 1 girls</p> <p><b>Spring Term</b> 1 boys and 1 girls – both friendly games against locals schools</p> <p><b>Summer Term</b> Mixed Year 4/5 game and one girls match played</p>	
To develop links with community sports clubs.	<ul style="list-style-type: none"> <li>• Liaise with Premier Sports regarding children attending club.</li> <li>• Invite clubs into school for taster sessions to introduce new sports to children and parents during parents evening Spring 2</li> <li>• Gain contact details and maps for parents from clubs in the local area.</li> <li>• Ask children which clubs they already attend outside of school.</li> </ul>	NONE	Liaising with Hyde United FC and with two matches played, they are giving parents the opportunity to watch games. Recently, gave flyers to attend after school to play U11 football tryouts at Hyde United.	

Approval route:

Sports Premium Lead: Saleema Ahmed	Date: September 2022
Principal: Melanie Eccles / Zoe Neophitou	Date: September 2022
Trust Leader:	Date: