

# 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](#) 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  | £70.34   |
| Total amount allocated for 2021/22  | £17800   |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £70.34 carry forward                               |
| Total amount allocated for 2022/23  | £17804.00  |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £12618.73 (£5185.27 to carry forward into 2023-34) |

## 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>Swimming lessons took place for year 3 and year 5 during the spring term 2022-23 and a Year 6 catch up programme took place in the summer term 2022-23.</p> <p>Water safety rescue has been taught to all year 6 pupils.</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>  | <p>93% (28 out of 30 chn)</p>   |
| <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>  | <p>93%</p>  |

|   |   |
|---|---|
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 85%   |
| 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? | Yes<br><br>Top up swimming has been provided for an additional year group (Year 6). Year 3 have been provided with 6 weeks of swimming and will swim again in Year 5. |

## 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.

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <b>Academic Year: 2022/23</b>  |  | <b>Total fund allocated: £12618.73</b>        |  | <b>Date Updated: July 2023</b>  |   |
| <b>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</b> |  |   |  |   | <b>Percentage of total allocation:</b>          |
|  |  |   |  |   | <b>55%</b>                                      |
| <b>Intent</b>  | <b>Implementation</b>  |   | <b>Impact</b>  |   |   |
| <b>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:</b>   | <b>Make sure your actions to achieve are linked to your intentions:</b>  | <b>Funding allocated :</b><br><b>£9791.81</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>  |   | <b>Sustainability and suggested next steps:</b> |
| <ul style="list-style-type: none"> <li>Provide a well-balanced, planned and sequenced programme of sport.</li> </ul>   | <ul style="list-style-type: none"> <li>Multi skills, balance, ball skills and general fitness have been a continued focus. These areas were weaker post-lockdown.</li> <li>PE planning and delivery ensures opportunities to revisit, reflect and build on previous learning. It also</li> </ul> |   | <ul style="list-style-type: none"> <li>Children learn skills and apply them to 2 different sports each half term.</li> <li>Pupil voice survey shows that 75% of children recognise that they revisit and learn new skills.</li> <li>25% of children in Year 3 and 59% in Year 5 can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul> | How to help the 13% achieve the expected standard or above through targeted gross motor skills club and further physical activity at breaks and |   |

Created by:



Supported by:



|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>offers a progression of skills from EYFS-Y6 within a range of different sports to utilise these skills.</p> <ul style="list-style-type: none"> <li>• PE lessons are well equipped to allow maximum participation and children of all abilities to be included.</li> <li>• Weekly dance lessons provided by a specialist dance teacher to the whole school during spring term 1 to improve rhythm, movement and flexibility.</li> <li>• Swimming offered to Year 3 and Year 5 to support them to achieve the required standards by the end of primary school.</li> </ul> | <p>£1260.00 whole school dance lessons.<br/>£1305.00 (swimming travel).<br/>£ 606.00 swimming costs.</p>                         | <ul style="list-style-type: none"> <li>• PE Data for 2022-23 academic year, Year 1- Year 6 review;<br/>Working Below: 3%<br/>Working Towards: 10%<br/>Expected: 67%<br/>Greater Depth: 20%</li> </ul>  | <p>lunchtimes.</p> <p>Swimming focus in 2023-24 with 2-year groups participating as we continue to invest in swimming because it is an important skill.</p> <p>The remaining 41% of children in year 5 will be reassessed and form a group for the Year 6 catch-up programme.</p> |
| <ul style="list-style-type: none"> <li>• Encourage children to be active during break, lunch and outside of school not just in PE sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• MiMove introduced in the Autumn term to celebrate and promote physical activity across the school.</li> <li>• Trim trail, football, basketball and hoops provided to encourage active play. Tennis balls were also provided to encourage sport and games.</li> <li>• The daily mile is timetabled in for all KS1 and KS2 classes 2-3 sessions a week outside</li> </ul>   | <p>£295.00 MiMove app purchase.<br/>£3480.00 after school and lunchtime clubs.<br/>£70.34 after school clubs.<br/>£100.00 TA</p> | <ul style="list-style-type: none"> <li>• 67% of children are recording their physical activity on MiMove, including how they felt when completing the activity.</li> <li>• Whole school display reflects physically active children across a range of activities.</li> <li>• Physical activity levels and achievements are celebrated through class and whole school assemblies.</li> <li>• Children are given house points weekly and certificates half termly.</li> <li>• Children look forward to weekly lunch</li> </ul> | <p>Relaunch MiMove at the beginning of the next academic year with classes given slots to log on and promote the use of MiMove. Those children who are already frequently logging on and school council to</p>  |

|  |  |   |  |   |
|--|--|---|--|---|
|  | <p>of P.E sessions. The track also provides running space on days when the field is not available.</p> <ul style="list-style-type: none"> <li>EYFS spend up to 50% of their learning outdoors, with access to a climbing frame. The children were given the opportunity to participate in an after school outdoor, nature club.</li> </ul> | <p>costs after school clubs (£70.34 carried over from July 2022).</p> <p>£2,235.47 equipment for clubs and active breaktimes.</p> | <p>sessions of basketball, football, using hula hoops and tennis balls.</p> <ul style="list-style-type: none"> <li>Scooter racks encourage active travel to and from school as well as safe storage.</li> <li>Children regularly choose to run on the track at break, lunch and lesson times. Track used to provide a larger play area in the winter and on days we can't use the field.</li> <li>Trim trail used (rota provided for children) to increase balance, understand safe risk and to encourage activity at break and lunch.</li> <li>Pupil voice survey shows that 75% of children participate in clubs outside of school such as karate, football, swimming, dance, horse riding, gymnastics, tennis and taekwondo.</li> </ul> | <p>encourage others.</p> <p>Consider a targeted way to support those who are least active.</p>    |
| <ul style="list-style-type: none"> <li>Focus on gross motor skills of EYFS, KS1 and LKS2.</li> </ul>       | <ul style="list-style-type: none"> <li>Gross motor skill club run weekly for those children who need extra sessions. Class teachers identified children through assessment.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Gross motor skill improvement in EYFS, KS1 and LKS2 - <b>*see data presented in a table at the bottom of the document*</b>. Improvement shown across most skills by most children. Children to improve their ability to bounce a ball.</li> </ul>   | <p>Continue to provide class based and club based activities to support these skills</p>          |
| <ul style="list-style-type: none"> <li>To encourage participation in after school sports clubs.</li> </ul> | <ul style="list-style-type: none"> <li>Range of clubs run after school with teachers and sports coaches.</li> <li>Specialist dance coach club offered weekly to Year 1 &amp; Year 2, Year 3 &amp; Year 4, Year</li> </ul>  | <p>£440.00 after school dance club.</p>   | <ul style="list-style-type: none"> <li>Physical activity levels and achievements are celebrated through weekly class and whole school.</li> <li>School council collects data from classes about which sports clubs they would like to participate in. The clubs are then organised</li> </ul>  | <p>Continue to promote a healthy lifestyle and support a range of clubs.</p> <p>Rugby club to</p> |

|    |   |   |   |                            |
|----|---|---|---|----------------------------|
|    | 5 & Year 6 half termly.                               |   | <p>to match the children’s preferences, where possible, and encourage participation.</p> <ul style="list-style-type: none"> <li>• 1:1 TA’s encourage participation in PE, PA and SS.</li> <li>• Range of clubs offered mean 64% of children took part in a minimum of 1 sports club this year.</li> </ul> | launch in the Autumn term. |
|    | <b>Number of children attending at least one club</b> | <b>Number of Pupil Premium attending club</b> | <b>Number of SEND attending a club</b>  |                            |
| R  | 18  | 1   | 0   |                            |
| Y1 | 19  | 3   | 1   |                            |
| Y2 | 19  | 4   | 2   |                            |
| Y3 | 24  | 6   | 3   |                            |
| Y4 | 21  | 2   | 4   |                            |
| Y5 | 23  | 4   | 3   |                            |
| Y6 | 11  | 3   | 2   |                            |
|    | 135   | 23  | 15  |                            |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |   |   | Percentage of total allocation:   |
|--|---|---|---|---|
|  |   |   |   | 6.8%  |
| Intent   | Implementation  |   | Impact  |   |
| <b>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:</b> | <b>Make sure your actions to achieve are linked to your intentions:</b>   | <b>Funding allocated :<br/>£1204.91</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>   | <b>Sustainability and suggested next steps:</b>   |
| <ul style="list-style-type: none"> <li>Celebrate world events in assemblies for the whole school.</li> </ul>   | <ul style="list-style-type: none"> <li>World Cup Afternoon hosted across the school to celebrate and engage children in the Football World Cup 2022.</li> <li>Increased participation in active travel to school during National Walk to School week 2023.</li> <li>Assemblies about current events in sport are held each term.</li> </ul> | £1204.91 Free-style Footballer.         | <ul style="list-style-type: none"> <li>Children bring in trophies, belts and medals to share in assembly and talk about sport they participate in outside of school.</li> <li>Assemblies help children to have a wider knowledge of other sports they may wish to try.</li> </ul>   | <p>Continue to celebrate world events across the whole school.</p> <p>Survey parents and pupils regarding walk to school week to better monitor impact.</p> |
| <ul style="list-style-type: none"> <li>Enrichment days/sporting stars to visit to promote and improve skills in sports.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Guinness World record holder and professional free-style footballer Steve Gray visited to share his story and skills.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Children are beginning to understand the importance of working towards a goal and breaking it into small steps, like the athletes did. Further embedded through assembly theme.</li> <li>Athletes and stories help children to understand we can learn from our failures. We're all on a journey.</li> <li>Each class got the opportunity to complete freestyle football skills and 36 KS2 children</li> </ul> | <p>Continue and increase the offer of enrichments days/sporting stars visiting school in the next academic year.</p> <p>Explore opportunities for</p>       |



|  |   |  |  |   |
|--|---|--|--|---|
|  |   |  | participated in a workshop after school.   | additional trips for year groups linked to PESSPA.  |
| <ul style="list-style-type: none"> <li>Importance of a healthy life style taught via PE, PSHCE and Science.</li> </ul>   | <ul style="list-style-type: none"> <li>Health &amp; fitness and evaluation of performance should form part of most lesson in PE.</li> <li>Healthy and Safer Lifestyles units taught across the school in Spring 2 and Summer term and Health and Exercise integrates into several units across the whole school in science and is discussed in assemblies.</li> </ul> |  | <ul style="list-style-type: none"> <li>Forms part of class learning, assembly, discussion in P.E.</li> <li>Walking to school is encouraged and another scooter rack has been purchased due to the number of children using active travel to and from school.</li> <li>Pupil voice survey shows that children understand the impact that PE has on a healthy lifestyle and its importance. Responses include; manage weight, strengthening your body, increase in heart rate and energy levels, and improve lung function.</li> <li>Pupil voice shows that children's confidence is supported by feedback from coaches, both to help improve and identify strengths.</li> </ul> | To continue to focus on living a healthy lifestyle through PSHCE lessons and PE based activities. |
| <ul style="list-style-type: none"> <li>Children encouraged to try new sports and given the opportunity to be physically active at lunch and break.</li> <li>Daily Mile running sessions to improve whole school fitness levels.</li> </ul> | <ul style="list-style-type: none"> <li>Active lunchtime equipment is used on a rota basis to provide equal opportunities for each class.</li> <li>Children complete a mile on the daily mile additionally on days they don't have PE to ensure they are active daily.</li> </ul>  |  | <ul style="list-style-type: none"> <li>Pupil voice survey shows that 78% of children use the track during break and lunchtimes.</li> <li>Pupil voice survey shows that 96% of children use the equipment to help keep them active.</li> <li>Three classes have the opportunity to access active play equipment each lunchtime, in addition to whole school</li> </ul>  | To continue to run the daily mile and have equal opportunities to access active play equipment.   |

|  |  |  |                              |  |
|--|--|--|------------------------------|--|
|  |  |  | access to the running track. |  |
|--|--|--|------------------------------|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                                      |   | Percentage of total allocation:<br>7.12%  |
|--|---|--------------------------------------|---|---|
| Intent   | Implementation  |                                      | Impact  |   |
| <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>Funding allocated:<br/>£1,267</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>   | <p>Sustainability and suggested next steps:</p>   |
| <ul style="list-style-type: none"> <li>Upskill staff with training in the delivery of swimming lessons by specialist swimming coach.</li> </ul>                    | <ul style="list-style-type: none"> <li>TA participated in National Rescue Award for Swimming Teachers and Coaches (NRASTC), a supervision and rescue award for swimming teachers, coaches and (or) instructors working during programmed activities, such as swimming lessons.</li> <li>Support staff and teachers learnt from swimming specialists during catch up programme for Years 3 and 5.</li> </ul> | <p>£600 catch-up swimming.</p>       | <ul style="list-style-type: none"> <li>TA and teachers felt more confident when assisting the delivery for swimming lessons.</li> </ul> | <p>Continue to look into areas where teachers do not feel confident and focus on training on those areas.</p> <p>Offer additional training for teachers that teach PE in the next academic year, particularly those in new year groups.</p> |

|   |   |  |  |  |
|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>Many teachers observed specialist dance lessons and, Teaching Assistants observed and supported PE lessons and clubs.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers and support staff observed from specialist dance teachers and coaches to improve skills and knowledge.</li> </ul>   |  | <ul style="list-style-type: none"> <li>Teachers felt confident to deliver inter-house competitions and support the running of sports day.</li> </ul>   | <p>Webinar scheduled for TA's on the September 2023 teaching training day. 'Strategies to Support PE Lessons with Confidence'.</p> |
| <ul style="list-style-type: none"> <li>Teachers ran after school clubs.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers have delivered yoga, team games, outdoor nature club and multi-skills club (includes the first club ran for reception cohort).</li> </ul>   |  | <ul style="list-style-type: none"> <li>Teachers felt confident to deliver their club and support different children with learning skills.</li> <li>Children enjoyed participating in the new yoga club. This benefitted the children's mental wellbeing.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>EYFS teacher attended Physical Activity in EYFS and KS1 Every Child a Mover course.</li> </ul>                                   | <ul style="list-style-type: none"> <li>EYFS teacher attended CPD to gain more confidence in the delivery of PE in EYFS.</li> </ul>  | £162.00 EYFS course.                     | <ul style="list-style-type: none"> <li>EYFS feels more confident in the delivery of PE, especially dance and developing other movement skills.</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>Release time to co-ordinate and monitor PE</li> </ul>  | <ul style="list-style-type: none"> <li>Cooperate with sports coaches in the planning delivery of PE and Sport.</li> <li>Conduct pupil voice.</li> <li>Observe and monitor dance lessons.</li> <li>Organise CPD for staff.</li> <li>Co-ordinate inter-house competitions and sports day.</li> <li>Adapt the rota for use of</li> </ul> | £505.01 class cover for CPD and release. | <ul style="list-style-type: none"> <li>P.E lead knowledge is kept up to date to benefit the school.</li> <li>Knowledge kept up to date.</li> <li>Sports premium spending monitored.</li> <li>Extra activities planned.</li> <li>Children can participate in extra activities and whole school events.</li> </ul> |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>active play equipment at lunchtimes.</p> <ul style="list-style-type: none"> <li>• Audit the P.E. equipment termly.</li> <li>• Communicate with teachers, TA's and sports coaches to ensure effective assessment of PE.</li> <li>• Pre and post assessment of gross motor skills intervention.</li> <li>• Organise dance and swimming provision.</li> <li>• Launch and promotion of MiMove app.</li> <li>• Established a system to log and track reasons for non-participation in PE.</li> </ul> |  |  |  |
|--|--|--|--|--|

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                       |  | Percentage of total allocation:<br>0%   |
|---|--|-----------------------|--|---|
| 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: £0 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>Children learn skills that will support them in playing a wide range of sports.</li> </ul>                           | <ul style="list-style-type: none"> <li>LTP is organised so that children have access to a wide range of individual and team sports.</li> <li>Skills are built up and applied across a range of sports.</li> </ul>  |                       | <ul style="list-style-type: none"> <li>Pupil voice survey shows that children identified skills they learn and the sports they support them to play. Responses include; dribbling and ball control in football, basketball and netball, throwing and catching in tennis and ball sports, balance in gymnastics and jumping and running in athletics.</li> <li>Pupil voice survey shows that the children recognise that they learn new skills and revisit skills.</li> </ul> | Look into opportunities for sporting challenges outside of school and link to a school trip. E.g. Canoeing, climbing etc. |
| <ul style="list-style-type: none"> <li>Offer additional opportunities outside of school to participate in other sports.</li> </ul>                          | <ul style="list-style-type: none"> <li>Year 6 residential gave 90% of the class an opportunity to participate in O.A.A and fencing, archery and a range of climbing activities.</li> <li>Specialist dance teacher offered an after-school dance club half termly for each year group.</li> </ul> |                       | <ul style="list-style-type: none"> <li>Children enjoy the opportunity to further participate by choosing to join in with sport in afterschool and lunch sessions.</li> <li>Children shared taught football skills at home and uploaded images and recordings onto the MiMove physical activity app.</li> <li>Children have more understanding of how to stay safe when cycling and achieved certificates for their achievements.</li> </ul>                                  | Continue to offer a range of clubs.<br><br>Year 6 residential to focus on a wide range of sports.                         |

|  |  |  |   |  |
|--|--|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Freestyle footballing skills with Steve Gray - each class got the opportunity to complete freestyle football skills and 36 KS2 children participated in a workshop after school.</li> <li>• Chinese Dragon Workshops offered to whole school, which included rhythmical movements.</li> <li>• Whole School Bunny Hop Competition, increased the levels of physical activity and healthy competition throughout the whole school. Prizes for most hops completed given to children in each class.</li> <li>• Bike ability offered to year 3, 4 and 5 to improve road safety skills.</li> <li>• Peterborough United came into school for a whole school assembly, promoting both the men and women's game.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Increased number of children watching professional football matches due to tickets provided by Peterborough United Football Club.</li> </ul> |  |
|--|--|--|---|--|

| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation:<br>2%   |
|--|--|--|--|---|
| Intent   | Implementation   |  | Impact   |   |
| <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>Funding allocated: £355</p>                                   | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>  | <p>Sustainability and suggested next steps:</p>   |
| <ul style="list-style-type: none"> <li>Opportunities to compete, within class, school and in tournaments.</li> </ul>   | <ul style="list-style-type: none"> <li>Y6 children participated in an EFL cup which involved numerous schools competing from the local area.</li> <li>Y5/6 children participated in football competition hosted by Key Sports Coaching.</li> <li>Year groups had 2 inter house competitions in key stages, representing their house, in a variety of sports.</li> <li>Sports day held for whole school.</li> </ul> | <p>£60 (transport to event)</p> <p>£295 (transport to event)</p> | <ul style="list-style-type: none"> <li>Pupil voice survey shows that children enjoyed participating in the inter-house competitions.</li> <li>Pupil voice survey children enjoyed competing in competitions against other schools and would like to participate in more competitions outside of school.</li> </ul> | <ul style="list-style-type: none"> <li>Focus on more competition next year against other schools, both host and attend competitions.</li> <li>We have signed up for School Games Leagues 2023/24 within the SSP.</li> </ul> |



### Pre-Assessment of Gross Motor Skills Club

|  | EYFS    |         |          | Year 1  |         |         | Year 2  |         |         | Year 3  |         |         |
|--|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Pupil A | Pupil B | Pupil C* | Pupil D | Pupil E | Pupil F | Pupil G | Pupil H | Pupil I | Pupil J | Pupil K | Pupil L |
| Throw underarm   | Y       | Y       | Y        | Y       | N       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Throw overarm  | N       | Y       | Y        | N       | Y       | Y       | Y       | Y       | Y       | N       | Y       | Y       |
| Bounce a ball  | N       | N       | N        | N       | N       | N       | N       | Y       | N       | N       | Y       | Y       |
| Throw with accuracy  | Y       | Y       | Y        | Y       | N       | N       | N       | N       | Y       | N       | Y       | Y       |
| Catch a ball   | Y       | Y       | N        | Y       | N       | Y       | N       | N       | N       | N       | Y       | Y       |
| Around the cones with football and back. How many times in a minute? | N - 0   | Y-1     | N-0      | N-0     | N-0     | Y-1     | Y-2     | Y-6     | Y-5     | N-0     | N-0     | Y-2     |
| Skip along the floor   | Y       | Y       | Y        | Y       | N       | N       | N       | N       | Y       | N       | Y       | Y       |
| Length of jump   | 59CM    | 64CM    | 65CM     | 66CM    | 66CM    | 74CM    | 84CM    | 92CM    | 63CM    | 60CM    | 114CM   | 109CM   |
| Pass a ball  | Y       | Y       | N        | Y       | N       | N       | Y       | Y       | Y       | N       | Y       | Y       |

### Post-Assessment of Gross Motor Skills Club

|  | EYFS    |         |          | Year 1  |         |         | Year 2  |         |         | Year 3  |         |         |
|--|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|  | Pupil A | Pupil B | Pupil C* | Pupil D | Pupil E | Pupil F | Pupil G | Pupil H | Pupil I | Pupil J | Pupil K | Pupil L |
| Throw underarm   | Y       | Y       | Y        | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Throw overarm  | Y       | Y       | Y        | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Bounce a ball  | Y       | Y       | Y        | N       | N       | N       | N       | Y       | Y       | N       | Y       | Y       |
| Throw with accuracy  | Y       | Y       | Y        | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Catch a ball   | Y       | Y       | Y        | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |
| Around the cones with football and back. How many times in a minute? | Y-4     | Y-3     | Y-2      | Y-2     | Y-3     | Y-1     | Y-3     | Y-5     | Y-5     | Y-1     | Y-3     | Y-5     |
| Skip along the floor   | Y       | Y       | N        | Y       | N       | Y       | N       | N       | Y       | Y       | Y       | Y       |
| Length of jump   | 83cm    | 109cm   | 79cm     | 58cm    | 83cm    | 82cm    | 97cm    | 125cm   | 72cm    | 70cm    | 107cm   | 102cm   |
| Pass a ball  | Y       | Y       | Y        | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       | Y       |

\*Pupil C replaced by another child during club.

|                 |           |
|-----------------|-----------|
| Signed off by   |           |
| Head Teacher:   | K Bell    |
| Date:           | 19.7.2023 |
| Subject Leader: | K Bown    |
| Date:           | 19.7.2023 |
| Governor:       | G Nanuwa  |
| Date:           | 19.7.23   |