

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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

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

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

Schools are required to [publish details](#) of how they spend this funding 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Level 5 Coaching Course completed by PE Lead. • Up take and continued commitment to daily mile across the school. • Revised PE Curriculum Map to ensure coverage and continuity. • Introduction of and extended use of PE Hub on-line lessons and teaching and assessment resources. • 100% of children in year 6 cohort last year able to swim 25 metres. • Ongoing weekly staff CPD re delivering PE and Sport. • Ongoing commitment to the Active 30:30 program through programs such as The Daily Mile, Wake n' Shake, and active learning approaches/ outdoor learning. • Ensuring active bubbles through provision of individual sports bag and equipment for each group. • Promoting active indoor groups through provision of a variety of games and equipment in class bubbles. 	<ul style="list-style-type: none"> • Ensure relevant staff members delivering PE and sport receive sufficient CPD. • Continue to ensure commitment to the Active 30:30 program through programs such as The Daily Mile, Wake n' Shake, and active learning approaches/ outdoor learning. • PE Lead to continue to observe PE lessons taught across the school, provide feedback, and support where required. • All staff to use target tracker and PE hub to continue to develop assessment for learning through the newly revised 'Head, Heart and Hands' assessment strategy. • Identify non-active students in order to track and monitor inactive children and present them with a pathway into sport. • Playground - continue to develop the outside areas to ensure children can be as active as possible in outdoor learning areas (particularly EYFS) and at play times and lunch times.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

Academic Year: 2020-2021 UNDERSPEND	Total fund carried over: £3,169	Date Updated: 28.09.21		
What Key indicator(s) are you going to focus on?			Total Carry Over Funding: £3,169	
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active break times REFER KEY INDICATOR 4	Introduce archery/croquet/mini-golf skills, 4 square rules, etc. through specific class sessions. Provide staff training REFER KEY INDICATOR 4	-Re-paint and extend playground games: hopscotch, targets, car track, 4 square £2000	Children who are not involved in traditional sports/teams are keen to engage in playground games such as 4 square, hopscotch and skipping challenges	Train year 5 and 6 children in Leadership through physical activity to ensure weekly lunchtime clubs and challenges are available to all classes.
Utilise our role model program so children continue to be inspired by motivational PE/sports presenters with a focus on children linking growth mind set, positive self-image and health and well-being to PE and Sport.	Teachers link their PE Sports and Well Being, PSHE and growth mind set teaching to the activities, qualities and characteristics demonstrated to the children by key inspirational guests.	-£500 allocated for BMX professional	Children and staff are inspired and uplifted. Interest raised in BMX and cycling pastimes by children and families. Teachers revisit key points of presentation and encourage reflection and link to school's 'Learning Powers' metacognition initiative	Training for MSA's to facilitate and extend playground games and personal challenges

Meeting national curriculum requirements for swimming and water safety.		UNABLE TO DELIVER SWIMMING DUE TO COVID RESTRICTIONS.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.			
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	97%		
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%		
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%	WATER SAFETY AND SELF RESCUE POWERPOINT PRESENTED IN THE CLASSROOM TO YEAR 6	
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?	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 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:
				%
Intent	Implementation		Impact	£3,571.04
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: Subject to covid restrictions		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
-Provide inclusive lunchtime sports clubs and opportunities to ensure all children are involved in supervised physical activity. - Consider safe return issues post covid-19 and develop low minimal contact range of activities. -Sports Leaders to work with KS 1 children 1 lunchtime a week to ensure KS1 children have active break times. NB NOT CURRENTLY POSSIBLE DUE TO COVID RESTRICTIONS	-Ensure that PE lead liaises with MSA's to work out suitable and manageable lunch timetable for all. - Provide adequate and durable storage for ease of access to ensure accessibility and daily usage by pupils -Promote bubble safe use of table tennis tables through provision of bagged class sets of bats and balls. -PE Lead to ensure there is a playground equipment and area/activity timetable to ensure all classes, teachers, MSA's and TA's are aware of activities/equipment available to students.		-table tennis sets for classes £65.12 balls £13.41 -£20.51 table tennis class set bags - £113.12 Mesh ball sack replacements	Year 5 & 6 children are given the opportunity to assume a leadership role within sport. Children motivated to be active due to continual promotion and recognition of being active in this way. Children gaining regular 15 minutes of additional quality supervised exercise throughout the week. -KS 1 children are regularly checking the equipment timetable – enthusiastic and eager to have their turn on the trim trail, climbing frame, and adventure ship. - Notably more children being
				-Continue to promote the importance of being active through displays, special days, visitors to school. -Use the Every1 In festivals-HWSSP as a bridge to encourage eventual competitive participation amongst those children. NB NOT CURRENTLY POSSIBLE DUE TO COVID RESTRICTIONS - -

<p>-Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active break times REFER KEY INDICATOR 4</p> <p>-Increase the percentage of non-active pupils that engage in active break times through provision of a variety of play/sports equipment for each class bubble.</p> <p>- Ensure children continue to experience daily Wake n' Shake activities within their class bubbles.</p> <p>- Ensure children continue to experience Daily Mile activities with their class bubbles.</p>	<p>-Sports Ambassadors to attend training with HWSSP. PE lead to ensure these are booked.</p> <p>-PE Lead to oversee leaders monthly and deliver 'top up' sessions to ensure all children are happy and confident in what they are delivering, as well as to provide feedback and check participation levels.</p> <p>-Introduce archery/croquet/mini-golf skills, 4 square rules, etc. through specific class sessions. Provide staff training REFER KEY INDICATOR 4</p> <p>-Participate in specific Every1 In and inclusive festivals run by HWSSP when Covid restrictions allow.</p> <p>-P.E. Lead to ensure new and existing staff can locate the Wake n' Shake resources on the school system.</p> <p>-Provide website links to staff for school remote learning pages.</p> <p>- Promote idea of active30:30 scheme in meetings and assemblies and ensure class teachers are aware and actively supporting the initiative</p>	<p>-Re-paint and extend playground games: hopscotch, targets, car track, 4 square £2000 Carried over</p> <p>-outdoor games- Get Knotted £45.16 Snakes and Ladders £45.16</p> <p>- £46.80 skinned foam balls</p> <p>- Soft touch balls eyfs</p> <p>- £228.64</p> <p>- Skipping ropes</p> <p>- £79.94</p> <p>-£209.65 spent on storage bags</p>	<p>active at playtimes and lunchtimes. They are highly motivated by the ease of access to equipment through having their own bag of varied equipment.</p> <p>- As PE lead I have noted that children take more responsibility for equipment and are always collecting stray pieces- they return anything that has been left out and often seek me out to give me items!! It is fabulous that they just don't leave items!!</p> <p>-</p> <p>- T/A's are being actively involved in guiding the children's use of equipment and skill development on a daily basis. Most popular item in year 2 is ankle skippers. At first children could not sustain more than a couple of skips however a term later the T/A was counting consecutive skips well into the 200's +!!!</p> <p>- New staff access Wake 'n Shake resources and using them weekly</p> <p>-Children and teachers are</p>	<p>- Continue to use pupil voice to guide developments</p> <p>-Continued focus on inclusion events and commitment to participation.</p> <p>- Ensure playground marked games training for key adults and playground leaders as and when Covid restrictions allow.</p> <p>- play/sports equipment for each class bubble needs more effective labelling eg for ropes/ ankle skippers- possibly purchase a DYMO labeller. Ensure equipment audits by class monitors and repair/replacement needs through class sports monitors. Report to PE lead.</p>
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<p>-Ensure children have numerous opportunities for indoor activity if outdoor space is not available.</p> <p>- Increase indoor play physical activity in classroom during inclement weather.</p> <p>-Ensure children have numerous opportunities for indoor activity if outdoor space is not available.</p>	<p>through posting links and activities on Remote Learning pages website.</p> <p>-All classes to have Speed Stacking sets available.</p> <p>-All classes to have indoor 10 pin bowling sets available. Ensure skills, rules and equipment are shared with each class by the class teachers. Middays and T/A's are to be trained and instructed to ensure they are used in the classrooms on wet days.</p> <p>-Encourage classes to use the hall on rainy days to play Dodge Balls- timetable Hall to ensure fair access.</p> <p>-Allocate hall time to each class on rainy days to allow space and opportunity for high level activities e.g. Bench ball, dodge ball, indoor hockey, etc.</p>	<p>for each bubble's equipment</p> <p>-£170.38 spent on additional netball posts for other tarmac areas.</p> <p>-Purchase Speed Stacking sets, mats and timers to top up provision for each class(7x£38) £228</p> <p>-Purchase dodge ball sets (soft foam) £69.95</p> <p>-Purchase class indoor sets of 10 pin bowling. (7) £235.20</p>	<p>enthusiastic – children also love the Just Dance and other series.</p> <p>-Half the classes in school are now regularly tuning in to morning dance physical breaks</p> <p>-Wet day classrooms are now much more active. Whilst monitoring on a climate walk all equipment was seen to be in use. There was a mixture of active and sedentary pursuits as opposed to mainly drawing, puzzles, and cars/lego in ks 1.</p> <p>- Covid restrictions made this difficult to organise but will remain part of our action plan.</p>	<p>-Sustainability is ensured with safe return issues post covid taken into account.</p> <p>-Allocate class bubbles 'active learning monitors' to record Wake n' Shake and Daily Mile sessions on a weekly tick chart for P.E. Lead to monitor monthly.</p> <p>- PE lead to continue to audit classroom based equipment -at the start of term.</p> <p>- PE lead to ensure timetable reviews and advise classes so that access is maximised</p>
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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:
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Intent	Implementation		Impact	£845.21
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: Subject to covid restrictions	Funding allocated:	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"> - Utilise our role model program so children continue to be inspired by motivational PE/sports presenters with a focus on children linking growth mind set, positive self-image and health and well-being to PE and Sport. - Office manager and PE Lead to monitor lunch time and after school clubs and ensure children and parents are well informed to maximise participation. - Implement Active outdoor lessons linking physical skills and activities across all curriculum areas. 	<ul style="list-style-type: none"> - Teachers link their PE Sports and Well Being, PSHE and growth mind set teaching to the activities, qualities and characteristics demonstrated to the children by key inspirational guests. - Attendance registers to be monitored and PE lead to flag up and respond to increases/decreases in participation. - Maximise the usage of the bespoke Outdoor Orienteering course installed in our school grounds through adequate resourcing. 	<ul style="list-style-type: none"> -£500 allocated for BMX professional Carried forward -Orienteering resources and equipment- £49.10 cones £96.66 spots £46.31 quoits 	<ul style="list-style-type: none"> - Covid impacted negatively in several ways on lunch/after school clubs -Excellent uptake across the school! Children and teachers excited at the prospect of the outdoor learning opportunity. Year 1-6 have all had introduction to orienteering sessions. Y6 staff and children have really embraced the scheme and have been doing trails weekly this term. The sessions have also been run with Eco Club- extracurricular after school. 	<ul style="list-style-type: none"> -£500 allocated for BMX professional – unable to be delivered due to Covid restrictions. Will schedule for new year. - - - Ease of access to resources which are on the shared area will promote sustainability. - PE Lead to request a termly session of orienteering to be delivered as a cross curricular active learning initiative.

<ul style="list-style-type: none"> - - Implement a physical program with a targeted group of pupils who require support with attendance, behaviour, physical skills, attitude to Learning. 	<ul style="list-style-type: none"> - - Liaise with SEND lead to create a structured, progressed physical activity program for strengthening positive behaviour, self-management and linked to academic curriculum. - Improving core strength and gross motor through a range of activities, e.g. Yoga, climbing, speed stacks, etc. 	<p>£114.80 bean bags £19.46 big £18.88 medium hoops</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:
				%
Intent	Implementation		Impact	£4526.00
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: Subject to covid restrictions	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>- Specialist coaches to up skill class teachers in delivering of P.E. lessons. Enabling the children to have a higher quality of PE lesson when being taught by their class teacher.</p> <p>- Provide on-line learning resources to foster physical activity at home during lockdown</p> <p>-In order to improve progress and achievement of all pupils, the focus is on up skilling the staff.</p>	<p>-Teacher Voice audit to assess needs and identify appropriate courses/sports/areas of PE/Sports instruction to be focussed on.</p> <p>Teach high quality PE lessons</p> <p>Develop assessment in PE</p> <p>Mentor and upskill staff</p> <p>Run whole school sports day</p> <p>Run full day across the school of multi-skills and multi-sports</p> <p>-Introduction of and extended use of PE Hub on-line lessons and teaching and assessment resources.</p>	<p>- One day a week each class teacher team teaches lesson led by professional sports coach</p> <p>- secure on-line learning resources and PE lessons for remote learning-£4,176 per year</p> <p>-£350 annual subscription fee PE HUB</p>	<p>High quality PE taught across the school.</p> <p>Brilliant response to Coach Craig by teachers and children.</p> <p>Teacher confidence and knowledge of PE delivery steadily enhanced.</p> <p>Children are accessing festivals and development days.</p> <p>Assessment has been developed and the Head, Heart, Hands approach has been included in each lesson-this is very real on-task CPD.</p> <p>Sports day and whole school initiatives including a full day across the school of multi-skills and multi-sports have been well received successful as CPD for all staff.</p>	<p>Look to increase 'teach active' approach in other curriculum areas through involvement with the 'Chance to Shine' program next year</p> <p>Book festivals and development days so that each year group has this experience twice a year.</p> <p>Plan to address the Head, Heart, Hands approach in a staff meeting as CPD.</p> <p>Schedule these whole school initiatives again next year</p>

Attend on-going CPD opportunities in the local area	Membership to HWSSP including virtual courses, subject leader days, inset days		House captains (4 children) fully trained to deliver as play leaders and run competitions. High level of subject knowledge noted in lesson observations	Book play leaders course for whole year 6 class next year. Ensure attendance to HWSSP CPD and annual PE conference
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£3,448.14
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: Subject to covid restrictions	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
-Continue to develop the outside areas to ensure children are able to be as active as possible in outdoor areas in PE lessons, at play times and lunch times, and that these areas are conducive to engaging in varied physical pursuits. - Provide opportunities for ALL reception children to develop bike riding skills through systematic instruction. --Ensure EYFS have opportunities to actively engage in age appropriate activities and varied activities.	-Investigate Sports pitches to be developed using rubber/plastic sports matting laid to grass In outdoor areas. - EYFS staff to organise and allocate varied physical activity areas and arrange necessary equipment within the EYFS outdoor area.	Purchase ... square metres rubber/plastic sports matting £..... Fitting costs £..... TBC -£450 spent on HWSSP bike Balanceability course. - bike circuit traffic signs £118.63 - £29.94 balls	- Children would have year round access to more areas for the purpose of PE lessons , at play times and lunch times, as well as after school clubs. -The reception children loved the balanceability and many more children were inspired to ride their bikes to school.	→ Feasibility in question! -Continue to research different sports/activity provision. Gain ideas from Junior school council and Pupil perception. -Audit the scooters/trikes/bikes in EYFS with staff with a view to extending our range of equipment.

<p>-Continue to develop the EYFS outside areas to ensure children are able to be as active as possible in outdoor learning areas and at play times and lunch times, and that these areas are conducive to engaging in varied physical pursuits.</p> <p>-Focus on upper body and core strength development from early years as a prime objective.</p> <p>-Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active break times.</p>	<p>-EYFS staff to present and monitor upper body strength and core strength activities using specific equipment.</p> <p>- Run a multi-sports day in conjunction with local coaches, skilled parents and HWSSP staff. Whole day off timetable with a new sport/physical activity each session of the day. Including: archery, mini-golf, cheerleading, aerobics, giant board games on field, parachute games, football goal shots.</p>	<p>-£ 59.54 quoits</p> <p>-£125.69 basketball trainer- low height</p> <p>-£ 16.48 target packs</p> <p>-£51.88 bean bags</p> <p>-£48.60 body balance dish/top</p> <p>-£340.44 outdoor gym set</p> <p>- Balance arches £88.11</p> <p>- Mini trampoline £63.70</p> <p>- Purchase archery equipment suitable for both KS1 and KS2. £669</p> <p>- Purchase mini-golf equipment</p>	<p>-The children in EY love the new equipment and spend more time outdoors engaged in core/upper body activity.</p> <p>-The multi sports day was a great success with maximum attendance and enthusiastic participation across the school. The archery was a big hit and one child was so excited at the prospect they had made their own bow at home. Cheerleading was embraced by boys and girls alike and we will definitely need more pom poms to allow 2 each next time!</p>	<p>- Repeat balanceability program with next year's cohort.</p> <p>-Schedule competitive sports day again next year.</p> <p>-Develop and extend the multi-sports day to include a range of new pursuits all linked with physical activity and well-being.</p>
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<p>-Offer new/alternative sports and active pastimes to increase the percentage of non-active pupils that engage in active past-times.</p> <p>-Enhance the development of hockey skills and enable further progression.</p> <p>-</p>	<p>-Run a whole school competitive sports afternoon.</p> <p>-Introduce archery/croquet/mini-golf skills, rules, etc. through specific class sessions.</p> <p>-Introduce cheerleading as a lunchtime activity/club.</p> <p>Provide staff training,</p> <p>- Ensure archery/croquet training for key adults and playground leaders as and when Covid restrictions allow.</p> <p>-Invite various local coaches in to broaden children's sporting experiences: Chance to Shine, Badminton coach from Ware drill hall, Game On – weekly sessions</p> <p>-Utilise Quickstix resources and equipment to maximise engagement and skill development</p>	<p>set/course. £599 Putterfingers</p> <p>-Purchase croquet equipment £75 networld sports</p> <p>-£100.01 Cheerleading pack (32)</p> <p>-Purchase class set of Quickstix Hockey balls £96.</p> <p>_ purchase</p>	<p>-Children's response to visiting coaches is very positive and and they really look forward to these sessions.</p> <p>-Teachers gain a great deal of on the spot CPD and regular experience with high quality delivery. They are more aware and confident of the elements of lessons and the STEP method to maximise participation and inclusion for all.</p>	<p>Continue to provide staff training to new members</p> <p>Seek out local PE and sports initiatives and invite coaches in for taster sessions</p>
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-Enhance the development of gymnastics skills and enable progression and differentiation.	-Enable more groups to access mats to cater for different skill levels when developing routines.	foldable gym mats to top up £441.12	Gym groups in classes were more able to share and showcase their skills throughout lessons. This allowed for better peer response and reflection. One student was motivated to perform a high level 'acro' routine for a couple of classes.	Continue to encourage students to show case their talents and foster interest in pursuits i.n other children
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	£1700
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: Subject to covid restrictions	Funding allocated:	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"> - To continue to take part in all competition offered to the school through HWSSP and other sporting links. This allows the opportunity for children to experience sport in a different environment from a young age and enables a greater number of children in the school to partake in competitive sport. 	<ul style="list-style-type: none"> - Continue to be a part of the HWSSP who offer a vast range of level 2 competitions. - PE lead to work with class teachers to ensure their children are able to participate in extracurricular competition. - Research the#reframe initiative and ensure 	<ul style="list-style-type: none"> -HWSSP annual Subscription £1700 	<p>HWSSP provided opportunities for virtual provision which was a different experience and led to more of a school focus on personal challenges.</p> <p>We also made available a wide range of simple home challenges that were presented in video form to the children during lockdown.</p>	<p>We will develop personal challenges and competitions more through HWSSP and our school website.</p> <p>Post covid we intend to ensure that every child has the opportunity to compete in a festival at some point in the year.</p> <p>Year 5 and 6 will be involved in friendlies and competitive league games when this resumes.</p>

Signed off by	
Head Teacher:	Michelle Fusi
Date:	July 2021
Subject Leader:	Mary-ann Lawson
Date:	July 2021
Governor:	Dave Corbet
Date:	July 2021

