

# 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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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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£4'200
Total amount allocated for 2021/22	£17'800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4'200
Total amount allocated for 2022/23	£17'800
Total amount of funding for 2022/23 to be spent and reported on by 31st July 2023.	£22'000

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	71%
<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>	68%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2021/22		Total fund allocated:		Date Updated:	
<p><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></p>					
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:</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>	
<p>At the Willows, we firmly believe that EVERY CHILD should benefit from the Sport Premium funding and that EVERY CHILD should be engaged in the physical activity they are doing. As well as planning and delivering high quality lessons, we offer a wide range of other opportunities for our children to be physically active during the school day and during extra-curricular times also. Our aim is rather than 30 minutes of activity per day, we want our children to be active for the recommended 60 minutes per day to ensure they are healthy and build a positive relationship with exercise that can last them a lifetime.</p>	<p>Progressive, well planned lessons delivered through the Lancashire P.E. Passport App membership.</p> <p>Wide range of high interest extra-curricular activities such as basketball, archery, football, netball, multi-skills, dance, Forest School and walking club.</p> <p>Inter-House competitions held within school every term. Handball, Athletics, Dodgeball. have all meant a mixture of sports that EVERY child in school has engaged and competed in. These are in addition to P.E. lessons.</p> <p>Golden Mile / Daily Mile scheme in</p>	<p>P.E. Passport paid for in the previous year so no funds allocated.</p> <p>Resources and staffing for clubs provided in-house with no allocation of funds.</p> <p>Competitions run in-house so free.</p> <p>Daily Mile scheme</p>	<p>The profile of exercise and P.E. has continued to rise and children in our school have a positive impression of P.E. and physical exercise. Children understand that they need to exercise and exercise can be hard sometimes, but that it is vital for our bodies and our long term health. This is all supported by Pupil Voice questionnaire data.</p> <p>Children have thoroughly enjoyed the competitive nature of being physically active as a class – participation and engagement has definitely been raised as classes have competed physically on the Golden Mile. Intra-school competitions have been very high-engagement and events like the glow dodgeball and skateboarding have really captured the</p>	<p>Extra-curricular clubs this year were all run by school staff members. There are future opportunities for providers to support teachers as CPD to run clubs, but this model is proving both effective and very sustainable. Continue to broaden the range of activities for extra-curricular clubs provided. These have been very popular with children and over-subscribed.</p> <p>We are signed up to the P.E. Passport App. For a further 1 year which will provide long-term stability for our P.E. curriculum and ensure our children have an excellent amount of in-curriculum</p>	

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	<p>place and used throughout the year by every child in school. We have done termly competitions with big prizes (aimed at getting children further active) for the winning class, like a Glow Dodgeball session, a skateboard lesson etc.</p> <p>Wider opportunities for the children to engage in physical activity – Extended our Tower Wood stay from 3 days to 5 days, held skateboarding lessons for every child in school, held two Glow Dodgeball days. Stone-Age Day for Year 3 children with Forest School and physical challenges.</p> <p>Whole-school theme days – Outdoor Learning Day to celebrate learning outdoors and all children taking part in several forms of physical activity / learning. Outdoor Dance, orienteering, Forest School and team games provided by external providers and school staff.</p> <p>Frequent scoot-at-school days that provide the children with an opportunity for extra exercise in an engaging way – children bring in their scooter and are allocated slots throughout the day to go on the playground playing on their scooters with friends. This has been such a success, we have bought a fleet of 22 scooters to allow for more frequent Scoot At School days and also to allow the children who normally walk to</p>	<p>implemented by school staff so no funds allocated.</p> <p>Skateboard lessons - £500 Glow Dodgeball days - £300 Tower Wood Supplement - £1'400 Stone Age Day - £300</p> <p>Outdoor Learning Day: Blue Moose Dance - £600 Orienteering - £300 Forest School - £350</p> <p>£965 for 22 scooters and £440 for 22 helmets. £135 for scooter shed for storage.</p>	<p>imagination and excitement of the children. There has been a very high uptake on extra-curricular club places. The children have enjoyed the sessions, engaged well and there have been waiting lists of 20+ places, showing the capacity to grow our offer next year for even more children. More time has been taken to provide a wide range of sports and activities this year which has reached a larger number of children.</p> <p>Some of the wider opportunities like Forest School and the theme days we have run have provided amazing opportunities to capture engagement, especially with some of our harder to reach children. Forest School in particular has really captured the children's imagination and provided a perfect opportunity for staff to incorporate P.E. character values, team games and physical skills.</p> <p>Children across school have thoroughly enjoyed the theme events like Scoot At School days, so much so we have bought a fleet of 22 scooters for the children to have regular use within school of scooters. Children who go swimming are now using these scooters to get to Ribby Hall, which has had massive engagement success.</p>	<p>time physical opportunities. Competitions run across school are one of the biggest successes in our sporting offer. The engagement levels from all children across school are very high. Given they are free to implement also, they are very sustainable and we aim to build on this.</p> <p>Daily Mile and the linked competitions bring a lot more engagement – they are a really valuable tool to aid children regularly being active during the usual school day. Longer term, prizes can be implemented by staff like a dodgeball afternoon within school etc.</p> <p>Forest School, theme days and extra chances of Tower Wood etc. These wider opportunities we provide are invaluable in terms of the experiences and engagement they offer for the children. Without the Sport Premium funding, these will not be possible.</p> <p>Next step - bring the pop-up pool to school and if successful, make this an annual occurrence while we have Sports Premium funding to ensure water safety and swimming can be accessed by the whole school.</p>
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	<p>swimming to scoot to swimming lessons.</p> <p>Electrical socket installed and booking securing for pop-up pool to visit school next academic year.</p> <p>In-curricular sessions delivered across a range of sporting areas to increase impact and ensure high-quality, fast paced lessons are delivered.</p>	<p>£1100 for electrical socket installation.</p> <p>Healthy Heads 5 week block in 3 classes - £750</p> <p>Fylde Coast Cricket Coaching 5 week block in 2 classes - £500</p> <p>Tennis coaching 5 week block - £250</p> <p>BCyberwise</p> <p>Mental Health Day - £610</p> <p>Fylde Rugby Tag Rugby 5 week block - £250</p>	<p>Socket installed ahead of next year's pop-up pool visit as required for electrical and filtration demands. This will be accessed by every class in school and ensure we can transition successfully from Year 4 and 5 swimming to a Year 3 and 4 swimming programme.</p> <p>In-curricular sessions very successful across school. CPD opportunity for teachers primarily, but also ensured that high quality, varied activities taking place within sessions to ensure good outcomes, progression and accessibility for all in a range of P.E. areas.</p>	
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## Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We aim for P.E. and Sport to take a prominent place in the curriculum and strive for the children to take the skills, experiences and enjoyment they have in P.E. and apply them to other areas of learning. The character values taught through P.E. encompass everything we want a child to be at The Willows – resilient, a team player, good communicator, fair, self-confident, respectful, hardworking and adaptable. Through developing these skills in P.E. lessons and school sport opportunities, the children can grow as individuals and apply these qualities to other areas of learning. Through creative and effective spending of the Sport Premium funding, we will provide additional opportunities for our children to further learn across the curriculum and apply their sporting and character skills in meaningful ways.	<p>High quality teaching and learning opportunities provided by the Lancashire P.E. Passport App. This is used by all teaching staff across school and incorporated all of the character values into teaching and learning opportunities.</p> <p>Golden Mile / Daily Mile programme used to engage children in exercise and 'break up' long periods of learning. Standing up, raising heart rate and moving physically have all been proven to increase the capacity for learning so these are used as short brain breaks or active break times to stimulate the children.</p> <p>Healthy Heads programme used in 3 classes to build methods for self-confidence and resilience. Mental Health Day delivered by BCyberwise to ensure all children in school accessing sporting and life-values.</p> <p>Children provided with extra opportunities to push their boundaries</p>	<p>P.E. Passport- no funds allocated this year.</p> <p>Golden Mile programme run in-house and therefore free.</p> <p>Rewards: £300 Glow £500 Dodgeball Skateboarding Day.</p> <p>Healthy Heads delivery in 3 classes = £750</p> <p>Forest School run by in-house,</p>	<p>Healthy Heads programme was very well received. Teachers reported that self-confidence, communication and leadership were all aspects of the programme that the children carried through into other areas of school life.</p> <p>All staff have seen the positive impact that active break times and the Golden Mile have had on our children. The children are re-charged and can concentrate on tasks better once they have moved around and had the chance for a short period of physical exercise. Through pupil voice questionnaires, it has shown that children enjoy regular active break times such as Daily Mile and Just Dance, several children stating it helps them to learn and to concentrate.</p> <p>The additional programmes we have run like the Forest School sessions and theme sessions have had a massive success on improving the children's mental wellbeing and improving both their confidence and resilience. This has transferred through to other subjects and is used as a teaching</p>	<p>Golden Mile and active break times like Just Dance activities will continue and will be promoted further even with staff to ensure our children have regular opportunities for 'brain breaks' and the important mental benefits they bring.</p> <p>Forest School sessions will continue to be run in-house next year through a trained member of staff. The good practice and positive attributes it brings for our children will be continued, only now for every child in our school rather than selected year groups.</p> <p>Moving forwards, Year 4 and Year 6 both going on residential visits supported by Sports Premium expenditure. The introduction of a Year 4 residential will build vital organisation and life skills through physical activity.</p>

	<p>and improve resilience – Glow Dodgeball, Orienteering during Outdoor Day, Forest School and Tower Wood residential extended from 3 days to 5.</p> <p>P.E. incorporated into other subjects and made cross-curricular through implementation of strategies from training with Learning Through Landscapes. Also, cross curricular links made through Forest School and Outdoor Learning Day.</p> <p>Staff P.E. kit purchased for all staff members to improve the image of P.E. within school, at local competitions etc.</p>	<p>trained staff year round so free. Glow Dodgeball days - £300 Tower Wood Supplement - £1400</p> <p>Learning through Landscapes Training free as won as part of a bid. Outdoor Learning Day total cost - £1250</p> <p>Staff P.E. kit: £1700</p>	<p>point across school.</p> <p>Character values taught throughout the P.E. curriculum as part of the Lancashire plans and these are becoming more evidently instilled within the children.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want our staff to be confident, knowledgeable and enthusiastic about curriculum P.E. and the wider sporting opportunities we offer our children. We firmly believe our staff are our strongest, most important resource and if we are going to plan to leave a legacy for the Sports Premium expenditure, it needs to start by upskilling and training our staff to be outstanding practitioners. Staff should receive training and have a high level of confidence and familiarity with the scheme of work in place and use this effectively to plan and assess P.E. Where staff are lacking in confidence or subject knowledge, training or support should be provided.	<p>Staff questionnaires to be completed and professional conversations taking place with the subject leader to ensure staff members receive training or support where needed.</p> <p>Following this, a large number of courses were booked for specific staff members:</p> <p>Getting to Grips with KS1 P.E – 2 staff.            Getting to grips with OAA - 1 staff            Teaching games at KS2 – 1 staff            EYFS P.E physical development and dance – 1 staff            Lancashire School Cricket Champion CPD – 1 staff            Teaching Netball CPD - 1 staff            Mental Health and Wellbeing through P.E. – 1 staff            Getting to grips with P.E. KS2 – 1 staff</p> <p>In-curriculum 5-week P.E. blocks organised across school to act predominantly as CPD for specific staff members and have specific sports or activities modelled and well-pitched for their year group.</p> <p>Year 2 – Healthy Heads            Year 3 – Tag Rugby</p>	<p>Overall cost of staff CPD courses attended:            £1'379</p> <p>In-curricular 5-week blocks modelled with classes across school. Total cost:            £1'750</p>	<p>The planning, delivery and assessment of curriculum P.E. have all improved over the last two years. Through discussions with staff, they are more confident leading P.E. sessions and have a greater subject knowledge.</p> <p>There is a very positive opinion towards the P.E. Passport App, which has helped teachers enormously with the planning and assessment of P.E., but also with the progression of skills within and between lessons.</p> <p>Through observing P.E. lessons, it is clear that children and staff are aware of the correct techniques requires to master a certain skill being taught and all children are challenged effectively.</p> <p>Areas for development that staff have identified have been targeted with success. Staff feel more open about admitting areas for improvement in their own practice – a very important aspect to ensure an open dialogue with the subject leader and</p>	<p>All CPD has been well received and continued to build the positive relationship staff have with P.E. Staff feel more confident coming forward and asking for support in P.E., knowing that meaningful support will be provided and their own practice will be improved.</p> <p>Further room for CPD and staff training in the coming year with regards P.E. Passport and the consistent use for assessment purposes.</p> <p>We now have a strong staff skill level across school that can be a support network once the Sport Premium funding ceases, thereby creating a lasting legacy among our staff members. We will continue to strive to make our teachers as confident and enthusiastic as possible towards P.E. and physical activity.</p> <p>Further CPD for EYFS and KS1 staff already organised, for</p>

	<p>Year 4 – Healthy Heads Year 5 – Tennis and Cricket Year 6 – Healthy Heads and Cricket.</p> <p>Subject leader attended the local cluster meetings and the annual Wyre and Fylde P.E. Conference to network, gather strategy ideas and build personal CPD.</p> <p>Twilight sessions run for all teaching staff: Learning Through Landscapes outdoor learning CPD Blue Moose progression and creativity through Dance CPD Healthy Heads promoting healthy lives and mental wellbeing CPD</p> <p>2x Full days of staff working with working with Lancashire P.E. Advisor Jess Squires – meetings, planning sessions and modelling good practice in P.E. with targeted staff members following discussions with the subject leader.</p> <p>One staff member continued and passed the Forest School Leader Level 2 course started the previous year.</p> <p>Team teaching between 2 members of staff to upskill and develop subject knowledge of one targeted staff member who leads P.E. lessons.</p>	<p>Fylde P.E. Subject Leader Conference cost: £250</p> <p>Twilight costs: LTL outdoor learning CPD: Free as grant won. Blue Moose CPD: £300 Healthy Heads CPD: £500</p> <p>2x full days working with Jess Squires Lancs. P.E. consultant: £1000</p> <p>Forest School Level 2 course: Free as paid in last year's expenditure.</p> <p>Team teaching free as within curriculum and in-house.</p>	<p>promoting improvement and development in our staff.</p> <p>In-curriculum, courses and twilight sessions have all been positively received and staff have implemented new skills into lessons as witnessed by the subject leader. As a result, the engagement of pupils and quality of activities within lessons has improved, leading to a progression of skills. Through conversations with the subject leader, it is clear the staff benefitted from the progressive, 5-week block of in-curricular sessions and feel like they will be able to replicate activities modelled in the sessions with future classes.</p> <p>The increase of confidence and skills of KS1 staff, who have previously been targeted for CPD, has been particularly evident.</p>	<p>example the balanceability programme running for 10 weeks in the autumn term which school staff can replicate in future years.</p>
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## Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:</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>
<p>In order to raise engagement within P.E. and sport and to increase the profile of physical activity, you have to make it meaningful and fun. We ensure our P.E. curriculum is balanced and varied so that every skill and character value needed is taught, but through different sports and activities across school. Through introducing the children to a wider range of games and sports, both team games and individual games, we are widening the net and giving them more opportunities to find a sport they really enjoy and excel at.</p> <p>We offer a range of sports and extra-curricular activities through our inter-house competitions, our clubs and through experiences like trips, residential and whole-school events. This helps us reach our balance of teaching the children skills and techniques, but also giving them the chance to play and have fun!</p>	<p>Broader variety of sports used for extra-curricular clubs to raise engagement. Archery, dance, walking club, basketball, Forest School, multi-skills, netball and football all held as after-school clubs which were all heavily over-subscribed, showing excellent engagement from children across school.</p> <p><u>Wider opportunities provided throughout the year for children across school:</u></p> <p>Outdoor day where every child in school took part in dance, Forest School and orienteering activities. Skateboarding Day and Scoot At School Days to promote different ways of travelling to school and allow the children time to have fun throughout the school day in a physical way.</p> <p>Extension of Tower Wood from 3 days to 5 days offered many more OAA activities to our Year 6 children.</p> <p>Year 6 had an outward bound trip to Outdoor Revolution supplemented by Sports Premium to promote independence and resilience.</p>	<p>Outdoor Day overall cost: £1'250</p> <p>Skateboarding Day: £500</p> <p>Stone Age Day: £300</p> <p>2X Glow Dodgeball Days: £300</p> <p>Tower Wood Supplement: £1'400</p> <p>Year 6 Outdoor Revolution Supplement: £300</p> <p>22 Scooters and helmets: £1'505</p> <p>4X large football goals: £2600</p> <p>Forest School</p>	<p>Our children's experiences of physical activity and sport is very varied and positive. Children's engagement and enjoyment during physical activity have both increased, showing the implementation as a success.</p> <p>The Sports Premium expenditure in this area has provided children with many new, exciting opportunities that would not have otherwise been possible. In some cases, some activities could be once in a lifetime for some of our children, especially the climbing, caving and kayaking.</p> <p>As many of the additional activities and sports have been done in addition to P.E. lessons, the expenditure on this criteria has supported the improvement in other areas of the Sports Premium criteria such as improved engagement and also improved staff confidence.</p> <p>P.E. and physical development curriculums are well-established now and well-resourced to ensure a wide variety of sports and activities are</p>	<p>Resourcing heavily for Forest School, funding the training of a staff member and the relevant materials and resources needed to teach Forest School across all 7 year groups. This will be a lasting legacy that continues beyond Sports Premium funding and impacts every child across school.</p> <p>Some activities like the supplementation of trips and residential, funding the climbing wall visit etc. are only sustainable with the additional funding, but have given our children lasting memories and skills that will be transferable to other parts of the curriculum.</p> <p>Other aspects of training and resourcing to be implemented across school cost-free by school staff moving forwards to ensure high-quality, rich P.E. curriculum offer.</p>

	<p>Stone Age Day for Year 3 paid by Sports Premium where the children had physical and outdoor challenges in a Stone Age theme promoting many skills.</p> <p>2 Glow Dodgeball days which was accessed by the whole school.</p> <p>Heavily resourced for Forest School and wider sports resources and resources to promote physical activity during break times means that we can lead many sessions in-house from now on which we have currently had to pay other providers for this year. This is much more sustainable long term and ensures that we have the equipment to expand our offer of the variety of sports and activities we can deliver.</p> <p>Staff training and resourcing of O.A.A. activities to improve the provision and variety of outdoor learning and within the O.A.A. aspect of the curriculum.</p>	<p>resources: £1'401</p> <p>Overall expenditure on P.E. Resources: £2'975</p> <p>O.A.A. CPD = £189</p>	<p>delivered, both within team activities (handball) and individual activities (archery).</p>	
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## Key indicator 5: Increased participation in competitive sport

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:</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>
<p>Our goal is to ensure every child in our school are provided with meaningful opportunities throughout the year to participate in competitive games and competitive sport. Skills, character values and tactics are learnt through P.E. lessons, but applied through games, sports and competitions. There is a place for high level competition, however for the most part competitions should not be elitist or put children off, as it so easily can in high pressured environments. Instead, we aim to build competitions around engagement and creating a positive atmosphere, where children can showcase their skills and talents in a supportive, team environment.</p>	<p>Inter-house competitions every term across school. Every child in school therefore participates in at least 3 competitions throughout the year. Our competitions have been varied to increase engagement – this year we have had a handball, athletics and dodgeball.</p> <p>Entry to the Carr Hill competitions. Took part in Primary Football League, Sports Hall athletics, Dodgeball tournament and football competition competing at a high level against other local primary schools.</p>	<p>Inter-house competitions run in-house at no cost.</p> <p>Carr Hill Competitions SLA £395</p>	<p>High levels of engagement and enjoyment through the inter-house competitions run within school. Every child in school competed in the competitions, where all were done staggered across two year groups. Children of Year 5 and 6 for example were mixed into house teams, meaning the children were competing with and against different people than they usually would within P.E. lessons. Children displayed excellent sportsmanship, competitive spirit and excellent levels of performance were on show.</p> <p>Children performed to a high level at the Carr Hill Football League. The children came second place out of 12 other local teams.</p>	<p>The inter-house competitions have once again proved to be a huge success and are very sustainable due to being run in-house. These will continue as once per half-term next year to continue the excellent participation opportunities for every child across school.</p> <p>The price of the SLA with Carr Hill is sustainable even when the Sports Premium funding ends and offers us excellent opportunities to link with our neighbouring schools to provide meaningful competitive opportunities for our children. We aim to amend our staffing timetables next year to ensure we can attend the majority of the Carr Hill competitions run throughout the year and also finance taxi / mini bus to attend the wider Fylde and Wyre competitions to provide more competitive opportunities.</p>

Signed off by	
Head Teacher:	S. Barnett
Date:	27/06/23
Subject Leader:	L. Sharrock
Date:	27/06/23
Governor:	M. Booker
Date:	27/06/23