

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. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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	£4,413
Total amount allocated for 2021/22	£19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,413
Total amount allocated for 2022/23	£19,500
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£23,913

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 2023. Please see note above	56.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

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

Academic Year: 2022/23		Total fund allocated: £19,500	Date Updated: 21/7/23	
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: 15.3%
Intent	Implementation		Impact	£3,001.93
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:
- Continue to improve fitness/physical activity rates and reduce obesity levels after interruptions and impact of Covid-19. Despite improvements, this needs to be maintained and improved further - Understand fitness will be assessed, data gathered for class/groups and subsequent targeted support offered - Ensure all groups make equal or better progress on previous year's fitness results - Increase motivation to be active with the 4 Phillimore Fs: fun, fundamentals, fitness	- Ensure staff deliver two hours of high-quality PE per week following the curriculum overview to ensure understanding of regular physical activity - Book and run termly Fit4School assessments using the data to target and monitor individuals and vulnerable groups. Use the data during Assertive Mentoring weeks - Encourage use of Daily Mile and other types of active breaks eg 'Go Noodle', 'SuperMovers' within classroom based lessons during school day	£3,001.93	- Learning Walks demonstrate PE overview is followed. Pupils know what they are learning about and how they can get fitter - PE portfolio demonstrates PE in line with teaching of other subjects including photographic evidence with accompanying lesson intention and success criteria for every year group FS to Y6 - Recent deep dive into PE section 5 Ofsted Inspection Feb 2023 "At social times, pupils play well together. There is a range of activities on offer, such as skipping and football". KS2 pupils vigorously active at playtimes. Most of KS1 pupils vigorously active	- Whole school community continues to value the benefits of increased fitness for all. Pupils continue not to miss PE lessons due to academic interventions - Continue with Learning walks and lesson observations – looking for active PE lessons/ active playtimes/active classroom-based lessons - Invest further in biking programme including a community programme for women and girls based at school in the evenings - Re-instate Women's Fitness evening classes to encourage whole family fitness and health - Establish Dr Bike sessions

and friendship at the heart of PESSPA offer • Increase activity levels at playtime • Understand physical activity (pupils, parents/carers, staff) is intrinsically linked to fitness + health and impacts on improved sleep, behaviour and attainment • Staff clear about importance of ensuring pupils have access to at least 60 minutes of physical activity per day both in school time and outside school day • Pupils able to identify physical activities they enjoy and by doing so increase their fitness levels • All families aware of their responsibility to travel actively to school • All families engaged with local and national initiatives promoting physical activity eg online programme run by 'Get Set' • Increase pupil cycling skills leading to improved safety and fitness	• School Council identify what pupils need to ensure vigorous activity at playtime. Invest in playtime equipment • Incorporate wellbeing and physical activity during curriculum subjects using the class set of scooters and helmets • Continue whole school journey 'PA within and outside the curriculum – Everyone's Responsibility' working towards 'Creating Active Schools' initiative building on support from Links SGO 9/2/22 • Promote all HAF (free) holiday activities including swimming • Develop an ambitious programme of after school clubs Y1 – Y6 • Sign up to and promotion of local initiatives eg '10 Day Active Challenges' with Sheffield City Council • Continue as a BOAPA Get Set pilot school • Run during and after school		(Ofsted Feb 2023) • Whole school fitness levels improved by 33.33% KS1 by 60.47% KS2 by 25.23% Girls by 30.49% Boys by 35.80% Pupil Premium by 33.33% • SEND by 38.36% EAL children by 34.57% see Fit4Schools report for further breakdown • Due to improved software, feedback for Fit4Schools' assessments to staff and pupils is now immediate and can be rewarded appropriately instead of a considerable delay • Delivered Fit4Schools session to Trust schools • Pupil Voice demonstrates understanding of the connection between physical activity and health. Why is Physical Activity important?: "It affects your whole life and how long you live". "Moving around a lot helps get blood and oxygen to the brain which helps us concentrate". Why do you do the Daily Mile? "To get fitter, refresh our brains and give us a break from sitting and learning" • Improved skill, balance and therefore confidence on scooters. Y1, Y2, Y3, Y4 staff competent and confident to deliver lessons	to service, repair/maintain pupils' own bikes. (Pupil Voice found 50% of bikes unrideable for variety of reasons which were all repairable) • Continue to invest in Fit4Schools assessments returning to external deliver as a CPD model ensure consistency and reliability of results • Prioritise Links SSP support to improve playtime activity levels with MDS training • Continue to develop a swimming programme which has games and fun to build water confidence and then stamina at its heart to ensure pupils fit enough to swim at least 25m • Increase opportunities for outdoor learning eg Y3 walking programme • Continue to encourage class teachers to use active break initiatives such as the Daily Mile • Work with parents/staff to encourage attendance at after school clubs • Look into Sun Salutation Yoga, Marathon Kids, Dancedaze, Dazzledance, Forest Schools, Green Top Circus skills
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	cycling activities for 'Learn to Riders' and improvers Develop a swimming programme which has stamina at its heart to ensure pupils fit enough to swim at least 25m		on scooters and do so on a regular basis - Continued improvement in understanding of 'Park and Stride' demonstrated by increased levels of walking journeys year on year from TBC 56% to 65% while car journeys reduced from 39% to 23% National MODESHIFT STARS Primary School of the Year winners Nov 2022 see Modeshift Stars website having given a presentation with pupils at the awards ceremony in London.  - Working with Sheffield City Council, we now have a school safety street as from June 2023 - Improved swimming results by 8.2% rising from 64.5% in 2021/22 to 2022/23 72.7%	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19.7%
Intent	Implementation		Impact	£3,849.34
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:

• PESSPA acknowledged by all stakeholders as contributing to whole school priority areas/drivers and enhancing school aims/ethos • Improved attendance as target groups are involved in school clubs • Motivate pupils through active learning • Involve pupils in assessment process with improved reporting of PE attainment to parents/carers • PE lessons support and demonstrate whole school 'Secrets of Success' which are understood and used by pupils • Pupils benefit from collaborative work with local/national organisations and local schools • Pupils proud to receive certificates etc in front of whole school which encourages others to aspire to being involved	• Link other subjects with physical activity to motivate pupils eg Orienteering to Geography/Climbing to English • Assessment in line with other subjects. PE assessment to include skills and knowledge, sporting and health behaviours • Pupils asked about the clubs they would like to attend and when which tells us that our pupils want to do more biking and street dance • Use assertive mentoring process to include Fit4Schools scores and discussion about fitness and health • All staff delivering PESSPA curriculum use SofS to develop appropriate behaviours which complement whole school values (responsible, respectful and active citizens becoming successful learners) • Whole school Sports Day 22/6/23 with Y6 acting as sports leaders • Whole school Dance Share	£3,849.34	• Recent deep dive into PE section 5 Ofsted Inspection Feb 2023 "The school has a well-deserved, excellent reputation for sports and physical education". In the feedback to SLT post inspections, PE was commented as strong and highly ambitious going beyond the National Curriculum. It was clear that the school wants pupils to leave healthier and fitter. The PE curriculum is embedded and EYFS to Y6 was well thought through. Lessons matched up to the overview and pupils when spoken to, recognised sport as a strength. They could articulate what they were doing. • Pupil Voice demonstrates 95% of pupils Y2 – Y6 'love PE' while 5% 'like PE' • SofS values taught and understood through PE lessons. Pupil Voice <i>What do you need to improve in PE?</i>: "Concentrate"; "Push Yourself" • Attendance higher on days with PE, swimming or biking (95.24% or higher, exceeds National Attendance figure for schools within 10% deprivation category)	• Attend Sheffield PE Conference 2023 • SLT aware of benefits of raised profile of PESSPA and are committed to funding these areas if Primary PE and Sport Premium discontinued • SLT value whole school sporting celebrations and will continue to use to deliver key messages • Pupils make own links with values learnt through PESSPA and can voice to peers in whole school assemblies • Ensure clear link between PESSPA and key drivers/priority areas on whole school Development Plan • Continue to develop initiatives in line with whole school priorities to improve attendance (particular focus on Roma Slovak pupils) through delivery of lunchtime and after school clubs and directed at these pupils eg biking, street dance • Improve alignment of Fit4school assessments with end of term assessment and reporting to parents • PE lead to contribute to whole school programme for Health Education through collaboration with
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	5/7/23 and 6/7/23 • Access opportunities for up-to-date information and networking with local/national organisations and local schools • Create PE portfolio in line with book scrutiny • Attend Sheffield PE Conference Sept 2022 and other whole city events with SLT • Attend meetings: Learn Sheffield PESSPA Alliance, Sheffield School Swimming, Eat Smart Sheffield • Sheffield Sharks' Respect programme supports Rights Respecting programme • Locality C Y5 Swimming Festival with 10 other schools		• Pupil Voice <i>What would make PE even better?:</i> "More PE lessons in a week" This also filters through to attendance at lunchtime clubs as particularly girls and Roma Slovak heritage pupils are willing and able to access • PE portfolio demonstrates PE in line with teaching of other subjects including photographic evidence with accompanying lesson intention and success criteria for every year group FS to Y6 • Confidence and aspirations increase as pupils represent the school at events eg Basketball, Football, Cycle Speedway, Athletics, Gymnastics, Cheerleading, Swimming, Cricket, Sports Leaders in Girls' Football • Headteacher and PE lead attend Modeshift National Active Travel Awards with a team of pupils in London 0/10/22 and Phillimore won National Primary School of the Year	DT lead and SLT • Continue to work towards the CAS programme to achieve Centre of Excellence status
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			 MODESHIFT STARS The Centre of Excellence for the Delivery of Effective Travel Plans Whole school assemblies used to celebrate and reinforce PESSPA values + importance of taking part in competitions and festivals off site. Class, team and individual successes celebrated eg Athletics, Basketball, Football, Gymnastics, Cricket, Swimming, Cycle Speedway, Fit4Schools scores; Phillimore Sport Pride 2023	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	£2,987.56
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:

- Continue to increase pupil skills, knowledge, understanding and therefore attainment - Improved knowledge of all pupils on how to improve and maintain fitness - Improved knowledge and understanding of the behaviours expected within PESSPA demonstrated by pupils - Ensure progression of skills, knowledge and understanding is at the core of PE from EYFS to Y6 - Continue to improve fundamental skills including life skills such as swimming, riding a bike, tying shoe laces - Continue to monitor and improve cycling skills and road safety knowledge for Y4, Y5, Y6 - Pupils understand the link between healthy eating and their own health and longevity	- Audit teaching staff to ascertain confidence and competence when delivering PE lessons. - Create staff CPD programme 2022/23 with PE specialist teachers/coaches to match need (highlighted in audit) - Dance, Gymnastics, Games, SEND swimming, Outdoor Learning CPD delivered - Create a whole school scheme of work which is reflective of need and manageable for staff using - Use GetSet4PE SoW with high quality support for lesson plans and assessment - Create PE Portfolio of lessons representing what PE looks like at Phillimore from EYFS to Y6 - Create substantial biking programme including Bike Ability in Y6 and Y5, after school biking clubs, Learn to Ride and Balance Ability	£2,987.56	Audit results demonstrate increased confidence and competence to deliver PE particularly in Dance and Games where CPD was delivered alongside staff Comments: “Dance CPD was fantastic”; “The dance CPD taught me some excellent skills about choreography and timing”; “Dance CPD was very useful to understand the teaching process”; “Dance CPD has given me the confidence to guide pupils at the beginning, then let them explore. I feel more aware of how to teach dance to Y6 and can confidently plan and deliver a sequence that will engage the children and be effective in developing their dance skills”; “PE lead gave me useful guidance and feedback from lesson observation which has improved my teaching”; “Supporting the Athletics Club in the autumn was a great learning opportunity for me”; “The PE lead showed me how to use the apparatus in the hall and I observed her teach”; “CPD taught me how to use the gymnastics”	- Continue to use results of audit with focus on new permanent and newly qualified staff - General lack of confidence with Gymnastics and OAA as areas of activity needing support next year - Invest in Orienteering CPD to support both delivery of OAA and create cross curricular links with Geography - Rethink the Gymnastics and Dance units of work within the GetSet4PE SoW to match school priorities - Place the Paralympic Sports units of work back on to the yearly overview for PE - Increase learning walks/observations of PE lessons and/or team teaching
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- Y4 pupils meet minimum NC requirements in water safety and swimming ability - All pupils to be able to perform safe self-rescue within Water Safety	- Attend CPD Healthy Eating within the curriculum with Eat Smart Sheffield - Deliver Y5 and Y3 Food Education within curriculum and after school - Run family cooking workshops in Easter holidays - Work with the Sheffield Swimming Service to create a programme bespoke to Phillimore to ensure improvements for increased pupil progress - Create an Early Intervention Swimming programme for Y3s		Green Top Circus Skills CPD “was very useful particularly as it covers mental wellbeing and resilience” - Staff talk about increased confidence and enthusiasm to teach a broad and balanced PE curriculum using the GetSet4PE SoW “GetSet4PE is building my skills and knowledge and confidence” - Contributions to portfolio and pupil voice reveal PE overview followed with less dependence on whole class games and greater focus on skills, application of skills and inclusion/enjoyment for all demonstrating progression. - Attainment can be evidenced and will be reported in the subject leader’s 2023 folder for scrutiny by the Assistant Head teacher. TBC c80% of Y6s reached or exceeded end of KS2 curriculum milestones in PE skills, knowledge and understanding (c70% at Expected and c10% at Greater Depth); c80% of Y6s reached or exceeded end of KS2 milestones in Sporting Behaviours (c50% at expected and c30% at Greater Depth). c70% of Y2s reached or	- Y4 staff undertake SwimEngland training to improve school staff delivery and support at swimming lessons - Contributions to portfolio reveal further need to agree expectations (non-negotiables) and ‘outstanding’ lesson criteria - Continue to subscribe to GetSet4PE - Identify cycling attainment and book Bike Ability for 2023/24, create Learn to Ride sessions and after school bike/scooter clubs - Work with Sheffield School Swimming Service to improve delivery and therefore attainment using games as a focus based on programme developed for Y3s
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			exceeded end of KS1 curriculum milestones in PE skills, knowledge and understanding (c60% at Expected and c10% at Greater Depth) c90% of Y2s reached or exceeded end of KS1 curriculum milestones in Sporting Behaviours (c90% at Expected and 0% at Greater Depth). A small decline in skills from 2021 while an increase in Sporting Behaviours. These results need confirming once all PE assessment completed at the end of term. Bike Ability Results Y6: TBC c90% participated, c80% assessed as confident/competent riders (level 2) Y5:c70% participated, c40% assessed as level 2 TBC by Cycle North Autumn Y4 and Y6 after school club attendance full to capacity - Food Education lessons re-started Nov 2021. Highly popular. Pupil voice demonstrates understanding of link between health and nutrition. After school club 100% full to capacity. Family cooking sessions Easter full to	- Continue to focus on fundamental skills as part of the recovery curriculum - Deliver Daily Mile CPD for KS2 staff
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			capacity and request for further sessions, case studies written by Food For Life https://www.foodforlife.org.uk/about-us/our-impact/case-studies and Eat Smart Sheffield https://sway.office.com/XAqKmPEOVe9rUQcg?ref=email • Swimming Results Sept 2022 Y4 baseline: 0% July 2023 Y4 NC pass rate: 74% • Water Safety: 95% of pupils can perform safe self-rescues. Y1 start Water Safety understanding during Cleethorpes visit 7/6/23 • Y3 parents and pupils swimming meeting + Richard Nagy (Slovakian swimmer training with Sheffield City) well attended, 100% attendance quote from Y3 • SEND Swimming Training 12/10/22 “will help us adapt lessons so all learners have the opportunity to learn to swim in a mainstream setting and feel included” • “Outdoor learning course has given me lots of ideas for when I take my class out on visit – especially the KS1 mapwork ideas”	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				29.9%
Intent	Implementation		Impact	£5,840.01
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:
Additional achievements: National MODESHIFT STARS Primary School of the Year winners. PE Lead and Headteacher with team of 4 pupils attend presentation ceremony in London followed by MP Clive Betts whole school assembly. Y6 and Y5 Sportashall Athletics and Y4 Quad Kids Athtocs competitions KS2 Gymnastics competition KS2 Girls and Boys Football competitions 12 pupils took part in the Cycle Speedway competition, 4 pupils through to City Finals 14/7/23 Y4 Cricket competition Y6 Climbing competition 13/1/23 SEND Boccia 11/1/23 Move More Celebrates Inclusive Sports Platinum School Games Mark 2023 Gold KS1 School Games Mark 2023	- Continue to create a PE curriculum which includes a range of exciting and inclusive areas of activity to deliver the PE milestones through - Provide a variety of exciting equipment to support the delivery of the PE overview and encourage pupils to try new sports/physical activities - Provide a variety of playtime equipment to encourage increase in physically activity - Use Pupil Voice to find out what pupils want to learn and do - Joined up approach to support parental sign up to free holiday activities	£5,840.01	- All pupils received 2hrs of curriculum PE offering a variety of exciting areas of activity - Levels of physical activity witnessed as high by Ofsted "At social times, pupils play well together. There is a range of activities on offer, such as skipping and football" - After school clubs well attended all year (Gymnastics, Athletics, Cheerleading, Table tennis, Circus Skills, Biking, Cooking, Cricket, Karate, Football, Basketball. New lunchtime clubs have increased opportunities for those unable to stay after school (due to commitments at mosque or other). This has had a positive impact on target groups such as girls and certain heritage groups eg Roma Slovak. This in turn has encouraged these groups to take part in competitions see key indicator 5	- Continue extensive after school clubs by using external coaches where there are gaps. Work with outside organisations (SUFC, SHU, UofS, SCT, Links, Sharks, Inclusive Table Tennis, Get Set, Sustrans, Cycle North, Zest, Rotherham Hockey) - Following Pupil Voice: biking is very popular, set up both in curriculum time and after school bike club 2023/24 clubs Table tennis club v popular - need to replace coach, Football, Gymnastics KS1 and KS2, Athletics, Boccia, Sitting Volleyball, Active Breakfast Club, Y6 leadership programme with Links SSP Seek further opportunities for KS1 and lunchtime clubs

Y5 SSEL P Swimming Festival 100% attendance Skipping Festival 18/11/22 • Ensure the PE curriculum reflects the motivations and needs of pupils • Motivate all pupils to take part in physical activity • All pupils to have the opportunity to join school clubs • All pupils to have the opportunity to join community clubs	including free swimming lessons • Ambitious after school club programme delivered by PE lead and external coaches • Systematically identify pupils attending both in and out of school clubs. Focus particularly on those who do not take up additional opportunities and seek opportunities to offer lunchtime clubs through negotiation of time and space during lunchtime • Biking opportunities offered to all pupils to improve skills • Sheffield Sharks 'Respect' programme delivered to all Y6s Spring 2 2023 • Y6 after school club delivered by Sheffield Shark coaches in preparation for the competition • Continue to encourage staff to use class set of scooters and helmets either		• TBC: Attendance at clubs Y6 boys 81%; Y6 girls 63%; 40% Roma Slovak • Ofsted: There is a range of clubs available to pupils eg Circus Skills • Physical confidence within school-based activities increased amongst pupils who are now more prepared to 'try new things' • Registers demonstrate that TBC c84% Y6 and c75% Y5s have represented school at least once • Early Intervention Y3 swimming programme and Family swimming sessions created. Quote needed	• Further opportunities for pupils to go off site to participate in competitions and festivals to combat noticeable drop in confidence when taken out • Continue with Y5 residential at Thornbridge Outdoors • Explore local clubs in area to signpost pupils and parents/carers to • Re-apply for Platinum School Games Mark 2024 and Gold KS1 School Games Mark 2024 • 50% of SSP subscription to be spent on facilitating offers of broader experiences to all pupils
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	as part of PE lessons or Golden Time			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%8
Intent	Implementation		Impact	£5,465.09
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:
• Every Y5 and Y6 pupil to have opportunity to represent school at least once before they leave Phillimore • Increase participation in local and area competitions • Increase numbers of target groups (girls, SEND, Roma Slovak) in inter/intra school teams particularly those who are inactive/disaffected • Decrease number of obstacles identified which might prevent	• Deliver intra school competitions eg Sports Days including values around sporting behaviours. Y6 sports leaders to run KS1 sports day • Ensure Phillimore enters external competitions with full teams • Increase numbers of school staff taking pupils to competition and festivals • PE lead to facilitate other	£5,465.09	• Links SSP sports co-ordinator says Y6s at Phillimore best sports leaders he's come across • SLT and staff from every year group report high enjoyment and motivation experienced by FS to Y6 during their sports days • Increased attendance in clubs This in turn has encouraged target groups to take part in competitions • Whole schools dance share enables all pupils to represent their class. SENCO noticed	• Continue to seek opportunities for festivals and competitions for all Y4s, Y5s and Y6s and start to expand this through to younger pupils • PE overview to continue to reflect competition programme • 50% of SSP subscription to be spent on facilitating

pupils from being involved in competitions and festivals eg events during the day rather than all after school	staff taking pupils off site eg support with transport/staffing/RA/permission letters etc • PE overview to reflect annual SSP competition and festivals programme • Use of lunchtime clubs to reinforce skills and teach understanding of rules and how to play the game as approach competition date.		the positive impact on all SEND pupils • TBC 85% Y6s represented Phillimore at competitions including 30% of our Roma Slovak pupils; 1000% Y5s represented Phillimore at swimming festival and other events. Y4s now have opportunities to present the school in football, athletics and cricket • 12 pupils took part in the Cycle Speedway competition, 4 pupils through to City Finals 15/7/22	competitions • Re-apply for Platinum School Games Mark 2024 • Re-apply for Gold KS1 School Games Mark 2024 • Increase intra competition as part of PE lessons
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Signed off by	
Head Teacher:	<i>A K Briggs</i>
Date:	21/07/23
Subject Leader:	<i>Jo Searle</i>
Date:	21/07/23
Governor:	21/07/23
Date:	<i>M. ap</i>