

# 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](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, 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	£6,465.66
Total amount allocated for 2021/22	£22,955.66 with carry forward added
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,490.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2023.	£16,490.00

## 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 2023.</p> <p>Please see note above</p>	86%
<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>	79%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	7%
<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

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## 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.

HBA 2023/2024 **Review Dec 23** **Review March 24** **July 2024**

HBA Academic Year: 2023/24	Total fund allocated:	Date Updated:		
<b>Key indicator 1:</b> 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: 45%
Inten t	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:
<p>PE lessons planned in across all year groups show progression in skills and knowledge particularly for dance and gymnastics. Dec 23 – in place and monitored termly with feedback from PE team.</p> <p>All pupils have at least 90 minutes across at least 2 PE lessons on different days. Dec 23 - Ongoing – supported in ams also with breakfast club/after school club provision and wrap club.</p> <p>March 24 – timetables reflect 2 hours of PE planned across the week for all classes.</p> <p>Breakfast club and lunch clubs offer and promote participation in</p>	<p>High quality lessons planned in, delivered and reviewed. Dec 23 – ongoing</p> <p>March 24 – PE leader has modelled dance and gymnastics lessons across academy to support staff CPD.</p> <p>Support and ongoing CPD for staff from PE mentor:</p> <p>Sport2Day PE Team (CL)</p> <p>PE team discusses plans with teachers to see if any support is needed for adaptations prior to the new term starting and during weekly lessons.</p> <p>Balance of healthy eating choices,</p>	<p>£3432 – Sports Mentor package</p> <p>£4000 – lunch and b/fast club support – physical activity</p>	<p>Pupils demonstrate high levels of engagement in consistently well taught lessons. Dec 23 – ongoing – this is building with higher levels of engagement demonstrated.</p> <p>March 24 – majority of pupils engage well within lessons. Staff CPD ongoing to support where needed.</p> <p>Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing. Dec 23 – ongoing.</p> <p>March – ongoing</p> <p>July 24 – this will continue in to Sep 24 with introduction of Real</p>	<p>High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge. Dec 23 – ongoing – staff confidence rising – supported by sports mentors and staff with expertise modelling.</p> <p>March 24 – majority of staff confident in teaching 3 areas of PE. CPD in place to support identified staff further.</p> <p>July 24 – staff confidence has increased demonstrated through improved implementation and engagement.</p>

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<p>physical activity. Dec 23 – in place and ongoing. Wrap club also offers active opportunities daily – particularly for PP pupils. March 24- still ongoing.</p> <p>Lunch time supervisors run active play sessions to ensure that children are active as possible during unstructured times. Dec 23 – ongoing and in place – zones support better structure and organization. March 24 – lunch time staff supported by pastoral and SLT. July 24 – TAs and pastoral team have been involved in lunch times to support positive behaviour choices and increased structure. Further embed playground leaders ensuring trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised. Dec 23 – focus for Spring term needs to be engagement and motivation of playground leaders – CL and Academy Lead to support alongside pastoral team. March 24 – ongoing – supporting EYFS and KS 1 well. KS 2 are less engaged. July 24 – Sep 24 needs further</p>	<p>physical and wellbeing for all pupils. Physical activities offered 2 x per week football – pastoral team, 1 x per week – sports leader sport2day, 2 x per week SLT led games (lunch). 5 x per week – TA led – b/fast club 5x per week – Wrap club Dec 23 – ongoing and in place – unstructured times are active with organization building. Food standards work is supporting healthy eating choices alongside. March 24 – in place with healthy snack options offered and drive on promoting appropriate snack choices. Water offered daily at lunch with other drinks discouraged to ensure children encouraged to drink more water. Wrap club provides healthy food choices after school. Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels remain high and skills are developed. March 24 – in place Playground leaders confidently deliver activities to a range of age groups across the academy. Dec 23 – training completed – ongoing work as engagement levels can vary. March 24 – In place to support EYFS and KS 1. July 24 – Ongoing into Sep 24</p> <p>Daily Mile/brain breaks timetabled in</p>		<p>PE.</p> <p>Increased interest and participation in after school and lunch time sports clubs. Dec 23 – analysis demonstrates high levels of interest and engagement. TA working together with all breakfast club pupils. March 24- Varied lunchtime activities by sports coaches, pastoral and lunchtime supervisors.</p> <p>Pastoral team/PE Leader training Year 5 and 6 pupils to lead active sessions as sports mentors. Pastoral Team run active sports sessions 2 x week at lunch times. Lunch times are active with healthy participation from all year groups. Dec 23 – in place with pastoral support working well at lunch times – now need to develop work of playground leaders. March 24- playground leaders have a timetable so different leaders each day, they are supported by PE lead (CL) for equipment and termly challenges.</p> <p>All pupils involved for 15 minutes each day.</p>	<p>Pupils are fully engaged during unstructured times impacting on pupil wellbeing and positive behaviour choices. Dec 23 – ongoing with behaviour improving. March 24 – change to timetables for break and lunchtimes in place (separating EYFS/KS1 with KS 2) to support pupils having more space reducing incidents of behaviour incidents.</p> <p>Continue to build in to the next academic year as Year 5 go in to year 6 to model.</p>
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<p>training across Year 5 and 6 pupils to support.</p> <p>Further embed daily mile and active brain breaks such as Go Noddle and Activate sessions across the academy day.</p> <p>March 24- all classes have extra brain breaks and are using supermovers etc within class.</p>	<p>across all classes.</p> <p>March 24- staff regularly take pupils out for brain breaks/ daily mile extra to what is on the timetable.</p> <p>PE Leader to further introduce challenges and monitor impact. Dec 23 – challenges introduced and completed and logged on website – Santa Dash – very successful.</p>		<p>Pupils using the Daily Mile for other physical activity.</p> <p>Pupil concentration levels improve across the academy day.</p> <p>July 24 – all in place and timetabled with pupils more actively using outside.</p>	
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p> <p>7%</p>
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Inten t	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>Further promotion of the Legacy challenge, maintain the gold School Games Mark and embed school games values.</p> <ul style="list-style-type: none"> <li>Developing character/life skills.</li> <li>Developing sports specific skills.</li> <li>Engaging new audiences</li> </ul>	<p>Planned participation of pupils across calendar of events and competitions. Ensure vulnerable groups are included :</p> <p>Girls SEND/EHCP PP Talented</p>	<p>£1058</p>	<p>Maintained with up to date information linked to activities and competitions and activities scheduled in with RA completed well in advance. Dec 23 – in place and ongoing</p> <p>Celebrations of achievements through achieving as part of a team, competitions and festivals.</p>
			<p>Sustainability and suggested next steps:</p> <p>Sustainability and suggested next steps:</p> <p>Continue to work on the legacy challenge.</p> <p>On track to achieve gold school games mark.</p>

<ul style="list-style-type: none"> <li>Improving health</li> <li>Increasing motivation</li> <li>Fostering social connections</li> <li>Developing physical skills</li> <li>Supporting individual development.</li> </ul> <p>Dec 23 – ongoing but promoted through the academy website and FB page and included in letters, newsletters to parents to promote and update.</p> <p>March 24 – ongoing with promotion through the academy website and results and competitions or activities added to support and signposted to parents.</p> <p>July 24 – further promoted across the terms and through the website to involve parents and carers – transition activities involving new secondaries in place – pentathlon challenge.</p> <p>School games values reflected through academy planning.</p> <p>To raise the profile of PE and sport to encourage all pupils to be inspired.</p>	<p>LAC</p> <p>Dec 23 – Girls football and mixed football completed across Autumn term – high PP participation.</p> <p>March 24 – in place with selection opportunities considering needs and vulnerabilities of children. Volleyball in Spring 2 included SEND and PP pupils.</p> <p>PE leader attends cluster meetings and shares updates with SLT through staff meetings and emails. Dec 23 – In place and ongoing.</p> <p>Academy planning references school games values – PE leader to model and support staff CPD.</p> <p>Pupils can talk and discuss school games values.</p> <p>Continue to build success of activities provided for unstructured times through Active Play, Playground leader led Lunch Club and Pastoral team 2 x per week. Dec 23 – in place and ongoing to support. Pastoral support at lunch impacting well.</p> <p>March 24 – pastoral staff support lunchtime opportunities for pupils to</p>	<p>Calm, focused play at lunch times and children active. Dec 23 – ongoing – children active with behaviour improving.</p> <p>March 24 – ongoing – analysis will be completed once lunch times are split to show impact on behaviour.</p> <p>July 24 – improved outcomes kin competitions and school games values shown when pupils participate.</p> <p>Audit of participation demonstrates increase in vulnerable group attendance and engagement. Dec 23 – clubs analysis shows raised participation levels and due to high numbers of PP attending wrap club increase across PP.</p> <p>July 24 – improved participation across after school clubs demonstrated. Higher number of PP/SEND and LAC children attending.</p> <p>Children demonstrate the school games values when active and when competing against other teams and schools when representing the academy.</p> <p>March 24 – HBA receives positive feedback when attending events around pupils demonstrating school games values.</p>	<p>House points, medals and certificates through competitions motivate and inspire children to achieve and take part.</p>
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	<p>be active. Playground leaders run range of activities for EYFS and KS 1 children.</p> <p>Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.</p> <p>July 24 – website and PE page updated regularly to reflect success and events children have attended.</p>		<p>Display updated regularly by PE leader, pupils actively use the board to gather information and updates.</p> <p>House captains and sports leaders take the lead with promoting house points and ensuring display is up to date alongside PE team.</p> <p>July 24 – House captains supported and ran teams across sports day and also within assemblies on a weekly basis.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				18%
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:
Embed use of Target Tracker to accurately record teacher assessments and observations. Dec 23 – ongoing and in place – Twilight session completed 13/12/23 to support knowledge and accurate AfL. March 24 – HBA is moving away from TT as assessment tool and exploring	PE leader and Key Stage leaders to monitor teachers use of assessment. Dec 23 – ongoing March 24 – ongoing. July 24 – move to Integris and then from Sep 24 Real PE. PE team carry out analysis of 3	£3000 – Target tracker statement updates for PE, release time to PE team to monitor.	Progress is monitored and provision implemented to raise standards where identified. Audit of skills and gaps completed to support further progression and CPD shared with staff and SLT. Gaps addressed supporting further	PE leader to monitor and impact on ensuring this happens across all year groups and progression is evident. Staff understand the 3 pillars of progression across PE : <ul style="list-style-type: none"> <li>• Motor competence</li> </ul>

<p>use of Integris to support. PE programmes such as Real PE and Get Set for PE are being researched to look at whether these will offer further CPD and assessment opportunities.</p> <p>PE team to evaluate and analyse assessment evidence to support ongoing CPD addressing gaps in skills and knowledge supporting progression. Dec 23 – in place and ongoing termly to support pupil progress and staff CPD.</p> <p>March 24- verbally to present until new electronic system is in place.</p> <p>PE Leader/team to regularly carry out observations and update SLT and deep dives and feedback to further support staff CPD and progression. July 24 – ongoing in to Sep 24 – will be supported by Real PE.</p> <p>Teaching staff work and liaise with Sports Leaders and adapt planning to meet needs of pupils and ensure progression. Dec 23 in place and ongoing.</p> <p>March 24 – staff adapt plans to meet needs – PE leader provide planning to</p>	<p>main areas of PE (games, gymnastics and dance) to identify areas of strength and development supporting ongoing progression Dec 23 – in place and ongoing.</p> <p>March 24 – ongoing – further supported staff understanding through orienteering training completed in Feb 24.</p> <p>July 24 – implementation of Real PE in Sep 24 will support these embedding and developing further.</p> <p>PE leader monitors planning meets needs and facilitates progression. Lessons evidence opportunity for the 3 pillars of progression. Dec 23 – in place and ongoing – reviewed termly alongside HPA.</p> <p>March 24 – ongoing – PE leaders across both HBA and HPA liaise with HBA leader further adapting where needed.</p>		<p>progression and increase in % of pupils reaching EXS standard across all year groups for gymnastics, dance and games.</p> <p>July 24 – analysis has evidenced increase in pupils achieving EXS across 3 areas – also improved teacher understanding of expectations.</p> <p>Observational feedback given to staff to further impact on practice.</p> <p>July 24 – PE leader has modelled lessons to teaching staff to support pedagogy. Will be ongoing to support staff CPD.</p> <p>Deep dives in key areas of PE (gymnastics and dance particularly) carried out, fed back and evaluated.</p> <p>Increased range of sports offered with positive engagement by pupils. Dec 23 – in place and demonstrating good range – gymnastics, running, multi skills. Changes termly to support variety and range.</p>	<p>(fundamental movement skills)</p> <ul style="list-style-type: none"> <li>Rules, strategies and tactics.</li> <li>Healthy participation.</li> </ul> <p>July 24 – This will continue and be further embedded across Sep 24 with implementation of Real PE which works on FMS.</p> <p>Measure success to further implement and plan for 2024/2025 and beyond for sustainability.</p>
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<p>support workload.</p> <p>Further embed sports mentors and TAs to support driving skills in different sports working alongside teaching staff and pupils. Dec 23 – in place – ongoing with pastoral team supporting. Staff members with particular expertise modelling. March 24 in place across lessons with sensory circuits in place to support transitions and pupil engagement. July 24 – staff have responded well to training and CPD with increased teacher confidence demonstrated.</p>	<p>Further build key skills and knowledge in pupils.</p> <p>Introduce new skills such as building running stamina, tri golf, archery and hockey.</p> <p>March 24 – these have been introduced through lesson content supporting pupil engagement. Orienteering will form part of the timetable from Summer 1 now staff have received training.</p>		<p>March 24 – range of after school opportunities offered including gymnastics, running, football etc... supporting PE beyond the school day Sport2Day run programme across sessions further offering range – including Kho Kho, volleyball, benchball, kabaddi.</p> <p>Progression of pupil skills and knowledge evident across a range of activities. Dec 23 – in place and ongoing through monitoring. March 24 – ongoing and monitored.</p>	
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 12%</p>
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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>Additional achievements:</p> <p>Partnerships with key organisations such as University Academy Holbeach, UALS, Sport2Day and Agilitas to continue to increase the range of physical opportunities. Dec 23 – ongoing working with Agilitas and Sport 2 Day for competitions and enrichment opportunities together with competitions at UAH and UALS to support collaborative working.</p> <p>March 24 – ongoing with participation with sport2Day and Agilitas competitions in place. Volleyball completed in Spring term.</p> <p>Physical activity is mapped to ensure all pupils experience the correct PE time, breadth of activity and coverage with an audit completed alongside the long term framework.</p> <p>PE leader released to support staff in wider sports.</p> <p>Developing pupil confidence to try</p>	<p>Sport 2 Day and mentors in various sports and physically active play tasks (Tri Golf, Archery, Quick Sticks Hockey, Tag Rugby, multi skills, Speedminton, Tchoukball) developing their skills in the delivery of quality PE lessons and cross curricular opportunities. Improved teaching in wider sports with an enhanced variety. High quality planning for PE Dec 23 – ongoing with girls football and speed stacks completed in Autumn term.</p> <p>March 24 – ongoing with pupil selection ensuring range of vulnerabilities included supporting active lifestyles across all.</p> <p>Timetables evidence coverage across gymnastics, dance and games.</p> <p>Planning evidences progression with long term/medium term and short term aligning with lesson content. Dec 23 – in place and monitored.</p> <p>PE leader and team offer range of sports through lunch time and after school opportunities to a range of groups of pupils. Dec 23 –</p>	<p>£2,000</p>	<p>Further development through inter-school competitions in both established sports and new sports appealing to a wider audience with increased pupil participation across a range of groups.</p> <p>Dec 23 – completed girls football, mixed football and speed stacking.</p> <p>March 24 – ongoing with sports days planned for Summer term 1.</p> <p>July 24 – pupils have enjoyed participating in competitions and have demonstrated the school games values when doing this.</p> <p>Pupil performance across a range of sports and activities shows progression in skills and knowledge linked to 3 pillars.</p> <p>March 24 – this is embedding – orienteering training supported further staff understanding.</p> <p>July 24 – Further work to carry out with implementation of Real PE which will embed understanding of FMS.</p>	<p>Improved quality of teaching in PE maintaining consistently good across all year groups. Progression evident across all year groups to meet end points expected. Dec 23 – ongoing and monitored.</p> <p>March 24 – ongoing and monitored supporting staff CPD.</p> <p>All pupils confident in participating in PE.</p> <p>July 24 – all pupils engaged and participating supported by key staff where needed.</p>
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<p>new activities.</p> <p>Extra curricular clubs and activities demonstrate range and breadth, including enrichment activities such as bikeability and chance to shine.</p> <p>Dec 23 – bikeability completed – Nov 23 with high success rate and majority of pupils achieving level 1 and 2.</p> <p>March 24- in place with after school clubs full to capacity.</p>	<p>pastoral team support in offering range of options such as football/basketball/hockey opportunities.</p> <p>March 24 – pastoral team and playground leaders support lunch time opportunities for activities. Rotation of activities in place to encourage further skills development.</p> <p>Extra curricular clubs offer the opportunity for pupils to further improve their skills in a range of different activities covered within the enrichment days and experience days.</p> <p>Dec 23 – ongoing with range increasing and changing across terms to ensure breadth and experience.</p> <p>March 24 - as above – range of extra curricular clubs offered is high and full to capacity.</p>		<p>Lesson observations demonstrate good delivery by confident teachers – PE team led. Audits of participation by pupils show raised pupil engagement.</p> <p>March 24 – increased pupil participation in place.</p> <p>July 24 – Improvements made particularly across gymnastics and dance supported by modelling from PE leader.</p> <p>Increased engagement and concentration in lessons and engagement in extra curricular activities.</p> <p>Increase in number of pupils participating in bikeability.</p> <p>March 24 – high numbers of pupils participating in after school provision and bikeability places full.</p>	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Further embed participation in and access to competitions both in and out of the academy increasing opportunities for younger pupils – Sport2Day and Agilitas.</p> <p>Dec 23 – ongoing with girls football and speed stacking ensuring high number of PP and SEND pupils participated.</p> <p>March 24 – ongoing and in place. Pupils are always keen to take part and represent the academy well.</p> <p>Use high profile sporting events to inspire competitions within the academy/inter school competitions and events such as the Commonwealth Games further promoting school games mark.</p> <p>March 24 – London Marathon used to support and promote pupils completing 26 miles across daily mile challenge throughout summer 1. Links with walk to Paris for Olympics incorporated also.</p> <p>Promote events and access to clubs and activities through the academy website and FB page. Dec 23 – in place and ongoing.</p> <p>March 24 – in place and ongoing –</p>	<p>Monitor school competition plan. Number, ability range and gender of pupils involved. Participation rates of different year groups and across different vulnerable groups. Dec 23 – ongoing and in place</p> <p>March 24 – in place with volleyball completed in Feb 24 and competitions and sports days planned for Summer 1 term.</p> <p>Signpost parents and carers to information and sporting events to engage pupils further through Academy Facebook page – linking to website. Dec 23 – in place with regular updates added to website through PE page and signposted through FB page as well and through termly newsletter.</p> <p>March 24 – updates added to academy website with parents signposted. School Sport and PE included on termly newsletters as well as letters to parents reflecting school games values.</p> <p>Feedback from community clubs. Parent/carer feedback.</p>	<p>£3,000 – competition packages and staff release.</p>	<p>Increased competitive sport participation so that 60%+ of the academy represent their academy.</p> <p>Regular competitions introduced – across all 6 terms.</p> <p>July 24 – pupils have been keen to take part in competitions – work to do in skills progression supporting tactics.</p> <p>Range of sports broadened and ensure that girls teams are entered for cricket, football and hockey.</p> <p>Increased pupil awareness of the importance of physical wellbeing through curriculum, signposting and outside coaches.</p> <p>July 24 – increasing numbers of pupils joining clubs outside of the academy.</p> <p>Increase in pupils joining sporting clubs outside of school time.</p> <p>March 24- Increase in participation of local gymnastics and hockey clubs.</p>	<p>Building links with Lincoln University sports faculty further. Invite member to see us at work and play.</p> <p>Working closely with UAH PE and sports departments.</p> <p>Developing further links with community projects and local Olympic linked individuals.</p> <p>Inter network participation in playing as part of a team and playing to win.</p> <p>Promoting use of the academy grounds by local sporting clubs and HAF activity clubs.</p>

<p>clubs list shared termly.</p> <p>Develop effective year 5 and 6 sports leaders/playground leaders. Dec 23 – training completed – need to monitor engagement and commitment – Academy Lead. March 24 - in place and ongoing.</p> <p>Further develop competitive elements for sports day opportunities.</p> <p>Maintain holiday time sporting activities</p>	<p>Purchase more sporting equipment</p> <p>Increase in engagement from Year 5 and 6 pupils taking in responsibility as playground leaders. March 24 – improvements shown supporting EYFS and KS 1 children.</p> <p>Inter network participation in playing as part of a team and playing to win.</p> <p>Increased numbers participating in holiday provision to further develop skills and knowledge. Dec 23 – HAF provision in place and places taken to capacity. Majority PP pupils and SEND.</p>		<p>Increased competitive spirit and keenness to win particularly across upper key stage 2. July 24 – demonstrated through participation in competitions and sports days. Planned timetable of events and tournaments participated in. March 24 – in place and ongoing and reviewed. Increased time to be spent outside to encourage active sport participation.</p>	<p>March 24 – HAF provision full to capacity termly with register demonstrating range of vulnerabilities included – PP/LAC/children within arenas.</p>
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Signed off by Miss Nicola Kenyon	
Head Teacher:	Mrs Sue Boor
Date:	10/7/23
Subject Leader:	Mrs Cheryl Lenton
Date:	10/7/23 NK review 16/12/23 Review 25/3/24 NK Review NK 14/7/24
Governor:	Mrs Patricia Eccles

Date:	10/7/23
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