

# 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 31<sup>st</sup> 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 allocated for 2021/22	£17730
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4650.17
Total amount allocated for 2022/23	£17680
Total amount of funding for 2022/23.	£ 22380.17

## Swimming Data

Please report on your Swimming Data below.

<b>Meeting national curriculum requirements for swimming and water safety.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	94%
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?	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:	Date Updated:
<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>			Percentage of total allocation: 23.5%
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?
<ul style="list-style-type: none"> <li>provide targeted activities / support to involve and encourage the least active children</li> <li>encourage active play during break times and lunchtimes</li> <li>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>adopting a daily activity programme e.g active mile or #EveryChildSkips</li> <li>raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2</li> <li>advocate active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	Training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership including sharing best practice in encouraging physical literacy. Use the Active School Planner to create a heatmap covering our outdoor areas to consider how these could be better incorporated into timetabled use e.g. the MUGA. Engagement in Vale Royal School Sport Partnership Subject Leaders Active Schools Training. 5-a-day fitness programme to provide all pupils with a fun way to be active, active breaks across the timetable or to bring focus to groups during lesson times Ensure every child has the opportunity to get involved in extra-curricular activity: lunchtimes, playtimes or after-school clubs	£5259.30	Continued development of relationship with VRSSP has enabled teachers to embed activities that encourage active breaks within lessons and provide active time throughout the school day. Continued development of the culture of physical literacy and its benefits for the children within the school. Outdoor whiteboard added to MUGA to develop the use of outdoor active areas. This has improved use of this area for teaching / leading activities more regularly during lesson and break times. Outdoor area is used to support SEN/PP children for brain-breaks / timetabled playtime with the school dog Roxie. 'Healthy Me from Head to Toe' week encouraged physical activity for the children and prompted them to examine how to look after their
			Sustainability and suggested next steps: <ul style="list-style-type: none"> <li>provide targeted activities or support to involve and encourage the least active children</li> <li>encourage active play during break times and lunchtimes</li> <li>establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>adopting a daily activity programme e.g active mile or #EveryChildSkips</li> <li>raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2</li> <li>advocate active travel to increase activity levels before school (as well as reducing</li> </ul>

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	<p>Consult pupils (e.g. pupil voice, SSOC liaison or Koboca survey) about extra-curricular activity they would take part in and strive to include this in our offer. Run a recreational programme where pupils run or walk laps of our designated track.</p> <p>Develop Play Leader roles to create activities to make lunchtimes more active.</p> <p>AA Coaching to develop more activity at lunchtimes and to supports our leaders in developing independence.</p> <p>Engage with the Ready Set, Big Walk and Wheel and Bikeability training to improve skills and confidence and support pupils and families take up more active travel to and from school.</p> <p>Focus on supporting social reconnection with outdoor learning (COVID Recovery Curriculum) and have place physical activity at the centre of this work. Involve external coaches, a prioritise competition attendance and child leadership.</p> <p>National School Sport Week participation - encourage engagement and celebrate physical activity across the whole school.</p> <p>PE Subject Leader to have appropriate support to develop our PE &amp; School Sport offer and lead our teachers effectively.</p> <p>Invite an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport.</p> <p>Promote mental and physical health modelled and supported by all staff</p>		<p>mental health, hygiene and diet. Food and Mood and first aid session were arranged for all classes and alcohol/tobacco workshops for KS2. Targeted purchase of equipment to allow better delivery of sessions, eg. dodgeball and tennis</p> <p>Targeted activities lead by the SSOC and PGL developed multi-skills and an inclusive environment at break time and lunch time.</p> <p>The 'active mile' track is more embedded with the children and used for break out times and within PE lessons.</p> <p>Participated in the Sustrans 'Big Walk and Wheel' fortnight from 20th March and logged 650 journeys for just the two weeks, this represented 35.69% of journeys being made by active travel. This was enhanced by Sustrans lessons being offered within class around active travel benefits.</p> <p>Use of social media to promote examples of in school activities has also been strong way to continue to link with parents.</p> <p>AA Coaching trained Y6 PGL who ran sessions with KS2 at break time and also with YR to support multi-skills on a weekly basis.</p>	<p>road traffic at drop-off/pick-up times)</p>
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	<p>within the school so that all children feel its effect.</p> <p>Follow Youth Sport Trust's 'My Personal Best' programme - train staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education and across the curriculum.</p> <p>Use Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association. supporting 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking &amp; listening skills through creative play and storytelling.</p> <p>Offer equality of opportunity in football and complete the annual 'Equal Access Survey'.</p>			
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	15%

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:
<ul style="list-style-type: none"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> </ul>	<p>Ensure our PE Subject Leader has appropriate support to develop PE &amp; School Sport offer and lead our teachers effectively.</p> <p>PE Subject Leader to attend regular training and receive focused support from Vale Royal School Sport Partnership &amp; Youth Sport Trust trainers.</p> <p>Athlete visit: Jon Macken to inspire our pupils to increase their participation in PE &amp; School Sport.</p>	£3357	<p>Whole School Sports day - Track and field competitions supported by SSOC and PGL. All staff were involved to celebrate with the children the inclusiveness and with parents/visitors in attendance too.</p> <p>School Games Mark Gold achieved for the 3<sup>rd</sup> year in a row (plus x2 years Games Mark recognition during covid)</p> <p>Developing leadership and independence in the children. Four</p>	<ul style="list-style-type: none"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break</li> </ul>

<ul style="list-style-type: none"> <li>• using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling</li> <li>• we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</li> </ul>	<p>Ensure teachers have access to high quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Support of a specialist PE teacher (Matt Armstrong PESSCO) who co-delivers PE lessons with staff.</p> <p>Specific staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association.</p> <p>Plan PE development priorities based on identified criteria from the Youth Sport Trust Quality Mark assessment.</p> <p>Continue to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>• Creating the Best PE Provision for our Learners</li> <li>• My Personal Best Workshop</li> <li>• Preparing for a 'Deep Dive'</li> <li>• FA Active Play through Storytelling &amp; AS Clubs</li> </ul> <p>Support staff with active ideas through the use of AA Coaching and PESSCO to co-deliver with both teachers and support staff.</p>	<p>Y6 children attended leadership courses across the year and then put their skills into action under the support of SL and AAC to run a range of clubs and activities across the year at break time and lunch time. This leadership has been seen not only when co-ordinating other children but also in the management of equipment and time. The effect of this has been an increase in inclusivity and participation across school led opportunities.</p> <p>5-a-day fitness continues to be used across the school for targeted active session.</p> <p>Consistent promotion of our engagement in PE, active events or competitions through a growing range of social media meant we had an increase in parental involvement both supporting and contributing. For example at our golf and cricket events.</p> <p>Whole School events: World Mental Health day 'Healthy Me from Head to Toe'- physical literacy with links also into first aid and aspects of the PSHE curriculum around lifestyle choices. This allowed children to better understand the holistic aspects and importance of their health.</p> <p>Athlete visit from ex-football and Witton Albion coach Jon Macken. He gave a brilliant talk on his career highs and lows and the opportunities being involved in elite sport have</p>	<ul style="list-style-type: none"> <li>• times and holding active lessons and teaching</li> <li>• using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling</li> <li>• we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</li> </ul>
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		<p>given him. Links for participation at Witton were also shared.</p> <p>Opportunities have been available for KS2 children in leadership roles within PGL and SSOC which have been successful and re-ignited the pupil lead aspects of PE within school. PGL co-ordinated their own activities or when the Y6 would spend the last 20 minutes of their lunch working on multi-skills with the Reception children.</p> <p>Pupil and staff voice was used to identify how to improve inclusion with adult and children within clubs or activities across the school. Having purposeful activities focussed on upcoming competitions and having staff lead or be involved both were targets that were worked on.</p> <p>FA Shooting stars programme supported specific KS2 children.</p> <p>Development of individual girls and boys football squads who were able to represent the school in inter-school matches.</p> <p>As part of a commitment to whole staff involvement, at the start of the year a calendar of all competition was put up in the staff room, almost every staff member signed up to either coach or take a sports team to an event across the year thus promoting the whole school positive attitude to PE and sports both in school and more widely to parents and the whole partnership.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
<ul style="list-style-type: none"> <li>providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school.</li> <li>hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively.</li> </ul>	<p>We ensure our teachers provide quality first lessons, specific to their age phase, which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' resources which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator, Mr Matt Armstrong from St Nicholas RC High School) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>The relevant staff also attended training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling &amp; After School Club training provided by the Football Association.</p> <p>Our school plans PE development priorities based on the criteria of the</p>	£3804.60	<p>All staff have reported a positive impact of training through feedback. Our PESSCo worked across all year groups focussing on developing embedding of the Complete PE programme. The evaluations of PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> <li>Lots of good ideas to help deliver the curriculum more effectively.</li> <li>More ideas about how to enable the children to make progress through the skills.</li> <li>Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</li> <li>More confident in teaching more advanced skills</li> <li>Instant feedback and use of physical education vocabulary</li> <li>Improve differentiation within the lesson</li> <li>Lots of short activities to keep children engaged</li> </ul>	<p>Use of staff voice from end of year to be used to inform CPD and PESSCO/coach support for the coming year so as to enhance and continue to grow our delivery of Complete PE.</p> <p>Continued use of YST quality mark questionnaire as a baseline for coming year's action plan, and as a way to identify any improvements that can be planned for in our current provision.</p> <p>PESSCo used to support new staff coming into the school and new SL with curriculum development. VRSSP partnership link will provide training options here which need to be taken advantage of.</p>

	<p>Youth Sport Trust Quality Mark that has been used as a baseline for our annual action plan.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>• The Power of an Active School</li> <li>• Leading High-Quality Teaching and Learning across the School</li> <li>• Creating the Best PE Provision for our Learners.</li> <li>• My Personal Best Workshop.</li> <li>• Preparing for a 'Deep Dive'</li> <li>• Recruiting &amp; working with coaches</li> <li>• FA Active Play through Storytelling &amp; AS Clubs</li> <li>• Teach Active English &amp; Maths Workshop</li> </ul> <p>We have used the Active School Planner to in part inform our annual action plan and develop certain groups within the school community. The feedback showed that some SEN children with social/emotion needs were finding accessing PE session tricky so resources and techniques to support these children were shared through the year. These children were also monitored as part of an ongoing focus.</p> <p>Continually focus has also been on attempting to increase staff</p>		<ul style="list-style-type: none"> <li>• Deeper thinking about steps to develop basic skills for KS1.</li> <li>• Much more organised and challenging lessons with a clear objective.</li> <li>• Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.</li> <li>• Enhanced questioning</li> <li>• From the training I received I now feel when I teach an area of PE my pupils knowledge, understanding, skills and progress is much more secure and is having an impact on their learning.</li> </ul> <p>Focus of PESSCO was also to continue to support the staff with delivering complete PE units and around changes in units and year groups. Complete PE has now be used 2 years alongside the updated assessment tool. This has allowed staff to take ownership of the scheme and begin to develop and improve upon its blueprint so it becomes a St Bede's owned provision.</p> <p>Staff voice has also been used to provide feedback on the use of Complete PE and the data reporting tool. Focus now needs to analyze specific strands alongside staff voice CPD feedback so as to make sure</p>	
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	<p>motivation and prioritisation in incorporating more physical activity across the whole school day.</p> <p>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times</p> <p>We endeavour to ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. Monitoring of groups such as SEN or PP as well as offering FOC sessions for priority children has been included. The use of the VRSSP inspire, aspire, celebrate scaling has also developed inclusivity within competition and in school training sessions.</p> <p>We consult pupils in a variety of ways, about what extra-curricular activity they would take part in and aim to include this in our offer in order to include all. This is done through pupil voice and SSOC liaison meetings generally. Our school has a measured 400m route around our playground and field where pupils run or walk laps as part of active time or PE sessions.</p> <p>We have developed Play Leader roles who create activities to make lunchtimes more active. This has been enhanced by the employment of Mr</p>		<p>PESSCo and Andy Ault use continues to support identified weaknesses.</p> <p>Youth Sports Trust action planning tool is now used yearly as an assessment of our present position and to recommend next steps in our action plan for the coming year. This lead to the focus around inclusion and the engagement with the aspire, inspire, celebrate programme offered by the VRSSP as well as the focuses on personal best challenges and pupil leadership. This process needs to continue to be used as regular yearly starting point.</p> <p>Training was also received by SL as part of a course offered by Swim England to allow SL to achieve a Level 1 certificate and to deliver sessions directly as part of the curriculum swimming programme.</p>	
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	<p>Andy Ault who has expanded his ASC clubs to also include training and co-ordinating leaders allow them to focus on the competition relevant needs of the whole school.</p> <p>We have engaged with the British Cycling balance biking programmes Ready Set ride, The Big Walk and Wheel and Bikeability training to improve pupils' skills and confidence and support them and their families take up more active travel to and from school. As well as this, KS2 classes also took part in the 'Let's Walk' Road safety sessions again linked to active travel.</p> <p>Finally, we took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school.</p>			
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 35.5%</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>



<ul style="list-style-type: none"> <li>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partnering with other schools to run sports and physical activities and clubs</li> <li>providing more and broadening the variety of extra-curricular physical activities after school, delivered by the school or other local sports organisations</li> </ul>	<p>To provide a broad and evolving range of sports and activities to engage all children across our school.</p> <p>- seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>The PE curriculum to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</p> <p>School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress with the support of the SL.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups.</p> <p>To use PE, School Sport &amp; Physical Activity as part of our school culture and have lessons to build confidence, fitness and skills.</p> <p>To followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p>	<p>£7944.90</p>	<p>The offer was broad and provided inclusiveness generated by the celebrate, aspire, inspire positive feedback from pupils.</p> <p>Andy Dufty Cheshire Cricket board -- year 5 and year 6 classes. Mixed teams attended KS2 events in the VRSSP. Additionally providing a free of charge ASC club for children in KS2 wishing to take up cricket.</p> <p>Archery sessions - Year 6 class</p> <p>Judo sessions and fencing session in Autumn and Spring term. These were paid sessions which we were able to subsidise for PP children.</p> <p>AA Coaching ASC children from Y1-6.</p> <p>- striking and fielding, invasion games and athletics were offered.</p> <p>Sale Sharks - tag rugby sessions for Y3 and Y4 (focus on resilience).</p> <p>- Sale sharks AO Programme: rugby coaches re-visited the school and delivered a 2 hour session with our Y6 children focusing on transition to high school through sport.</p> <p>Hartford Tennis club - Y3 and Y4 developing tennis skills.</p> <p>Our PESSCO also supported the training of sports teams. (also Andy Ault and staff volunteers.)</p> <p>Swimming sessions- Year 4 (whole year)</p> <p>Swimming gala for the whole school.</p> <p>With nearly 80 children from YR-Y6</p>	<p>Ensure this wide range of sports continues. Use questionnaires and Pupil Voice to ensure that any new sports that we do not do that the pupils would like can be taught. Sports from the Commonwealth Games such as badminton, table tennis and 3v3 basketball may be added to the list of activities for 2023/24</p>
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			and a full house of spectators, this was our largest child percentage involvement for 10 years. Outside activities: gardening club, litter picks and active time with our school dog.	
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**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:

9%

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?
<ul style="list-style-type: none"> <li>increasing and actively encouraging pupils' participation in the School Games</li> <li>organising more sport competitions or tournaments within the school</li> <li>coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> </ul>	To take part in a wide variety of competitive sports both within school and against other schools. -- plan a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (local cluster/across the Vale Royal School Sport Partnership), Fully involved in the School Games and other schools' competitions -take part in an annual School Games Festival (National School Sport Week) -engage with a wide-range of festivals and events for a range of age and abilities including Women's World Cup 2023	£2014.20	<p>Sustainability and suggested next steps:</p> <p>Continue the strong offer next year. Use Pupil Voice to ensure pupils not accessing the offer can say why and I can adapt the program to help.</p> <p>Our continued ethos as a school and staff has been to say yes to attending competitions whenever possible and for the children to be proud to wear the St Bede's badge and to be our representatives in as broad a range of situations as possible. Attendance at cluster events within our PESSCO controlled area, as well VRSSP events, inter-school matches and intra-school sessions focused on preparation for competitions. These support our achievement of the Gold School Games Mark.</p> <p><b>ACHIEVEMENTS</b> UKS2 cluster girls football comp, 2<sup>nd</sup> and 4<sup>th</sup> as well as spirit of the games winners.</p>

To apply for School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (focusing ASC and lunchtime clubs towards events). Follow the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we engage in a wider range of children accessing competitive and non-competitive activities.

UKS2 cluster football comp, 2<sup>nd</sup>, 6<sup>th</sup> and 7<sup>th</sup>.  
 LKS2 VRSSP football event, 2<sup>nd</sup> overall.  
 UKS2 mixed netball cluster, winners.  
 UKS2 VRSSP basketball comp, 2<sup>nd</sup> and 3<sup>rd</sup> and spirit of the games winners.  
 UKS2 cluster sports hall athletics, 3<sup>rd</sup>.  
 VRSSP netball finals, 3<sup>rd</sup> overall.  
 KS2 cluster cross country, 3<sup>rd</sup> place.  
 UKS2 girls football matches vs Lostock Gramam (lost 4-0 and won 4-2).  
 VRSSP LKS2 diamond cricket, 2<sup>nd</sup> place.  
 UKS2 VRSSP cricket comp, 2<sup>nd</sup> place.  
 UKS2 boys football match vs Lostock Gramam (0-0 draw).  
 UKS2 VRSSP orienteering competition, 3<sup>rd</sup> overall.  
 UKS2 tri-golf VRSSP competition, 2<sup>nd</sup> overall.  
 LKS2 VRSSP mini-tennis tournament, 4<sup>th</sup> overall.  
 UKS2 cluster quadkids comp, winners.  
 UKS2 girls world cup VRSSP event, 5<sup>th</sup> overall.  
 UKS2 dodgeball cluster comp, winners.

Swimming Gala, winners. St Teresa.  
 Sports Day, winner. St Oscar Romero.

House competitions: Sports Day and School Swimming Gala. These focussed on celebrating achievements both personal (perseverance, celebrating others) as well as sporting with stickers, awards, display boards and social media links.

			Celebrating the achievements of all the children representing the school is something we also always do through awards and certificates in assemblies, sports reports published through our website and through celebration on social media throughout the year.	
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Signed off by	
Head Teacher:	Louise Conlon
Date:	25/07/23
Subject Leader:	Mr D Armstrong
Date:	19/07/23
Governor:	Mrs J Starsiak
Date:	25/07/23