

Primary PE & Sport funding

At St Bede's we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Total underspend carried forward from 2020/2021	£4000
+ New grant for this academic year 2021/2022	£17730
= Total available for 2021/22 to be spent by 31st July 2022	£21730

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Launch of whole school updated PE curriculum. This use of a bespoke provider allowed us to plan an updated whole school approach to different strands of PE teaching, accommodating clear progression and next steps whilst also catering for more specific unit by unit assessment. Upscaling of after school, playtime and lunchtime clubs for children. This was enabled through three main channels. The maintaining of communication between the school and external providers, the willingness of staff to volunteer their spare time to work with target groups of children, and also the use of pupil voice to provide the sessions requested by the children. Involvement and performance in inter-school competitions. Despite restrictions and cancellations we have a concerted effort to allow as many children as possible to aspire, inspire and celebrate events. This has meant more children have been able to feel proud representing the school and we've also achieve 3 county final, including a second place. 	<ul style="list-style-type: none"> More integrated opportunities for children to act as leaders. Despite have PGL and SSOC operating in the school, covid restrictions and other pressures meant chances for the children to have range in their leadership was often limited with regard to time and who they could work with. This also limited intra-school events. Building on the start made last year after previous covid limitations will be a target. Training for all staff and also opportunities for staff to benefit from observations and feedback. As we have implemented the new curriculum for this year staff are now in a position to state which areas they feel they made need support in moving forward. This can be provided through training opportunities, team teaching and observational feedback.

Key indicator 1: <i>The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</i>			Percentage of total allocation:
			16.9%
Intent	Implementation	Impact	Sustainability

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>To providing targeted activities or support to involve and encourage all children to be aware of their mental and physical health and to be able to discuss it.</p> <p>To do this by encouraging active play during break times and lunchtimes, led by adult or children leaders and supported by an improvement range of resources and facilities.</p> <p>To help children understand that being active is important at school and at home.</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <p>We have used the Active School Planner to inform our yearly action plan and help support targeted groups in the school community. The patterns of behaviour shown by the results showed a less confident children desired opportunities that fitted their levels whilst still retaining activity and challenge.</p> <p>The actions being taken to tackle the issues presented are:</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner. We attempted to increase staff motivation, confidence and competence to incorporate 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</p>	<p>£2551.51</p>	<p>Continued development of relationship with VRSSP has enabled teachers to build on use programmes such as '5-a-day' and also other active breaks within lessons so to embed the benefit of being active and its link to learning for the children.</p> <p>Repairs and updates have been made to equipment around the school including gym apparatus in the hall and also the outdoor area trim-trail. This has enabled this area to be now used regularly during lesson time rather than just at break time. Its use has also support SEN children for brain-breaks as well as being factored into timetabled lessons.</p> <p>We ran a 'Healthy Me from Head to Toe' week which encouraged both physical activity for the children but also how to look after their mental health, hygiene and diet. Mindfulness session were incorporated for all classes as were oral hygiene sessions for KS1 and Food and Mood sessions for KS2.</p> <p>Targeted equipment buying has also taken place to allow</p>	<p>Continued and developed use of MUGA area to run timetabled lunchtime/AS clubs for specific groups of children generated by pupil voice or celebrate and inspire competition feedback. Increased staff involvement in this.</p> <p>C4L to be run by SL this year with support of Y3s moving up and new SSOC. This can then start to become more of a child led club and be developed to include children who may benefit from active interventions.</p> <p>PESSCO to train new PGL and clear timetable established for their use within whole school for break, lunch and reception. To build in supporting SSOC with intra-school events.</p>

	<p>extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs</p> <p>We consult pupils in different ways, about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</p> <p>Our Change 4 Life club in years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles</p> <p>Our school has a recreational running track called the Golden Mile where pupils run or walk laps of our designated track</p> <p>We have developed Play Leader roles who create activities to make lunchtimes more active.</p> <p>We have engaged with the British Cycling balance biking programme Ready Set ride, Big Pedal and Bikeability training to improve pupils' skills and confidence and support them and their families take up more active travel to and from school. Playground leader will support this.</p> <p>We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school</p>		<p>whole classes or sets of children to engage more fully in session or clubs, for example, Frisbees, tennis balls, netballs and footballs. Development has been made with use of our MUGA. This has included break out time for different classes, a different area for break time games, and also a space for targeted clubs to operate on such as Y5 Basketball or girls football. Our active mile track is now more embedded with the children and used for both break out times and within PE lessons.</p> <p>The school participated in the Sustrans 'Big Walk and Wheel' for the w/c 21st March and logged 376 journeys for just the one week, this represented 36.86% of journeys being made by active travel and this supported by Sustrans lessons being offered within class. These results put us 7th in our Local Authority and was supported greatly by parents also travelling by bike, walking or scooter and also by their support online via social media.</p> <p>Use of social media to promote examples of in school activities has also been strong way to continue to link with parents. Our PESSCO, Matt Armstrong used his time in school to train Y6 PGL who then were able to</p>	<p>SSOC to be trained and to represent whole school as voice to staff. To raise profile of active time through promotion of intra-school events.</p> <p>Continued use of social media and information sharing to not only help signpost parents to clubs and sports out of school but also to promote other ways of being active and the benefits of mental health.</p>
--	--	--	---	---

			<p>run sessions with KS2 at break time and also with YR to support multi-skills and the RSR program on a weekly basis. This use of PESSCO time is now established.</p> <p>Our Y3 teacher also ran C4L club (Monday Fun club) and with regular check ins with SL we were able to rotate children and equipment so to involve many less active Y3/4 children. The Y3 regular members will now take lead with SSOC next year.</p>	
--	--	--	--	--

Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28.8%
Intent	Implementation	Impact	Sustainability	
<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>To actively promote and embed whole school PE or Sports based events as a key part of our school curriculum. These can be based around competition, being active, improving mental health or improving diet. Linked in with these will be opportunities to promote our school values or respect, pride, responsibility, challenge and curiosity as well as the opportunity to link to British Values and international collaboration and to</p>	<p>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. We will focus on whole school days or events looking at different aspects of our intent with the addition focus of</p>	<p>£4341.54</p>	<p>Whole School Sports day run for the first time in 3 years, due covid issues. For the whole of EYFS and KS1 this was their first proper sports day and first opportunity to allow all parents into school to celebrate for 2 years. Track and field competition was run all day supported by SSOC, PGL and also PESSCO provided high school children. All staff were involved in the afternoon to celebrate with the children the inclusiveness and community of the event.</p>	<p>To use pupil voice to support more decision making around PE, school sports and physical activity promotion. To also involve parent voice and look at not just the breadth of our offer but also how well it is targeted and accessible.</p>

<p>foster greater engagement in all pupils in school.</p>	<p>these being used to bring the school together as a community following the bubble fracturing of covid. We will recognise that promoting mental and physical health goes beyond the role of SL and SLT and needs to be modelled and supported by all staff within the school so that all children feel its effect.' We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives. We are included in the Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. This training course and supporting resources have been developed to support 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking & listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the playground and engaging in a wider range of activities. We have pledged to offer equality of opportunity in football and complete the annual 'Equal Access Survey' in support of this intent. We took part in/applied to take part in the Cheshire & Warrington 'Let Girls Play' Festival to further engage a specific group of girls.</p>		<p>School games mark Gold achieve, this builds on x2 years Games Mark recognition during covid as well as Gold achieved the year prior to that. A target of improving skills at playtime was agreed. As a result, new storage and multi-skills equipment was purchased for the children to access at break time and lunch time, the effect of this has been an increase of children trying different sports e.g. tennis or netball, as well the development of creative and team games. 5-a-day fitness continues to be used across the school for targeted active session. As a school we celebrated a Commonwealth week which linked into Fairtrade and the values of the Commonwealth games. PGL wrote a pledge linked to these values which was shared in a welcoming ceremony involving the whole school as part of our involvement in the VRSSP Commonwealth Games Baton relay. The SSOC with other Y6 children then passed the baton onto the next school where the pledge was also shared. These events were promoted through social media and we had parents and staff take part in the baton relay with us. As a whole school we were involved in activities for World Mental Health day with a focus on children's mental health and how and why it is important. The language round this and covid recovery is now being more embedded and children are able to more clearly articulate when mental</p>	<p>To make embedded weeks/days, such as 'Healthy me Week' or 'Mental Health' day more developed. To create a bank of resources for these and to look at progression in these areas linked to PE assessment.</p> <p>To have a focus on leadership within this area, not just for the children in PGL or SSOC but also within the staff so as to continue to take part and take control of activities that can be run with small target groups.</p>
---	--	--	--	---

We attended our local Commonwealth Games Celebration Event to participate in a variety of CWG sports, centred on the values of Humanity, Destiny & Equality. We took part in our local Schools Baton Relay and made a pledge to support the legacy of the games.

health is important within a healthy lifestyle.
Within school we also held a 'Sports Week', the focus was twofold, both around challenging your personal best but also bringing the whole school together for competition between house. This allowed children to try activities within a supportive and risk free environment.
Our Athlete visit saw para-cyclist Pete Mitchell visit the school. He gave a brilliant talk on his role as a pilot for disabled athletes and also support Y6 in their careers week by discussing in class some of the roles and jobs linked to elite sport.
Opportunities have been available for KS2 children in leadership roles within C4L clubs, PGL and SSOC all of which have been successfully re-instigated after the covid hiatus. A highlight was the Y6-YR link where Y6 would spend the last 20 minutes of their lunch working on multi-skills and RSR work with the reception children. Feedback from staff and children was positive and this will be maintained.
Pupil voice through both SL surveys, SSOC and circle time was used to identify how less active/less involved children could be included more within clubs or activities across the school. Many spoke about the fact that it was not necessarily the club that was offered but the level of ability or who else was involved. Cost also came out as an underlying factor so both of these are areas to build on.
As well as using the FA Shooting stars programme to support specific

			<p>children in KS2, we also attend the Euro 2022 celebration event where Y4+5 girls who has shown an interest in football were given the opportunity to take part.</p> <p>Finally 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>	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation	Impact	Impact	Sustainability
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>Implementation of new 'Complete PE' overview across whoel school. Staff to use new scheme and resources so as to establish clear progression across strands within school. Existing good practice to be woven in with this.</p> <p>New strand by strand assessment to be completed to begin giving a clearer overall picture of progress with more breakdown and less generalisation.</p>	<p>We ensure our 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>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified</p>	£2267	<p><u>All staff</u> have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> • Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. • Lots of good ideas to help deliver the curriculum more effectively. 	<p>Complete PE to be maintained and updated as a whole school program of delivery and assessment.</p> <p>Successful and gaps to be reviewed annually with staff to ensure best quality delivery. E.g. Is kit missing, is progression working?</p>

<p>Use of PESSCO and other 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.</p>	<p>that they would benefit from additional support. Specific staff have attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark. Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> • Creating the Best PE Provision for our Learners • My Personal Best Workshop • Preparing for a 'Deep Dive' • Assessment in PE • FA Active Play through Storytelling & AS Clubs • Teach Active English & Maths Workshop <p>Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</p>		<ul style="list-style-type: none"> • More ideas about how to enable the children to make progress through the skills. • Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation. • More confident in teaching more advanced skills • Instant feedback and use of physical education vocabulary • Improved PE lessons and pupils engagement with lessons • Knowing in greater detail what is required during a PE session • Improve differentiation within the lesson • Lots of short activities to keep children engaged • Much more organised and challenging lessons with a clear objective. • Enhanced questioning. <p>Focus of PESSCO was also to support staff, who due to implantation of new 'Complete PE' scheme, were teaching units or topic unfamiliar to them.</p> <p>Complete PE has now be used for a full year alongside the assessment facility. This has allowed gaps in delivery to be plugged but also for a more easy discussion of what topic work and what equipment is needed as staff have been able to plan ahead more clearly and this discussion has been easier.</p> <p>Following on from this, SL observations have also begun with feedback provided in both KS1+2. This is to continue into</p>	<p>Focussed observations with SLT support to be carried out by SL across the school on focussed strands. Feedback to be shared to support best practice and use 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>next year alongside SLT support, with the aim of focussing on certain strands such as dance or gym.</p> <p>Staff voice questionnaire have been used to support this transition from covid protocols to full Complete PE teaching. Main focus has been to support embedding of Complete PE and how to best use the program.</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. This process with now be used as regular yearly starting point.</p>	
--	--	--	---	--

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				29%
Intent	Implementation	Impact	Sustainability	
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:
To introducing and re-introduce a range of sports and physical activities to encourage more pupils to take up sport and physical activities. To focus on both less	We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-	£4370.79	Our offer here this year has been structured around covid practicality in the earlier part of the academic year as well as link to the inclusiveness provided by celebrate, aspire, inspire and the	To make better use of established resources and links within school such as staff with sporting

<p>active but also active but less engaged groups to give equal opportunity. Providing more and broadening the variety of extra-curricular physical activities after school and also at lunchtime. Also providing greater involvement from current school staff as well as external providers in this area.</p>	<p>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. Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. 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. Our offer is inclusive, ensuring equal opportunity is presented to all groups. We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills. We have followed the 'Celebrate', 'Aspire' & '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>feedback that came from pupil voice linked to this.</p> <p>Mark Greaves from Cheshire cricket came to school to work with our year 5 and year 6 classes. From this we were able to take mixed teams to both KS2 events in the VRSSP that included a better balance of boys and girls than in previous years.</p> <p>Building on the positive feedback from last year we were able to retain Archery session for the Year 6 children as part of curriculum outdoor provision. The same company also provided Judo sessions and fencing session in Autumn and Spring term. These were paid sessions which we were able to subsidise for some PP children.</p> <p>Andy Ault was able to run a whole year of ASC which included children from Y1-6. A variety of striking and fielding, invasion games and athletics were offered.</p> <p>Ben Derbyshire from Vale Royal academy built on his previous experience with our school, this year providing tri-golf curriculum sessions as well as an ASC. From this we were able to place in the Y3/4 tri-golf county finals and also came 2nd in the Y5/6 county finals.</p> <p>Our PESSCO, Matt Armstrong was able to not only offer curriculum sessions but also supported the training and implementation of PGL for Year 6 which then filtered down to KS2 break time and time with YR as mentioned above.</p>	<p>skills and Andy Ault. Plan for establish set half-term clubs for less engaged children based on pupil voice. Also to use Andy Ault as experienced ASC coach to support PGL/SSOC and development of multi-skills teaching in KS1.</p> <p>Through use of continued monitoring of participation, to identify those children or families who do not participate in clubs/events and seek to mould our offer to make sure all children feel safe trying new things at St Bede's.</p> <p>To be aware of next steps in swimming provision. Due to staff departures and covid restrictions we have not been able to offer fully sessions aimed at water safety and will also need a new 'swimming lead' at school. These issues to be a</p>
--	--	--	--	--

			<p>Swimming sessions were adapt to deal with continuing covid impacts. To complete their sessions Y5 continued swimming with Y4 then taking over sessions in the 2nd part of the year so no child missed our due to covid.</p> <p>A C4L club was run on Monday lunchtimes for a range of less active Y3/4 children and was guided by their voice to include activities such as litter picks and flower planting.</p> <p>To make best use of facilities and to accommodate feedback from pupil voice staff clubs were also run during the year with a focus on those that had not had opportunities in other areas of our offer. These included an AS netball club for girls, and also lunchtime basketball, netball and football clubs.</p>	priority to maintain standards.
--	--	--	--	---------------------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.3%
Intent	Implementation		Impact	Sustainability
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:
To make children proud of representing the school in a sporting or competitive	We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school	£1553.57	Despite the impact covid had on cancellation and postponements in the 1 st half of the academic year, our aim	After competition schedule is established an overview for the

<p>capacity, increasing and actively encouraging pupils' participation in the School Games events.</p> <p>Mirroring this through staff involvement with training and preparation to make sure children can take part in as many events as possible and have as many opportunities as possible to succeed with the celebrate, aspire, inspire framework.</p>	<p>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 (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</p> <p>Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on Commonwealth Games sports & football to utilise the impact of the UEFA Womens Euros.</p> <p>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</p> <p>We have followed the 'Celebrate', 'Aspire' & '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>as a school was always to attempt 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 a range of venues.</p> <p>We attended both cluster events within our PESSCO controlled area, as well VRSSP events, county events and intra-school sessions focused on preparation for competitions.</p> <p>These support our achievement of the Gold School Games Mark.</p> <p>Here are a list of our successes:</p> <p>Y5/6 mixed and girls football, 3rd in cluster. Y6 girls, placed at tag rugby event at WPRFC. Y5/6 mixed netball team, 2nd in cluster. Y3/4 girls football team, winners in VRSSP tournament. Y5/6 mixed hockey, winners in cluster tournament. Y3/4 girls football team, 8th at county finals in Crewe. Y5/6 basketball team, 4th in cluster celebrate event. This team's pupil voice though inspired x3 terms of lunchtime basketball clubs. KS2 cross country team, 3rd in cluster. KS2 SHA athletics team, missed event due to covid so attended separately in a personal best challenge. These events then informed Sports Day ideas and quad kids preparation. Y3/4 cricket team, 4th in VRSSP competition.</p>	<p>year is to be published and shared in the staff room. This will encourage all staff to sign up to train and take different sets of children to a range of events on offer. I will seek to develop this from last year to include links to rules, celebrate/aspire/inspire information and better preparation of equipment.</p> <p>Development of intra-school events through SSOC beyond inter-school preparation into more whole school personal best challenges and opportunities to try new sports. Improved sharing and publicity of these both in school and through use of website and social media.</p>
---	---	--	---	---

			<p>Y5/6 mixed cricket team, 2nd in VRSSP event at WCC.</p> <p>Y5/6 mixed dodgeball team (aspire), 3rd in cluster event.</p> <p>Y3/4 mixed tri-golf team, winners at VRSSP tournament.</p> <p>Y5/6 mixed tri-golf team, winners at VRSSP tournament.</p> <p>Y5/6 mixed quad kids team, 2nd at cluster event but with individual boys winner.</p> <p>Y3/4 mixed mini-tennis, runners up VRSSP finals.</p> <p>Y5/6 mixed orienteering team, 3rd in VRSSP tournament.</p> <p>Y3/4 mixed rugby tournament, VRSSP placed.</p> <p>Y5/6 mixed rugby tournament, VRSSP placed. For this event we took the entire of our Y6 children from those keen to those tentative. The improvements and pride from all involved as well as the team work were a real success.</p> <p>Y3/4 mixed tri-golf team, county final, placed.</p> <p>Y5/6 mixed tri-golf team, county final, 2nd and Spirit of the Games winners.</p> <p>During our Sports Week personal best challenges as well as a competitive house vs house Sports Day were run. Winners and also those modelling the school value were celebrated. Celebrating the achievements of all the children representing the school is something we always do through awards and certificates in assemblies, sports reports published through our website and through celebration on social media.</p>	
--	--	--	--	--

--	--	--	--	--

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?</p> <p>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 2022.</p> <p>Please see note above.</p>	90.3 %
<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>	77.4 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90.3 % <i>Follow up swim safe session cancelled due to Covid.</i>
<p>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?</p>	No

Signed off by	
Head Teacher:	Louise Conlon
Date:	
Subject Leader:	Daniel Armstrong
Date:	31/07/22
Governor:	Jolanta Starsiak-Roberts
Date:	

