



Gateshead School Sport Partnership

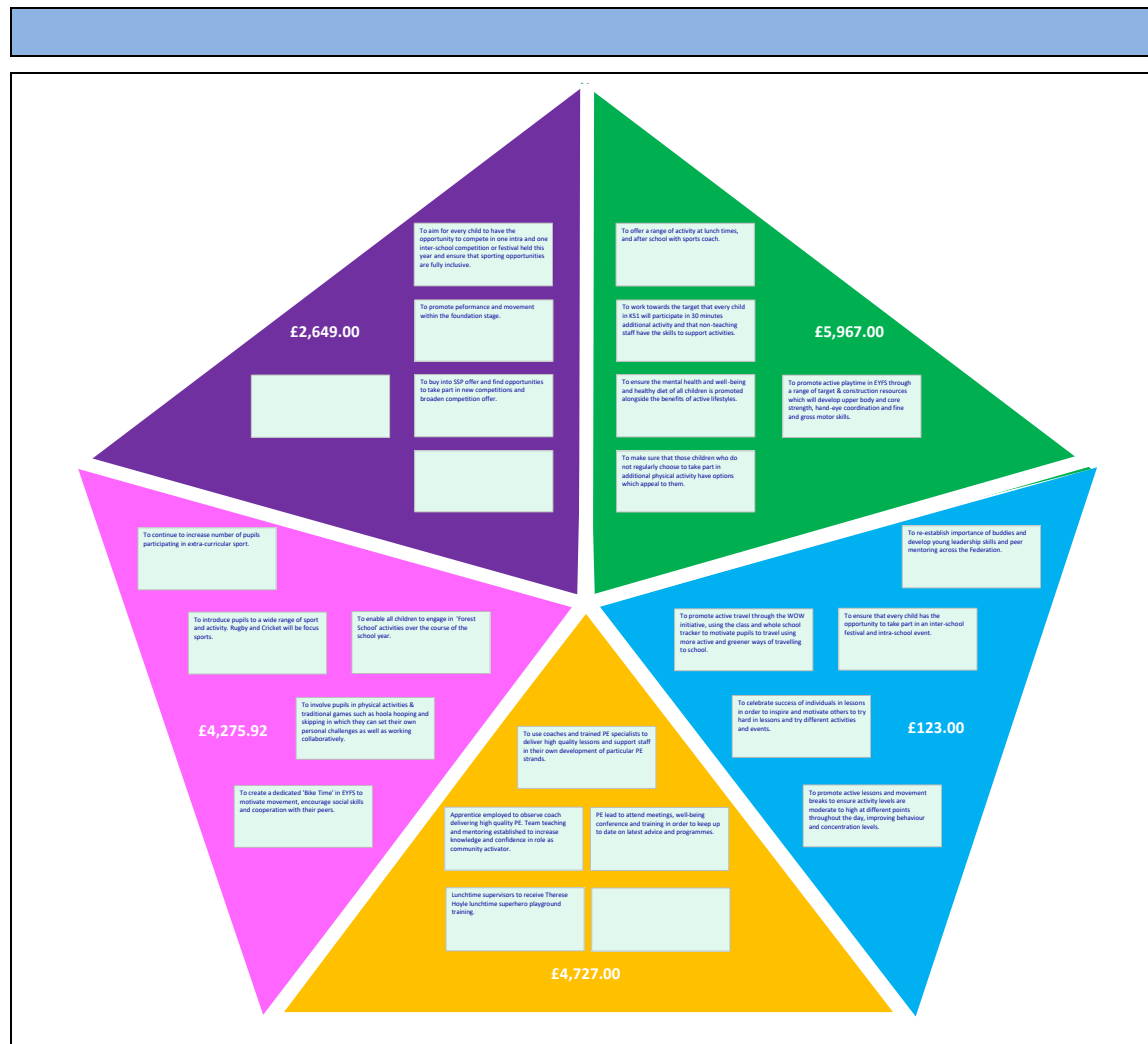
Date:	Jul-22
School:	Ryton Community Infant School
Staff:	Deborah Ashcroft (Executive Headteacher) All Bottomley (PE lead)
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No. Pupils KS2 ¹	N/A
SSG Mark Target:	N/A

¹This action plan template and the associated criteria are based around the School Games Mark criteria for a primary school with more than 120 pupils in KS2 – different criteria will apply to a school with a KS2 of 120 pupils or less

School Vision for PE & School Sport:

All pupils will leave our Infant school, heading into the Junior school, being physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. This will be embedded within their education from EYFS upwards. In the coming year, our key focus will be the development of a range of physical skills to be taught through various aspects of physical development to be carried out within lessons and across the school day by all staff and pupil leaders (buddies). By giving our children a broad range of opportunities, we hope to ensure that our young people have increased self-confidence, are able to communicate, problem-solve and organise, have a sense of self-worth, and show respect for others.

Finance & Budget			
Allocation 2021-22 £16,610 plus CF £5201 = £21,811			
The section provides an overview of the planned activities and the forecasted expenditure against each of the '5 Key Indicators' (KPIs) – following the impact of Primary PE and Sport Premium – Guidance & Template, Sep 2016, latest edition. Expenditure has been split into 'Core' and 'Sport Premium' to demonstrate how Sport Premium funding is being utilised to complement the school's existing provision within Physical Education and school sport.			
1. Engagement of ALL pupils in regular physical activity – kick starting healthy active lifestyles	£0.00	£5,967.00	£5,967.00
1.1 To offer a range of activity at lunch times, and after school with sports coach.	£0.00	£3,120.00	£3,120.00
1.2 To work towards the target that every child in KS1 will participate in 30 minutes additional activity and that non-teaching staff have the skills to support activities.	£0.00	£1,560.00	£1,560.00
1.3 To ensure the mental health and well-being and healthy diet of all children is promoted alongside the benefits of active lifestyles.	£0.00	£240.00	£240.00
1.4 To make sure that those children who do not regularly choose to take part in additional physical activity have options which appeal to them.	£0.00	£625.00	£625.00
1.5 To promote active playtime in EYFS through a range of target & construction resources which will develop upper body and core strength, hand eye coordination and fine and gross motor skills.	£0.00	£422.00	£422.00
2. Profiles of PE and sport being raised across the school as a tool for whole school improvement.	£0.00	£123.00	£123.00
2.1 To re-establish importance of buddies and develop young leadership skills and peer mentoring across the Federation.	£0.00	£123.00	£123.00
2.2 To promote active travel through the school initiative, using the class and whole school trolley to motivate pupils to travel using more active and greener ways of travelling to school.	£0.00	£0.00	£0.00
2.3 To ensure that every child has the opportunity to take part in an inter-school festival and intra-school event.	£0.00	£0.00	£0.00
2.4 To celebrate success of individuals in lessons in order to inspire and motivate others to try hard in lessons and try different activities and events.	£0.00	£0.00	£0.00
2.5 To promote active lessons and movement breaks to ensure activity levels are moderate to high at different points throughout the day, improving behaviour and concentration levels.	£0.00	£0.00	£0.00
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	£0.00	£4,727.92	£4,727.92
3.1 PE lead to attend and lead to seminars to deliver high quality lessons and support staff in their own development of particular PE strands.	£0.00	£2,060.00	£2,060.00
3.2 Apprentice employed to observe coach delivering high quality PE. Team teaching and mentoring established to increase knowledge and confidence to role as community educator.	£0.00	£1,747.00	£1,747.00
3.3 PE lead to attend meetings, well-being conference and training in order to keep up to date on latest advice and programmes.	£0.00	£0.00	£0.00
3.4 Lunchtime supervisors to receive Theresa (single lunchtime supervisors playground training).	£0.00	£0.00	£0.00
3.5	£0.00	£0.00	£0.00
4. Broader Experience of a Range of Sports and Activities Offered to all Pupils.	£0.00	£4,275.92	£4,275.92
4.1 To continue to increase number of pupils participating in extra-curricular sport.	£0.00	£140.00	£140.00
4.2 To introduce pupils to a wide range of sport and activity. Rugby and Cricket will be focus sports.	£0.00	£128.00	£128.00
4.3 To enable all children to engage in 'Forest School' activities over the course of the school year.	£0.00	£0.00	£0.00
4.4 To involve pupils in physical activities & traditional games such as hula hooping and skipping in which they can set their own personal challenges as well as working collaboratively.	£0.00	£2,593.43	£2,593.43
4.5 To create a dedicated 'Bike Time' in EYFS to motivate movement, encourage social skills and cooperation with their peers.	£0.00	£1,414.49	£1,414.49
5. Increased Participation in Competitive Sport	£0.00	£2,649.00	£2,649.00
5.1 To aim for every child to have the opportunity to compete in one intra and one inter-school competition or festival held this year and ensure that sporting opportunities are fully inclusive.	£0.00	£395.00	£395.00
5.2 To promote performance and movement within the foundation stage.	£0.00	£104.00	£104.00
5.3 To buy into SSP offer and find opportunities to take part in new competitions and broaden competition offer.	£0.00	£2,150.00	£2,150.00
5.4	£0.00	£0.00	£0.00
5.5	£0.00	£0.00	£0.00
TOTAL(s)	£0.00	£17,741.92	£17,741.92



OVERVIEW & BASELINE			
Criteria	RAG Rating		
	Red	Amber	Green
Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.
Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.
Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.
Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.
How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.
Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.
Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.



SCHOOL SWIMMING INFORMATION 2021-2022

MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

1. What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25m when they left your school at the end of the last academic year?	98%
2. What percentage of your Year 6 pupils could use a range of strokes effectively (for example, front crawl, backstroke, breaststroke) when they left your primary school at the end of last academic year?	98%
3. What percentage of your Year 6 pupils could perform a safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	98%
4. Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes (Junior spend)

1. Engagement of ALL Pupils in Regular Physical Activity - Kick Starting Healthy Active lifestyles

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Actual Funding		Evidence Required	School Games Mark Criteria	Planned Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
1.1	To offer a range of activity at lunch times, and after school with sports coach.	Children will have opportunities to take part in organised physical activity outside of PE lessons.	Timetable of playground zones.	NJ	Sep-21	£0.00	##### ##### #	Attendance at clubs monitored. Feedback from staff and leaders.		£0.00	##### ##### #	Pupils active at lunchtime. Children had opportunity to join after school club. Buddies and Y1 trained with GC in traditional playground games.	Consider timetabling of lunchtime to allow better opportunities for buddies to organise activities which target every year group across	
			Lunchtime staff to encourage use of sport markings	All staff	Across year									
			Active after-school club 2 days a week.	JL	Sep-21									
			Buddies to support break and lunch activities.	NJ	Across year									
			Training with GC for new buddies.	AB	Summer 22									
1.2	To work towards the target that every child in KS1 will participate in 30 minutes additional activity and that non-teaching staff have the skills to support activities.	Children will be active at regular intervals throughout the day, increasing health benefits and an enjoyment of physical activities which in turn leads to better learning in the classroom.	Focus on active playtimes.	All staff	Sep-21	£0.00	##### ##### #	Monitor pupil participation outside of curriculum time.		£0.00	##### ##### #	Playtimes see lots of activities and many children and staff are engaged. New buddies in place for new academic year.	Plan sessions with lunchtime supervisors, buddies and community activator to target all groups of children for 30 mins activity.	
			Variety of resources available during active play.	AM/NJ	Sep-21									
			Training with GC for new buddies.	AB/GC	Jul-22									
			Staff to encourage use of markings and MUGA.	All TA staff	Daily									
			Lunchtime Clubs with Sports Coach.	JL	Across year									
1.3	To ensure the mental health and well-being and healthy diet of all children is promoted alongside the benefits of active lifestyles.	Children understand the positive impact of activity and diet on emotional health and the benefits of feeling better within themselves.	Health and Well-being SLA.	AB/HL	Sep-21	£0.00	£240.00	Mental health and well-being survey for staff and children.		£0.00	£300.00	Resources for teachers shared ahead of MH week. Children engaged well in activities across the Federation.	Use results from well-being survey to implement changes and support for staff and children.	
			Organise Federation Mental Health Week	AB	Feb-22									
			Health and well-being conference	AB	Jun-22									
			Incorporated into PHSE lessons.	All staff	Across year									
1.4	To make sure that those children who do not regularly choose to take part in additional physical activity have options which appeal to them.	Identified children will take part in fun, healthy activity and have more confidence to take part in the long term.	Continue Change 4 Life Club with specific invite	EG/JL	Sep-21	£0.00	£625.00	Monitor use to ensure maximum benefit		£0.00	£600.00	Club ran from September to April with regular attendance of identified pupils.	Club to continue next year with new apprentice activator who has assisted with this year's club.	
			Survey of need amongst staff	NJ/JL	Sep-21									
			JL (PE Coach) to run free access club after-school	JL	Sep-21									
1.5	To promote active playtime in EYFS through a range of target & construction resources which will develop upper body and core strength, hand-eye coordination and fine and gross motor skills.	To support children across the curriculum from EYFS onwards in developing strong gross and fine motor skills in order to improve control. Coordination, strength and physical confidence.	Purchase construction den kits.	KB/EG	Jun-22	£0.00	£422.00	Staff assessment and child feedback.		£0.00	##### ##### #	Resources purchased late in year ready to start playtime project in September. Impact will be reviewed at end of autumn term.	Chase up missing order items. Review at end of autumn term.	
			Purchase throwing and target equipment.	KB/EG	Jun-22									
			Some items not yet invoiced											
						£0.00	#####							

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Actual Funding		Evidence Required	School Games Mark Criteria	Planned Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
2.1	To re-establish importance of buddies and develop young leadership skills and peer mentoring across the Federation.	Pupils have a sense of ownership and voice over organisation of school sport. Positive relationships fostered between younger and older children. Behaviour improved.	Applications for Buddies	NJ/KC	Jun-22	£0.00	£123.00	Feedback from Y2 buddies and staff.		£0.00	£130.00	12 leaders appointed and trained ready for the start of the academic year.	Continue to widen role of leadership within school. Ensure timetable facilitates leader sessions. Further training next year.	
			Teams established.	NJ/KC	Jul-22									
			Regular meetings with team leaders.	NJ	Ongoing									
			Leaders caps & badges purchased.	EG	Jul-22									
			Training sessions organised and attended.	AB/GC	Jul-22									
2.2	To promote active travel through the WOW initiative, using the class and whole school tracker to motivate pupils to travel using more active and greener ways of travelling to school.	Activity levels increased, contributing to 30 minute active target. Awareness of greener transport developed.	Daily class participation in WOW tracker.	All staff	Daily	£0.00	£0.00	Class participation tracker.		£0.00	£0.00	Ryton Infants have begun to engage but could improve percentages.	Junior leaders to promote at infants in assemblies/through display. Specific target for EYFS with new initiative 2022.	
			Badges awarded monthly for active travel.	EG	Ongoing									
			Class of the month celebrated.	EG	Monthly									
			Monitor position nationally to motivate the children to make active choices.	All staff	Ongoing									
2.3	To ensure that every child has the opportunity to take part in an inter-school festival and intra-school event.	Children will have the opportunity to try different activities alongside peers and other schools.	Ensure calendar of events planned for all year groups.	AB	Sep-21	£0.00	£0.00	Record of events attended by year groups.		£0.00	£0.00	All classes from R to Y2 participated in at least one intra and one inter-school events or festivals. 10 EYFS pupils attended multi-skills event.	Prioritise calendar of intra and inter events to ensure continued engagement. More opportunities for EYFS?	
			Buy SLA for SSCO cluster events (SSP cost).	AB/HL	Ongoing									
			Enter EYFS event	AB/KB	Spring 22									
			Inclusive Sports Day events across Federation.	AB/KB	Summer 22									
2.4	To celebrate success of individuals in lessons in order to inspire and motivate others to try hard in lessons and try different activities and events.	Pupils feel proud of progress in physical skills and in are keen to show positive attitudes and effort.	Star/Best effort awarded in PE lessons.	JI/AM	Daily	£0.00	£0.00	Feedback from pupils.		£0.00	£0.00	Children seem motivated in PE lessons. Recognition boards popular. Celebration assemblies have returned.	Continue to celebrate success in this way and promote on new section school website. Display at infants?	
			House points for intra event.	AB	One-off									
			Recognition board.	All staff	Daily									
2.5	To promote active lessons and movement breaks to ensure activity levels are moderate to high at different points throughout the day, improving behaviour and concentration levels.	Healthy active pupils with high engagement in lessons and increased stamina and fitness.	Active lesson training for all staff	AB/HL	Oct-21	£0.00	£0.00	Feedback from staff and pupils.		£0.00	£500.00	Training has not yet been given to staff regarding active lessons but afternoon break has facilitated increased movement/activity pm.	Look to book staff training for new academic year.	
			Movement breaks/fitness five in lessons throughout the day.	All staff	Daily									
						£0.00	£123.00							

3. Increased Confidence, Knowledge and Skills of all Staff in Teaching PE and Sport

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Actual Funding		Evidence Required	School Games Mark Criteria	Planned Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
3.1	To use coaches and trained PE specialists to deliver high quality lessons and support staff in their own development of particular PE strands.	High quality lessons delivered by specialists. Teachers observing will learn skills to be able to deliver improved lessons in future.	Book coaching blocks through SSP SLA and DC.	AB	Spring/Summ	£0.00	##### ##### #	Staff confidence and teaching improved. Evidence of high quality PE in lessons.		£0.00	##### ##### #	Year 1 and 2 have received high quality PE lessons throughout the year. Coaching blocks in cricket accessed by all Y1 & Y2 and rugby Y1/2 and 2.	Increased support for staff who are newly qualified or lack confidence in delivering PE. Further CPD for all staff.	
			PE lead to support and advise whenever needed.	AB/JI	Across year									
			Support staff to observe good practice.	JI	Across year									
			Children receive high quality PE lessons from specialist staff.	AB/JI	Weekly									
3.2	Apprentice employed to observe coach delivering high quality PE. Team teaching and mentoring established to increase knowledge and confidence in role as community activator.	High quality support in PE lessons for all pupils.	Advertise for apprentice role.	HL/AB	Jan-22	£0.00	##### ##### #	Apprentice reviews.		£0.00	##### ##### #	Role filled and apprentice has worked alongside sports coach throughout June/July. Positive relationship established with pupils.	Apprentice will begin to deliver after-school activities and assist at lunchtimes and in lessons with delivery of PE and sport.	
			Interview for post.	DA/AB	Apr-22									
			Support successful candidate through mentoring.	JI/AB	Summer 22									
3.3	PE lead to attend meetings, well-being conference and training in order to keep up to date on latest advice and programmes.	Children will benefit from mental health support and discussions during MH week and sessions in the curriculum.	Attend well-being conference.	AB	Jun-22	£0.00	£0.00	Notes and feedback from PE lead.		£0.00	£0.00	Network meetings attended and mental health week held in February.	Consider Mental health first aid training for staff and pupils. Well-being Wednesdays?	
			Attend termly network meetings.	AB	Termly									
			Organise MH week	AB	Spring									
3.4	Lunchtime supervisors to receive Therese Hoyle lunchtime superhero playground training.	Lunchtime staff will be able to confidently deliver a range of activities with the support of sports leaders to engage chn in positive lunchtime active play.	Book training session.	AB/HL	Jul-22	£0.00	£0.00	Pupil and staff feedback. Lunchtime observation of activity levels.		£0.00	£0.00	Staff have not yet attended training so no impact as yet.	Once training completed, ensure practice is implemented as soon as possible.	
			Lunchtime staff to attend training.	LT staff	Oct-22									
3.5						£0.00	£0.00			£0.00	£0.00			
						£0.00	#####							

4. Broader Experience of a Range of Sports and Activities Offered to All Pupils

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Actual Funding		Evidence Required	School Games Mark Criteria	Planned Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
4.1	To continue to increase number of pupils participating in extra-curricular sport.	Increased participation in clubs and greater amount of time spent active beyond the school day.	Afer-school activity clubs.	Jl	Across year	£0.00	£140.00	Registers and questionnaires		£0.00	£100.00	After-school activities well-attended. Gymnastics very popular. Pupils had chance to re-engage with school sport.	Ensure maximum participation by offering free clubs. Survey of new intake for interests and club preferences.	
			Gymnastics promoted.	Jl	Across year									
			Change 4 Life for least active/engaged.	Jl/EG	Across year									
			Repair gym equipment.											
4.2	To introduce pupils to a wide range of sport and activity. Rugby and Cricket will be focus sports.	Opportunities to try and develop skills in a range of sports - hopefully so that they will find something that they enjoy and will continue to take part in beyond the school day.	PE curriculum planning to cover range of activities.	AB	Sep-21	£0.00	£128.00	Planning matrix, coaching sessions, equipment audit.		£0.00	£200.00	Cricket coaching excellent and provided inspiring sessions for pupils and staff. Rugby coaching well-received.	Audit with children to ascertain which sports they would most like to try next year.	
			Purchase rugby equipment.	AM/EG	Jul-22									
			Book rugby coaching.	AB	Apr-22									
			Chance to Shine Foundation Coaching in Y1 and Y2	AB	Jan-22									
			Promote links to local clubs.	AB/EG	All year									
4.3	To enable all children to engage in 'Forest School' activities over the course of the school year.	Pupils will gain confidence in outdoor experiences, learning to be safe around controlled fires, in wild areas and will be able to assess and evaluate the risks of adventurous play.	All year groups to have 'Forest School' session.	Mrs Goodwin	By end of year.	£0.00	£0.00	Timetables.		£0.00	£0.00	Every year group participated in Forest School sessions. They were enjoyed greatly by the children. Forest Adventurers after-school provision well-attended.	Continue liaison with FA lead. Ensure Forest area is timetabled for maximum use and impact.	
			as part of PE provision (O and A)											
			Forest Adventurers offered as after-school provision for children to attend.	HL/SG	Weekly									
4.4	To involve pupils in physical activities & traditional games such as hoola hooping and skipping in which they can set their own personal challenges as well as working collaboratively.	Skills and confidence will increase and activity levels will rise. Social play and enjoyment.	Purchase inclusive playtime resources.	AM/EG	Jun-22	£0.00	##### ##### #	Feedback from children. Staff assessment of skills and engagement.		£0.00	##### ##### #	Resources purchased late in year ready to start playground project in September. Impact will be reviewed at end of autumn term.	Book skipping workshop for whole Federation early autumn term.	
			Book Hoopstarz workshop for all KS1 & EYFS classes.	AB	Jul-22									
			Book Skipping Workshops. (Autumn 22 Invoice)	AB	Jul-22									
			Training with Gemma Chapple.	AB/GC	Jul-22									
4.5	To create a dedicated 'Bike Time' in EYFS to motivate movement, encourage social skills and cooperation with their peers.	Children will be active in play and develop coordination, balance and strength, as well as social and communication skills.	Purchase Go-Cooperative Trikes x 4	KB/EG	Jul-22	£0.00	##### ##### #	Feedback from children. Staff assessment of skills and engagement.		£0.00	##### ##### #	Resources purchased late in year ready to start Bike Time project in September. Impact will be reviewed at end of autumn term.	Review and increase resources if successful.	
			Purchase safety helmets.	KB/EG	Jul-22									
			Timetable to ensure maximum use by all children.	KB	Sep-22									
						£0.00	##### ##### #							

5. Increased Participation in Competitive Sport

PLAN									REVIEW					
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Actual Funding		Evidence Required	School Games Mark Criteria	Planned Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
5.1	To aim for every child to have the opportunity to compete in one intra and one inter-school competition or festival held this year and ensure that sporting opportunities are fully inclusive.	Physical activity is fully inclusive and every child's contribution is valued. Increased enjoyment and confidence from playing with other schools and cohorts.	Attend all KS1 cluster events	AB	Ongoing	£0.00	£395.00	Attendance registers. Certificates. Timetable of intra-events.		£0.00	£500.00	Every KS1 child has had the chance to take part in one intra and at least one inter competition. The children have enjoyed festival events.	Continue with competition programme. Introduce more intra and inter events next year.	
			Enter EYFS multi-skills festival.	AB/KB	Spring									
			Inclusive House Sports Days across federation	AB/KB	Jul-22									
			Participate in Dance Festival (All Year 2)	KC	Jun-22									
				EG	Jul-22									
5.2	To promote performance and movement within the foundation stage.	Children will develop confidence in performing for others and responding to music through movement.	Stage built in EYFS	KB	Jun-22	£0.00	£104.00	Staff feedback		£0.00	£100.00	Resources purchased later in year. Impact to be reviewed later in autumn term.	Consider performances for parents at Federation events.	
			Ribbons and scarves to be purchased.	KB/EG	Jun-22									
5.3	To buy into SSP offer and find opportunities to take part in new competitions and broaden competition offer.	Pupils will have the chance to try different sports and hopefully discover one that best suits their ability and interest.	Develop rugby skills through coaching block.	SSP/AB	Summer 22	£0.00	##### ##### #	Record of events. Pupil view.		£0.00	##### ##### #	Pupils accessed all cluster festivals and SSP events. Dance Festival extremely well-received by parents and thoroughly enjoyed by children. Rugby skills developed in Y2.	Promote new sports next year through coaching blocks and visiting workshops.	
			Enter events across the key stage.	AB	Across year									
			Introduce cricket to LKS2	AB/C2S	Spring 22									
			Dance Festival for Year 2	KC	Jun-22									
			Multi-skills events for all groups.	AB/staff	Across year									
5.4						£0.00	£0.00			£0.00	£0.00			
5.5						£0.00	£0.00			£0.00	£0.00			
						£0.00	#####							