

**All Saints CofE Primary School**  
**Sports Funding Impact and Analysis**  
**Statement**

The following pages are tables showing the impact of Government Sports Funding for 2021-2022



Inspiring Primaries Academy Trust  
Inspiring pupils to achieve for their tomorrows

**All Saints CofE Primary School**

Bassett Lane, Sapcote, Leicestershire, LE9 4FB

01455 272973 ■ [allsaints@ipat.uk](mailto:allsaints@ipat.uk) ■ <https://www.allsaintssapcote.com/>

## Background:

The Government has provided funding until 2023 to provide schools with new, substantial funding to make additional and sustainable improvements to the quality of the physical education [PE], physical activity and sport offered through their core budget. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils to improve the quality of sport and PE. The premium is used to secure improvements in the following five key indicators:

1. Engagement of all pupils in regular physical activity
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

The sport funding can only be spent on sport and PE provision in schools. Additionally, OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase.

We are proud of the PE curriculum and sporting opportunities that we have on offer at Sapcote CE Primary School. We believe the purpose of physical education is to be inclusive and achievable for all. We hope through high quality teaching, we inspire and motivate children to be active in the lives, aiding them to become physically confident through the teaching of key fundamentals. We encourage experiences of a range of activities that help children to understand the importance of living a healthy lifestyle and partaking in regular exercise. Children should have access to opportunities in which they can apply the skills they have learnt in competitive situations, either individually or a part of a team. In result of this, children have the opportunity to learn key values that are pertinent in other areas of their lives such as teamwork, resilience, respect, determination and fair play that can be taught, promoted and applied in an active way. Additionally, we believe that PE plays a key role in educating students holistically. Research supports the significance of physical development in an education setting. The healthy, physically active child is more likely to be academically motivated, alert and successful. We recognise that quality physical education teaching is essential in helping to develop our pupils motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

## Our PE Curriculum Overview- Learning with the Head, Heart and Hands

# Curriculum Overview

## Intent

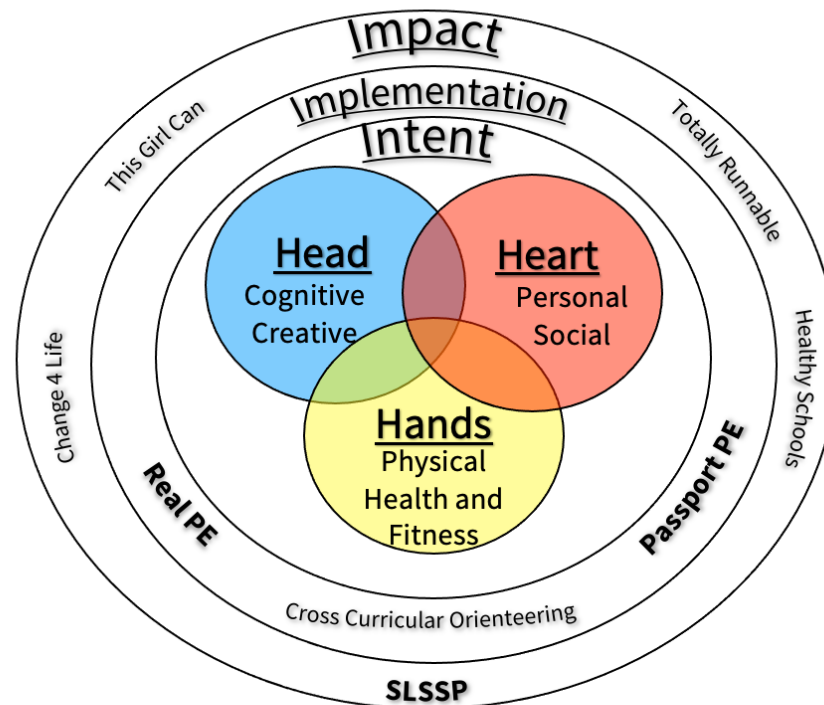
We intend for the Physical Literacy Curriculum to be accessible and achievable for all.

We focus on high quality teaching of physical literacy that inspires and motivates all pupils to challenge themselves both physically and cognitively. Children are given opportunities to explore their own values and set aspirational goals.

We define this as learning with the head, heart and hands. These strands are embedded within our 5 key pillars of physical literacy which are: play, physical activity, physical education, sport and active learning.

Our aim is to have a curriculum that enables children to master both the physical and theoretical knowledge of physical literacy which underpins a healthy and active lifestyle.

By the time children leave Year Six and progress onto Secondary School, they will have mastered basic physical competencies (agility, balance and coordination), have built confidence in their own abilities and have created the foundations to have a life long love of activity which will feed into the other aspects of their daily lives.



## Impact

Our curriculum is designed so that there is a clear progression of learning throughout the school which is assessed termly. Children are supported in their understanding through the introduction of specific vocabulary year on year which is mapped to each sport.

We provide opportunities to develop and broaden the foundation of learning that takes place in school through sports day, competitions and clubs.

Children are provided with a variety of competitions (intra and inter) and clubs throughout the year, to embed the key fundamental movements learnt which are rooted in agility, balance and coordination, as well as the skills of teamwork, respect, self-belief, determination, passion and honesty.

Competition is positioned to bring out the best in pupils and spur innovation.

## Implementation

We have adopted the Real PE and Passport PE schemes to implement high quality teaching which supports the development of motor competence alongside carefully identified and sequenced knowledge of activities, sports and healthy competitive participation. Children will access these lessons two times a week.

Teachers carefully align the needs of pupils with ambitions of the curriculum to make effective pedagogical decisions. Careful planning of early movement and developing the knowledge of leading healthy, active lifestyles starts in the Early Years of Learning (EYFS). We understand that pupils are best able to learn and do more in PE when they have access to high quality instruction, practice and feedback.

**Key achievements to date until July 22:****Gold award achieved in the school games.****Indicator 1:**

- All children have continued to receive their full time (two hours a week) of physical activity within the school setting.
- Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes.
- Engaged student voice, creating an active environment which is modelled by staff and is embedded in the curriculum.
- We developed and trained a Sports and Wellbeing school council.
- Year 5/6 were all trained to be playground leaders and run happy lunchtimes.
- Tracking the 30 minutes of daily activity.
- A high-quality specialist PE practitioner to run interventions.
- We had Big Moves, Energise and Inclusive Games come in to work with a small group of identified children and a member of staff.

**Indicator 2:**

- Most children are active for over 60 minutes daily.
- SLT support the role of the PE lead and student leadership.
- An increase in the raised profile of sport across the school through our school newsletter, school website and Facebook posts.
- Involvement with active travel months.
- Athlete came into school to deliver an active day and raise the profile of physical activity for all children.

**Indicator 3:**

- New staff receiving training of a new scheme of PE which focuses on key values that develop character.
- Whole school staff meeting on curriculum development and assessment.

**Areas for further improvement and baseline evidence of need:****Indicator 1:**

- To continue to develop playground leaders to run and lead happy lunchtimes.
- To continue to develop the Sports and Wellbeing council to run events and become pupil voice for the school.

**Indicator 2:**

- To continue to develop our school website, making it clear of the opportunities we provide.
- All pupils to have the appropriate clothing for PE lessons.
- All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.
- Encourage all staff to timetable physical activity breaks in between lessons.

**Indicator 3:**

- Find and embed a scheme which supports the planning and assessment of traditional sports games (i.e. netball, rugby, football, hockey, lacrosse) across the school.
- To improve teachers' knowledge and skill set of how to incorporate active learning methods into their core subjects such as reading, writing and maths, resulting in children engaging in more physical activities throughout the day.

**Indicator 4:**

- To offer enriching opportunities to identified children who need support in maintaining an active healthy lifestyle.

- Whole school meeting identifying a learning nutrition (learning behaviour) we wish to see within lessons and across the curriculum.

**Indicator 4:**

- We have increased the amount of school clubs on offer (breakfast and afterschool), such as didi-rugby and multi-sports.
- Increase in a variety of equipment to facilitate the education of other sports.
- Year 6 experienced Go Ape.
- Opportunities for inclusive physical activity for SEN children.

**Indicator 5:**

- Giving children time to practice and prepare before competitions.
- We LADS project. This is a project which will be done annually with the aim to support less active boys to become more active regularly.
- An increase in inter virtual events with our sports partnership (SLSSP).
- Sports day completed for the whole school.

- To offer opportunities to children who have established a relationship with physical activity/sport with the aim to aid them to continue to be motivated and inspired to maintain it.

**Indicator 5:**

- Develop links with sports clubs in the local area.
- Offer various school clubs throughout the year to increase competitive participation.
- To offer intra school competitions informed by pupil voice with a clearly defined intent.
- To offer an increase of inter school competitions.
- Identify key children to target for each intent of competitions.
- Create a formal document to collect pupil voice after competitions.

| Details regarding funding this year:  | Please complete all of the below: |
|---|-----------------------------------|
| Total amount carried over from 2019/2020  | £1760.27                          |
| Total amount allocated for 2020/2021  | £18,110.00                        |
| How much (if any) do you intend to carry over from this total fund into 2021/2022?                    | £581.00                           |
| Total amount allocated for 2021/2022  | £18,851.00                        |
| Total amount of funding for 2021/2022 (to be spent and reported on by the 31 <sup>st</sup> July 2022) | £19,426.86                        |

| Meeting national curriculum requirements for swimming and water safety:   | Please complete all of the below: |
|---|-----------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | TBC%                              |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?  | TBC%                              |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | TBC%                              |
| 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?                            | Yes/ <b>No</b>                    |

| Academic Year: 2021-2022  |  | Total Fund Allocated: £18,691.00   |  | Date Uploaded:   |   |
|---|--|--|--|--|---|
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |  |  |  | Percentage of Total Allocation:<br><b>91%</b> |
| <b>Intent</b>   |  | <b>Implementation</b>  |  | <b>Impact:</b>   |   |
| School focus with clarity on intended <b>impact on pupils:</b>  |  | Actions to achieve:  |  | Evidence and impact:   |   |
| Providing targeted activities or support to involve and encourage the least active.   |  | Funding allocated:   |  | Sustainability and suggested next steps:   |   |
|   |  | £7510.00   |  | All children have continued to receive two full hours a week of formal Physical Education lessons. Children are assessed during lessons and feedback is given to the PE lead.  |   |
|   |  | £2650.00 (South Leicestershire SSP Membership)   |  | Teachers provide opportunities for children to complete the daily mile when possible due to both weather conditions and risk assessment of the grass, giving children an opportunity to be active in the morning before lessons start.<br>It has been noticed by all staff that children are voluntarily opting to continue running during breaks and lunch times, going in groups or asking members of staff to join them.  |   |
|   |  | SLSSP Membership   |  | All teachers have been provided with FUNS cards which have been implemented during transition times to give children active breaks.<br>Staff have also implemented Jump Start Jonny, brain gym, or other dance videos to give children a variety of movement breaks to ensure children are active for a minimum of 30 minutes a day.   |   |
|   |  | The school delivered the Live Active Do-Sometime project, 6 weeks of activity for less active boys in year 5/6. The activity was chosen by the participants. This included (insert example). The |  | We will implement Passport PE which has a system in which we can track pupils and identify those that may need more support to be more active.<br><br>We will continue to remind staff of the resources available to support active movement breaks for pupils during the day.<br><br>Within EYFS and KS1, staff will continue to monitor the levels of physical activity and mastery of fundamental movements of pupils, suggesting them for Big Moves and SPARX intervention sessions.<br><br>Next year we would like to implement Energise for pupils in Year 3 who will continue to need support to stay active. |   |

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|  | <p>participants also took part in a LADs celebration event at the local leisure centre. The boys took part in a range of activities including (insert activities). The aim of the event was to signpost the participants to local community exit routes.</p> |                         | <p>Children in Year 5 and Year 6 have been trained to be playground leaders, and, with the support of staff have implemented games and competitions during breaks and lunchtimes. They have also been encouraged to look for any children who may be alone and encourage them to join in games, supporting the wellbeing of others.</p>  |  |
|  | <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</p>   | <p>SLSSP Membership</p> | <p>We have ran interventions groups such as GALS/LADS, SPARX, Big Moves, Inclusive Club to target and support children who have been highlighted by teachers, parents or by the pupils themselves that are least active.</p>   |  |
|  | <p>The school participated in the Energise Club/SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident KS1 (for SPARX) pupils. The sessions included fun physical games and mindfulness.</p>                                  | <p>SLSSP Membership</p> | <p>The school have also affiliated with Totally Runnable and This Girl Can which are organisations which aid schools in promoting physical activity and promoting women in sports, providing young girls with role models and encourage them to continue to stay physically active. We have displayed posters around the school which show girls of a similar age in various sports as well as using female adults in school to be key role models, fully participating in lessons and playing with the children during breaks and lunchtimes.</p> |  |
|  | <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6-week club alongside a member of staff.</p>  | <p>SLSSP Membership</p> |  |  |
|  | <p>We have established a running route on the field, which is used by children when the weather permits,</p>   | <p>N/A</p>              |  |  |

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|   | <p>and the grass is dry and safe to run on. Children are able to access the daily mile in most classes.</p>   |  |  |  |
|   | <p>We have affiliated ourselves with Totally Runnable and This Girl Can to encourage girls in KS2 to continue to participate in physical activity.</p>  | N/A  |  |  |
|   | <p>Resources for movement breaks have been provided and implemented across the whole school, such as:</p> <ul style="list-style-type: none"> <li>• FUNS Cards</li> <li>• Jump Start Jonny</li> <li>• Brain Gym</li> <li>• Real Play/Real Foundations</li> <li>• Cosmic Kids Yoga</li> <li>• Go Noodle</li> </ul>  | <p>£495.00<br/>(Create Development's Real PE Subscription)</p> |  |  |
| <p>Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.</p> | <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2022. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum).</p> | <p>SLSSP Membership</p>  | <p>The objective was for 75% of pupils within each year group to have participated in sporting activities during lunchtime and in school clubs over a sustained period.</p> <p>Children have been asked, through adult and peer interview, for feedback on:</p> <ul style="list-style-type: none"> <li>• What activities do they engage with?</li> <li>• How often do they engage in the activities on offer?</li> <li>• How would they rate (out of 5) for how much they enjoy it?</li> </ul> | <p>It has been fed back by children through sporting and wellbeing ambassadors that pupils would like a tracking system provided for their runs during the daily mile and breaks/lunchtimes so they can measure how far they have run. It has been suggested that children have a band for each lap, and they have time during registration to</p> |

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|  | Pupils were also given points for achieving milestones and the most active class won a trophy.   |                      | Positive feedback has been received, particularly for the clubs delivered and on offer.   | count the bands and log it on a sheet or online platform.   |
|  | We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays. | SLSSP Membership     | All children have continued to receive two full hours a week of formal Physical Education lessons.<br><br>Teachers provide opportunities for children to complete the daily mile when possible due to both weather conditions and risk assessment of the grass, giving children an opportunity to be active in the morning before lessons start.                        | We have looked into an online system, similar to Strava, in which we can log children's running within school and see if we can encourage children to run distances which combine as a team (i.e., from Sharnford to Paris) and award medals or certificates for participation. |
|  | Employment of specialist PE practitioner to deliver a morning physical activity session once a week.   | £1000.00             | It has been noticed by all staff that children are voluntarily opting to continue running during breaks and lunch times, going in groups or asking members of staff to join them.   | We will implement Passport PE which has a system in which we can track pupils and identify those that may need more support to be more active.  |
|  | Parents have been sent links to SLSSP activities throughout the year- i.e. virtual challenges, Commonwealth Games virtual challenges, etc.   | SLSSP Membership     | All teachers have been provided with FUNS cards which have been implemented during transition times to give children active breaks.   | We will continue to remind staff of the resources available to support active movement breaks for pupils during the day.  |
|  | All parents have access to the Real PE Home website which provides games and activities to do at home to aid staying active.   | Real PE Subscription | Staff have also implemented Jump Start Jonny, brain gym, or other dance videos to give children a variety of movement breaks to ensure children are active for a minimum of 30 minutes a day.<br><br>Children in Year 5 and Year 6 have been trained to be playground leaders, and, with the support of staff have implemented games and competitions during breaks and |   |

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|   |  |                  | lunchtimes. They have also been encouraged to look for any children who may be alone and encourage them to join in games, supporting the wellbeing of others.  |   |
| To improve the offer of physical literacy within the EYFS setting.  | High-quality coaches employed by England Rugby Player Vicky Macqueen to run lessons in didi rugby, interventions, and clubs with EYFS. | £3180.00         | <p>Teachers have found an increase of children independently participating in:</p> <ul style="list-style-type: none"> <li>• Play</li> <li>• Physical activity</li> <li>• Physical education lessons</li> <li>• Sports</li> <li>• Active learning</li> </ul> <p>Which has aided their overall development within physical literacy as well as enriching their learning and social moments with their peers.</p> <p>Teachers have been monitoring and recording physical development through both tapestry and the assessment wheel on the platform Real PE.</p> <p>Pupil voice of children within EYFS (through adult interview) have found most to have enjoyed the sessions and would like to continue to have time with the coaches.</p> | <p>We will continue to monitor the activity levels of children in EYFS as well as formally assess all pupils using Elaine Cowley's Big Moves assessment grid to track and monitor gross motor development and fundamental movement progression.</p> <p>We will also continue to remind adults of all the resources available and provide regular opportunities to discuss progress, equipment and find further opportunities to invest and support early physical literacy.</p> |
| Provide a sporting leadership pathway for pupils in Year 5 and Year 6 to allow all pupils the opportunity | Children specifically selected in Year 5 and Year 6 to be  | SLSSP Membership | Through adult interviews with leaders, we have found that children have enjoyed aiding adults in creating competitions and games at  | We would like to continue to develop the leaders within Year 5 and Year 6 and   |

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| to develop as role models through contributing to break and lunchtime activities as well as whole school sporting/wellbeing events. | trained and perform as sports ambassadors.   |                  | breaks, lunchtimes as well as whole school events. They have also enjoyed helping in promotion and setting up for these<br><br>However, children would also like more autonomy over competitions, fund raising events, clubs that are on offer and assemblies.   | give the children opportunities to be autonomous in events or competitions.<br><br>We would also like to organise more chance to meet with leaders- this should help the process of them being more independent.   |
|   | Children specifically selected in Year 5 and Year 6 to be trained and perform as wellbeing ambassadors.  | SLSSP Membership |  |  |
|   | Children specifically selected in Year 5 and Year 6 to be trained as playground leaders, setting up games and competitions to encourage activity throughout. | SLSSP Membership |  |  |
| To ensure children have the correct equipment to be able to actively participate in their lessons and be active in their free time. | Purchase a variety of equipment to support children staying active during unstructured times.  | £2894.86         | Replacements to any damaged equipment was made as well as ensuring that enough equipment was accessible to children during their lessons.<br><br>We have also invested in new equipment, which was previously either damaged due to extensive play, was old and needed replacing or found new items that pupil voice had directed us to. | We will continue to monitor the equipment to ensure it is safe and useable.<br><br>We will also continue to use pupil voice to ensure children are engaged by what we have to offer.<br><br>We need to find a way to gain pupil voice informally and consistently- i.e., a messages box that can be checked by playground leaders and/or sports/wellbeing leaders. |
|   | Purchase and maintain the equipment necessary for lessons so that the children all have  |                  |  |  |

| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement.</b> |  |                    |   | <b>Percentage of Total Allocation:</b>   |
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|  |  |                    |   | <b>2%</b>  |
| <b>Intent</b>  | <b>Implementation</b>  |                    | <b>Impact:</b>  | <b>£400</b>  |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:   |
| To engage student voice and use students' leaders to raise the profile of PE and School Sport.                       | The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.        | SLSSP Membership   | The objective was for 100% of pupils involved in student leadership to feel that they have engaged and made an active change to school activities within physical literacy.<br><br>Students felt that they had made a change and had opportunities to actively get pupil voice on the key aspects both the PE Lead and the Student Leaders wanted to address. | The school continues to train and give opportunities to the Playground Leaders and the Sports and Wellbeing Ambassadors.<br><br>The Playground Leaders and Sports and Wellbeing Ambassadors will be trained next year to ensure student voice and student engagement is represented in the school's physical activity offer.<br><br>To support students in having more autonomy within their student leadership, we have created a PE notice board in a identified hotspot of the school for all students. Ambassadors will take control of the noticeboard, including key information and infographics of physical literacy, display pictures from events and competitions, information and a sign-up sheet for upcoming competitions and sporting achievements inside and outside of school.<br><br>Parent and pupil voice to be collected through an online survey at the beginning of the academic year to |
|  | The school trained 8 students to become Playground Leaders to promote physical activity. The leaders formed a group to promote PE and physical activity in school during breaks and lunchtimes through games and activities. | SLSSP Membership   | However, pupils felt that they would like more opportunities to have more autonomy in events and competitions. They also felt that they would have liked more opportunities to meet more regularly to do more within their leadership capabilities.   |  |
|  | Sporting achievements were also celebrated sport in assemblies.  | N/A                | We have had a higher uptake of following on social media through likes and comments. Through informal feedback, parents have commented that they have seen or shared events through our communication channels and feel that it is working well.  |  |
|  | We have continued to keep a section of the school newsletter dedicated to Sports and Wellbeing (provided by SLSSP). This provides parents information on a   | SLSSP Membership   |   |  |

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|  | particular topic within sport and wellbeing each month as well as update parents about school competitions or events days within school.  |                  | <p>Parents enjoyed the virtual challenges that took place at home and would like more of these with a platform to share, post and compete as well as other members of the local community.</p> <p>involve the whole school community in identifying key strength and areas to improve within our school offer of physical literacy.</p> <p>We would also like to create a school twitter account to connect more with our school sports partnership, sports organisations, sports clubs within the local area as well as other schools. This will be an additional platform to disseminate information for parents to access as well as promote key achievements within the school and our local community.</p> <p>To increase our promotion of physical activity on social media and actively look for fun and engaging events within the county or other nearby counties to engage new families.</p> <p>Families and the local community have expressed enjoying Beat the Street and Active Travel Month this year and in previous years and would like to continue to do these events. They have particularly enjoyed the key element of involving the village community to win rewards for the school.</p> |
|  | We continue to use social media and our emailing system to keep parents informed of any events, changes or competitions within and outside of school.   | SLSSP Membership |  |
|  | 4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.                  | SLSSP Membership |  |
|  | The children in Year 6 had an adventure day out at the high ropes to celebrate the end of term and provide children with an enriching experience they may not otherwise have access to outside of school. | £400             |  |
|  | We have used the power and inspiration of the Commonwealth Games to   | SLSSP Membership |  |

|                                    |  |                  |  |  |
|------------------------------------|--|------------------|--|--|
|                                    | <p>engage young people through:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Leadership opportunities</li> <li>• Events delivered by Sports Ambassadors and Playground Leaders</li> <li>• Cross Curricular Links</li> <li>• Resources from the Commonwealth Website</li> <li>• Sports Day</li> <li>• Resources emailed to parents</li> <li>• Information posted on Facebook</li> </ul> |                  |  |  |
| Encourage active travel to school. | <p>Took part in an Active Travel Month. During October 2021, students and families are encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the</p>   | SLSSP Membership | <p>From taking part in competitions such as the Active Travel Month, we are able to continue to monitor the active travel of students in the school. It continues to be high with most pupils walking, biking or scootering to school.</p> <p>We have also had an increase of children who come from outside of the village, driving in and parking on the</p> | <p>The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p> |

|   |  |                  |  |   |
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|   | class that actively travelled the most.  |                  | <p>outskirts of the village to walk, bike ride or scooter in comparison to last year.</p> <p>Many children have also enjoyed making the journey a social one, meeting with other families to arrive together.</p> <p>The older children in Year 5 and Year 6 who are able to journey home alone have also spoken about liking the ability to walk with their friends to and from school and they are more likely to continue to be active after school as they will go to the park together.</p> |   |
| Embedding Physical Activity and Well-being into the school day. | Student playground leaders and lunch time supervisor trained to make lunch times more active.  | SLSSP Membership | The objective was for a 10% increase of physical activity on offer at the school from last year with an increase of clubs and activities during the school day in between lessons and at breaks and lunchtimes.  | The lunch time supervisors are trained to put on a range of activities/games during lunch.  |
|   | <p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>These included:</p> <ul style="list-style-type: none"> <li>5-minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and</li> </ul> | SLSSP Membership | <p>We have had an increase in active movement breaks in between lesson times as well as more activities and games occurring at breaks and lunchtimes. Pupils have reported positively on this as have adults, seeing an improvement in wellbeing, behaviour and academic achievements.</p>   | <p>The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch.</p> <p>The Playground Leaders will continue to put on a lunch time club for KS1 children.</p> <p>The PE Lead will continue to promote resources and information to adults regarding active breaks so that they continue to be embedded across the whole school, aiming to ensure children receive 60 minutes or more of physical activity daily.</p> |

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|  | <p>relaxation techniques.</p> <ul style="list-style-type: none"><li>• Active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5-minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</li></ul> |  |  |  |
|--|---|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |  | Percentage of Total Allocation:<br>3%   |
|--|---|--------------------|--|---|
| Intent   | Implementation  |                    | Impact:  | £659.99   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| Promote a whole school approach to PE and School Sport -providing all 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 the school. | Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings.   | SLSSP Membership   | <p>Tailored support was given to all staff and parts of the session were individualised depending on feedback from the staff survey regarding teaching PE.</p> <p>The impact of Real PE has been assessed through feedback from staff and pupils, all commenting that PE is enjoyed more, it has aided development in other areas which has fed into other parts of the curriculum and the school day.</p> | <p>SLT will continue to champion the PE lead role.</p> <p>The PE lead will deliver whole school staff workshops and will also observe staff alongside the Wellbeing Governor to monitor the quality of lessons, support staff where necessary and highlight areas of PE where further CPD is needed.</p> <p>The PE lead will continue to track and monitor performance of pupils and provide tailored support where needed.</p> |
|  | The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including an Active Playtimes and Outstanding PE Practices workshop. The PE Co-ordinator shared the learning points with all staff.          | SLSSP Membership   |  |   |
|  | At the start of the academic year a sport specialist was employed to run PE training with new staff members and current staff to develop and increase knowledge of physical literacy and aid the delivery of high-quality teaching, enhancing the learning of PE. | PE Specialist      |  |   |

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|  | <p>To ensure that pupils have a broad and balanced curriculum which is progressive across primary and secondary, a scheme has been bought so that children are able to learn traditional sports that are played at competitions and within secondary school.</p> | <p>£621.00<br/>(Subscription to Passport PE)</p> |  |  |
|  | <p>Teachers have regularly updated forest school training each year to ensure we are offering high quality broad experiences.</p>  | <p>£38.99</p>                                    |  |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                    |  | Percentage of Total Allocation:<br>2%  |
|--|--|--------------------|--|--|
| Intent   | Implementation   |                    | Impact:  | £517.01  |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport. | A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).  | SLSSP Membership   | <p>We have increased the number of clubs that are on offer to children, such as rugby. As well as providing a broad range of experiences such as forest school, meeting professional athletes, raising money for the school through fun runs.</p> <p>Pupils have commented on their increased enjoyment of physical activity this year as they have felt there has been more on offer than before.</p> <p>This year the school has taken part in the LADS/GALS project, which was enjoyed by all children who attended. Children expressed an improved attitude towards sport as well as meeting key sports role models.</p> | Next year we will establish a pupil voice to inform the offer of clubs, ranging them from parasport to traditional sport so that all are included and able to fully participate. We will also offer clubs such as ultimate frisbee and archery, which are not traditionally taught sports in schools but still provide a new experience. |
|  | The school sent out the SLSSP Festive Fun booklet to all parents, it was designed to keep children and families active over the Christmas holiday despite the COVID-19 restrictions. Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos. | SLSSP Membership   |  |  |
|  | Our school took part in various sports challenges to raise awareness of the Commonwealth Games, which take place in the summer, including a Baton Relay challenges. The challenges were a part of the SLSSP's Commonwealth Games   | SLSSP Membership   |  |  |

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|  | virtual competition.   |         |  |  |
|  | Forest school support,<br>supplies and forest school<br>teacher. | £517.01 |  |  |

**Key indicator 5: Increased participation in competitive sport**

**Percentage of Total Allocation:**

**1%**

| <b>Intent</b>  | <b>Implementation</b>   |                    | <b>Impact:</b>   | <b>£120.00</b>  |
|--|---|--------------------|--|---|
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children. | Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils.<br>Pupils took part in the following virtual competitions: <ul style="list-style-type: none"> <li>• Basketball Challenge</li> <li>• Bean Bag Challenge</li> </ul> | SLSSP Membership   | We have had an increase in competitions in comparison to last academic year, particularly virtual competitions and events.<br><br>From feedback from children after competitions, they have been enjoyed and given children a chance to participate in a team and shine. | The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place.<br><br>The school is committed to taking part in the local competitions as well as creating more opportunities to have intra school competitions which are led by pupil voice. |
|  | Pupils took part in virtual competitions. The personal/team challenges were designed to give all students the opportunities to take part in competition.<br>The virtual competitions included: <ul style="list-style-type: none"> <li>• Basketball Challenge</li> </ul>       | SLSSP Membership   |  |   |
|  | The SLSSP put on a series of virtual Key Stage 1 competitions. The pupils took part in activities designed to improve   | SLSSP Membership   |  |   |

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|  | <p>agility, balance and co-ordinator (physical literacy).</p> <p>The virtual competitions included:</p> <ul style="list-style-type: none"> <li>• Bean Bag Challenge</li> </ul> |         |  |   |
| Facilitate access of sporting opportunities. | Lease coaches to provide the required transport to attend sporting events and swimming programmes.   | £120.00 | The use of the coach has enabled us to get to children to and from fixtures when needed and attend sports events to increase participation of physical activity. | <p>We will continue to offer transport to events and where possible to aid an increase in participation.</p> <p>Where possible we will ask parents to support transport to and from events.</p> |

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| Signed off by:  |          |
| Head Teacher:   |          |
| Date:           |          |
| Subject Leader: | E. Ward  |
| Date:           | 23.07.22 |
| Governor:       |          |
| Date:           |          |