

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£138.00 (spent by January 2020)
Total amount allocated for 2020/21	£19,230.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7,663.45 (40% of last year's allocation)
Total amount allocated for 2021/22	£19,110.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,773.45

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	17/56 children (30%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	17/56 – (30%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Water safety – 16/56 (29%) Self rescue – 6/56 children (11%)
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?	No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £19,110.00 Total fund including carried funds: £26,773.45	Date Updated: November/December/July		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 59%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus To provide more opportunities for all children to engage in regular physical activity during the school day. This should include a range of activities, exercise and physical learning opportunities. Continue to promote active environments, physical activity and engage all teachers in active learning. Impact For children to enjoy engaging in daily physical activity and begin to understand the benefits of health and exercise. For children to be able to report on the benefits of physical activity and see improved results academically.	<u>Beat the Street Initiative</u> Whilst the initiative takes place outside the school hours, EJ will introduce the scheme in school to encourage children to participate in further physical activity. Further to this, EJ to use the platform to inform children of the benefits of exercise and physical activity on the mind, body and academic achievement. <u>Sports Crew</u> Sports Crew established in		No cost Beat the Street Initiative (free) Sports Crew (in school) Impact <u>Beat the Street Initiative</u> During our presentation assembly, children in KS2 were able to successfully identify that we should be active 7 days a week. They were also able to discuss questions regarding healthy eating, benefits of exercise and how strenuous physical activity should be. Success – Ightenhill Primary School came third in total schools total and fifth in overall average points. Impact Younger children are extremely	Next Steps: EJ to keep in contact with individuals linked to initiatives such as ‘Beat the Street’ in order to continue promoting physical activity in and out of school. Sustainability: Children have a better understanding of the benefits of physical activity and enjoyed the initiative. As a result, they are more likely to continue to be physically active. Next Steps: EJ to continue to promote the role of our Sports

For staff to notice the impact of active breaks in learning on academic achievements. For children to have improved levels of concentration during lessons after short, active breaks.	September/October 2021. EJ to set up an active playgrounds rota for the Sports Crew. <u>October/November 2021</u> EJ held a meeting with the Sports Crew and discussed activities/rota. Sports Crew now undertake roles every lunchtime, providing active playgrounds and exercise out on the LKS2 and KS1 playgrounds. EJ held another meeting on 14.12.21 to discuss their roles and children participating in their games. <u>Maths of the Day</u> To continue to support staff with the use of the programme. <u>Active Playgrounds</u> EJ to provide equipment, which will promote active playgrounds. Equipment was purchased from last year's funding.		inquisitive and enjoy participating. <u>Meeting 14.12.21</u> Sports Crew explained that participation figures in year 3 are extremely good and that the KS1 children prefer to set up games they are familiar with, e.g. football. Discussion about activities Sports Crew could set up that aren't always linked to a sport. This will become part of the next steps for the 2022-2023 academic year.	Crew and set up applications in June/July ready for the 2021/2022 year. Training for the new Sports Crews in the future (EJ to organise this in the 2022-2023 academic year). Sustainability: Each year we will take on a new sports crew and support them in delivering their daily tasks. These children will act as role models for active playgrounds and promotion of physical activity.
Focus To improve outside apparatus/resources by developing one of the playgrounds. This will aim to encourage more children to participate in at least 30 minutes of physical activity a day in school and promote our 'active playgrounds' initiative. To provide KS1 children with options for	<u>Meeting</u> SC to arrange a meeting with the company 'Pentagon Play' to look at the playground development. EJ and SC discussed trim trails and fixed gym equipment options. Meeting date: Thursday 13th January	£14,390.00 Pentagon Play trim trail and installation fees	<u>Active Playgrounds</u> Impact Observations of playground activities suggest that <75% of children are physically active at playtimes. Impact Trim Trail is being installed July 22 (end of academic year) so statistics and impact is unable to be discussed in detail at this point. Hopeful Impact The school hope to see a higher percentage of children involved in	<u>Active Playgrounds</u> Next Steps: In 2022/2023 academic year, EJ to trial active breaks and Daily Mile. Next Steps: EJ and SC to encourage children to use the apparatus. Staff to be shown how to use the trim trail to its full potential and to support children on the yard. EJ to ask for pupil and staff responses (through questionnaires)

active opportunities at playtimes. To encourage children to participate in exercise and engagement in regular physical activity. Impact A higher percentage of children will take part in physical activity at playtimes and other periods throughout the day. Staff will utilise the new development to deliver further physical activity and promote 'active breaks.'	EJ to liaise with SC after meeting and discuss options for playground development. Trim Trail SC meeting with Pentagon Play highlighted ways to improve the KS1 playground. Trim Trail to be installed in July 22.		physical activity, using the apparatus as part of their additional active minutes. Behaviour on yards to improve due to focused activities and playground games.	and interviews) regarding the new installation and its impact on active playgrounds.
Focus To provide our children with a range of outdoor provision (resources) to encourage active playgrounds. To expand our activities on offer and promote engagement in frequent physical activity and exercise. Impact A higher percentage of children participating in physical activity at playtimes. Children reporting an enjoyment of the resources on offer.	SC to purchase items from February 22 and identify appropriate equipment. Purchases <i>Between February and March 22</i> SC purchased foam footballs (popular sport in school), outdoor storage box, variety of balls, frisbee targets and giant mega 4 in-a-line games.	£224.98 Giant Mega 4 in-a-line game. X3 foam balls £51.34 X3 foam balls £51.62 X2 foam balls £38.51 1x foam ball £12.84 Outdoor Storage box £74.14 Frisbee Target Game £75.00	Impact Children have reported that the range of resources are exciting and enjoyable. Children particularly enjoy the giant mega 4 in-a-line game. Children have been taught how to use the resources and a higher percentage of children are now physically active on our playgrounds.	Next Steps: EJ to discuss further resources with SC. SC started a table tennis club in June/July 22 – children reported an enjoyment of this particular sport and a discussion has taken place in regards to purchasing outdoor table tennis tables. EJ to monitor resources and identify those worth purchasing extra. Sustainability: These resources have been well maintained and will remain on the playgrounds for the next academic year.

		Variety of outdoor balls £927.84 Ribbon Tail Balls £12.99		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 17%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus To provide our EYFS children with opportunities to participate in active learning with a focus on stability and balance. To provide our year 1 children with experiences to bridge the gaps of lost learning from the <i>Covid-19 pandemic</i> . Focus on balance and stability. Impact Gaps in lost learning for year 1 will be addressed and EYFS will begin their physical journey.	EJ to arrange Tots on Tyres for EYFS and year 1 classes. <u>EYFS</u> Tots on Tyres 21.2.22 – 24.2.22 <u>Year 1</u> Tots on Tyres (catch up programme) 25.2.22 – 2.3.22	No cost Part of BSSP buy in from last year and both courses are paid for.	Impact Participation over the 4 days for EYFS: 46 children participated and 3 didn't pass → 93% successfully completed the course. Participation over the 4 days for KS1/Class 3: 28 children participated in the course.	Next Steps: EJ to look at purchasing further balance equipment including bikes/scooters to enhance our resources in EYFS. EJ to organise for the Tots on Tyres programme to continue in the 2022-2023 academic year. EJ to look at further programmes such as Bikeability for KS2 children. Sustainability: Children are developing physically, whilst being active.

Focus To raise the profile and standards in aesthetic activities and sports in school curriculum time. To provide children with the opportunity to take part in a broad and balanced curriculum where they find a sport/physical activity they enjoy. Impact Children will participate in high quality aesthetic PE lessons, which are resourced well and provide each child with the opportunity to utilise new and existing resources.	EJ to organise a meeting with HT (SGO) and SM (SSCo) to assess current gymnastics equipment and resources required to fulfil this aspect of the curriculum. <u>Meeting 10.11.21</u> HT and SM advised new balance equipment for KS1, moving old equipment to KS2 hall and purchasing new benches and mats. INSETs and training were also advised (see KI3 for further information and breakdown). EJ to order gymnastic equipment advised by the SGO and SScCo. Equipment to include; · new KS2 hall mats, · x3 KS2 benches, · KS2 mat trolley and · KS1 new agility-based equipment.	<u>Gymnastics Equipment</u> Equipment ordered December 2021 Inclined mat trolley for KS2 hall x2 (£640.00) + £78.00 Post and Packaging Classic gym mat for KS2 x10 (£600.00) +£20.00 Post and Packaging Balance benches for KS2 hall x3 (£735.00) +£51.00 Post and Packaging KS1 agility pack x1 (£2300.00) +£151.00 Post and Packaging	Impact Alongside CPD and INSET training on the gymnastics curriculum, the equipment has provided staff with the means to deliver high quality gymnastics sessions, which has previously been an area of PE needing addressing. July Gymnastics equipment has been utilised and both halls are now fully equipped for delivery of high quality gymnastics lessons.	Next steps: EJ to organise equipment maintenance inspections to assess suitability of equipment yearly. In September 2022, EJ to discuss gymnastics sessions with staff and identify any additional support required. Sustainability: Equipment is up to date and suitable for PE lessons in the future.
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Focus To improve outdoor resources once storage has been purchased. Impact Children will have opportunities to participate in a range of sports using high quality equipment.	<u>Basketball posts</u> EJ tried purchasing Sure Shot basketball posts last year but they were out of stock. EJ to use RJM this year to purchase these.	EJ to check on return from maternity leave that these have been purchased. Not yet added to total. RJM Sure Shot basketball posts x2 EJ to send off in January (£508.00) 8x2 portable hockey goal x2 (£130.00)	Impact These resources will allow staff to deliver high quality curriculum PE and extra-curricular clubs.	Next Steps: To continue to enhance equipment and utilise the equipment purchased this year. EJ to conduct pupil questionnaires regarding new equipment. Sustainability: With yearly maintenance checks, the equipment will be available for use for many years.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Focus Following the purchase of the Lancashire scheme of work last year, staff now need to use the app to its full potential and utilise all resources provided. Impact Teachers to feel confident using the app and scheme of work to deliver high quality lessons, which supports the needs of all our learners. 199.00 for level 3	EJ to organise whole school staff training on the Lancashire Scheme of Work app by Spring 1. WB (leading KS1 PE) and EW (covering some KS2 PE) to attend the training. <u>Training</u> Date: Wednesday 17th November cancelled and organised for Wednesday 8th December. Time: 4:00-5:00pm Attendance: senior management team, class teachers and WB/EW (teaching assistants who teach areas of PE).	Zoom training delivered by Jessica Squires (Teaching and Learning Consultant) £100.00	Impact Following the training, staff informed EJ that the INSET was informative, supportive and provided them with information on the PE curriculum, expectations, assessment and documentation. Staff are now aware of how to use the app to its full potential and are beginning to assess children.	Next steps: EJ to monitor staff confidence using the PE app and assess quality of lessons. - Questionnaires - Lesson observations/walk around EJ to continue to support staff using the app and oversee assessment data inputted.
Focus To provide staff with access to all Lancashire resources and enhance data and assessment information for reporting. Impact EJ able to report on swimming data, groups accessing sports clubs and impact of PE/sports and extra-curricular activities on specific groups (Pupil Premium/SEN)	<u>Scheme of work upgrade</u> EJ to upgrade scheme of work to level 3 so competitions, clubs, resources and swimming data are included on the app.	Level 3 scheme of work upgrade £199.00	Impact Teachers have access to all areas of the PE curriculum/clubs and competitions. Staff are aware of the wider opportunities we are providing for our learners. Staff have access to Lancashire resources and know how to utilise the extra aspects provided with the level 3 upgrade.	Next Steps: As staff become more familiar with the app, EJ to add to the different features and share these in staff meetings. Sustainability: The app provides school with access to data, reporting and progress of specific groups. This programme will remain the same for future years allowing staff time to use the app and become familiar with the setup.

Focus CPD through BSSP and coaching hours To provide staff with CPD so they understand the links between the PE curriculum, skills and sporting contexts. Impact Staff will be confident when delivering the PE curriculum and understand the focus on skills rather than the sport.	EJ to arrange CPD for different teachers and year groups. CPD coaching hours booked; • Sandersons dance x5 hours • Burnley Rugby Club x5 hours • Burnley Leisure x20 hours <u>January/February</u> Year 4 – Sandersons dance coaching and staff CPD LA (class 10) x3 sessions 7.1.22, 21.1.22 and 4.2.22 MF (class 9) x2 sessions 14.1.22 and 28.1.22 Year 2 – multi-skills coaching and staff CPD <i>Organised due to Covid-19 and lost learning for the current year group in fundamental movement skills.</i> Classes 5 and 6 x5 1-hour sessions 12.1.22 – 9.2.22 <u>February/March</u> Year 3 – tag-rugby coaching and staff CPD CR (class 7) x3 sessions 21.2.22, 28.2.22 and 7.3.22 AS (class 8) x2 sessions 14.3.22 and 21.3.22 <u>April/May</u> Year 5 – netball coaching ME (class 12) x5 sessions 21.4.22 – 26.5.22	No cost Part of BSSP buy in from last year (30 hours included in service level agreement)	Impact Coaching Specialist coaches have been deployed effectively. They have provided pupils and staff with high-quality coaching and advice on how to improve. CPD Staff have had high-quality training in different sports and have learnt from specialist coaches.	Next Steps: EJ to continue to promote CPD for staff and ascertain areas requiring further development. EJ to liaise with appropriate bodies to provide effective coaches and training. Sustainability: Staff have been provided with high quality CPD and can utilise their learning in order to deliver effective Physical Education lessons.
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Focus For staff to have improved understanding of the PE curriculum content, knowledge of skill progressions and feel confident teaching high quality lessons. Impact Staff will deliver high quality PE lessons, which allow children to develop the skills required to participate in sport and physical activity. Staff will have improved confidence when delivering PE and understand how to apply skills in small modified games situations.	EJ to organise whole school staff INSET with BSSP (Helen Tyson) for spring 1 term. <u>Training</u> Title: PE Curriculum Date: Wednesday 2nd February Time: 3:45pm – 5:00pm Attendance: senior management team, class teachers and WB/EW (teaching assistants who teach areas of PE).	No cost Part of BSSP buy in from last year	Impact Staff reported that the INSET has given them more confidence when delivering high quality PE lessons and they feel they have a better understanding of the expectations in Physical Education at Primary level.	Next Steps: On return from maternity leave, EJ to organise staff questionnaires to assess confidence and understanding now, months after the course. <u>Lessons</u> EJ to visit lessons and watch delivery of the PE curriculum.
Focus For staff to understand the gymnastics curriculum and its place in primary school PE. To understand how their year group lessons fit in completing the aesthetic qualities of the gymnastics overview. Impact Staff are confident using facilities on site including the climbing frame and agility sets. Children have a broader understanding of the skills required to complete gymnastics lessons.	EJ to organise whole school staff INSET with BSSP (Helen Tyson) for spring 2 term. <u>Training</u> Title: Gymnastics INSET Date: Wednesday 23rd February Time: 3:45pm – 5:00pm Attendance: senior management team, class teachers and WB/EW (teaching assistants who teach areas of PE).	No cost Part of BSSP buy in from last year	Impact Staff reported that the course gave them examples of high quality gymnastics sessions and they felt more confident in the expectations of the gymnastics lessons.	Next Steps: EJ to include gymnastics in autumn 2 of 2022 academic calendar and monitor use of equipment, resources and confidence when delivering the lesson plans. · Questionnaires · Lesson observations

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus To fulfil the outdoor/adventurous learning curriculum by providing children with the opportunity to take part in a range of activities at an outdoor centre (Hothersall Lodge – Lancashire Outdoor Centre). Curriculum objective: take part in outdoor and adventurous activity challenges both individually and within a team. Impact Children will experience a broad range of sports and activities on site, which will enhance their curriculum experience. Children will have an awareness of sports and recreational activities beyond the curriculum coverage.	EJ to organise year group trips to Hothersall Lodge as part of our PE outdoor learning curriculum. <u>Year 5 trip</u> Year group: Year 5 Number of children: 52 children Dates: Tuesday 12th and 19th October Activities: indoor wall climbing, low and high ropes, gorge walk and canoeing.	Year 5 outdoor learning experience £1,800.00 Transport costs £500.00	Impact 100% of children reported positively on the experience. They indicated that they'd never experienced anything like it before and enjoyed the activities. Hothersall Lodge display board promotes the learning experience and provides personal accounts of the activities they took part in. Children have a greater awareness of outdoor activities, team work and co-operation. Children have learnt new skills (independence, responsibility and respect) and built upon existing ones. These experiences have provided our	Next Steps: As a school, we will continue to promote outdoor, adventurous learning and seek to provide opportunities for year groups to experience similar activities.

Focus For children to find an interest in an area of sport, fitness, physical activity and exercise. Further to this, to support and encourage children to participate and experience a range of clubs. Impact Children will become physically active in a sport/physical activity of their choice. Percentage of active children will increase and response from pupils will be positive.	New clubs to be introduced throughout the year including; ➤ Badminton ➤ Table tennis ➤ Baseball ➤ Ballet EJ to monitor club attendance and figures. <u>Autumn 1</u> Badminton included in our sports timetable for year 5. <i>Maximum club intake at 20 children due to Covid-19 measures and indoor sport.</i> <u>Spring 1</u> Baseball after school club introduced to our year 4 children with Johnathon Rodriguez. <i>Maximum club intake at 20 children due to Covid-19 measure and potential for it being an indoor sport (weather permitting).</i> <u>Spring 2</u> Tag-rugby after school club set up for our years 3 and 4. Our year 4 had coaching in summer term of 2020-2021 academic year. <i>Maximum club intake at 20 children due to Covid-19 measure and</i>	Baseball £150.00 for x5 sessions Tag-rugby £150.00 for x4 sessions <u>Badminton</u> Carlton Midi Blade 4.3 x10 (£60.00) Carlton Maxi Blade 4.3 x10 (£65.00) Carlton T800 white shuttle pack x1 (£55.00) +£11.95 Post and Packaging <u>Table Tennis</u> Butterfly Easifold indoor table tennis table x1 (£365.00) +£50.00 Post and	year 5 children with an understanding of the activities they may take part in at the end of year 6. Impact New clubs were enjoyed by children at school. ➔ Due to the interest in table tennis, SC has decided he would like to purchase outdoor table tennis tables to continue to inspire children to enjoy a new sport. EJ on maternity leave to club percentages and attendance will be recorded on October 22 return. Impact <u>Badminton</u> Autumn 1 – Year 5 multi-sports club (x4 weeks) introduced badminton to the children. <u>Archery</u> Autumn 1 – Year 5 multi-sports club (x4 weeks) included archery in the timetable. 100% of the children involved enjoyed the sport and asked for it at future sessions. <u>Table Tennis</u> Equipment ordered in December 2021. Club to be organised in summer 2022 or September 2022. 100% of the children involved in the summer club reported an enjoyment of the sport.	Next steps: To continue to offer a range of sports and exercise and encourage children to find an area of interest. EJ to identify new sports in 22/23 including martial arts. In October 2022, EJ to conduct questionnaires with children to assess impact of the new equipment and range of clubs on offer.
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Focus To provide our EYFS and Yr1 children with the opportunity to participate in outdoor activities linked to the primary PE curriculum (outdoor adventurous activities Y1 and ELG strand of physical development in EYFS). To broaden our curriculum and widen experiences for the younger children in our school. To encourage development of gross motor skills and understanding safe risk taking in play. Impact To see an improved engagement in outdoor activities and to encourage	<i>potential for it being an indoors sport (weather permitting).</i> EJ to encourage new experiences in school clubs. To look at further promotion of archery, introduce table tennis to clubs and inspire an interest in badminton. <i>These are clubs we haven't previously promoted.</i> EJ to order new equipment to provide staff with the resources to successfully start these clubs. Equipment to be ordered; • 3x table tennis tables SC to liaise with Ightenhill Nursery School regarding our forest school sessions. EYFS and Y1 to take part in sessions down at the nursery.	Packaging Butterfly Starter table tennis tables x2 (£280.00) +£16.00 Post and Packaging Carlton Flexi table tennis net x4 (£60.00) July 22 SC ordered outdoor table tennis table £944.88 £720.00 Forest School Sessions	Impact Staff and children, who took part in these sessions, reported an enjoyment of the outdoors and highlighted that key learning took place, supporting the ELG strand of EYFS and outdoor adventurous activities for Yr1.	Next Steps: EJ to discuss future forest school sessions for the next academic year 22/23. Sustainability: We have a new connection to Ightenhill Nursery through the forest schools and aim to continue with this next year.
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children to understand that they can take part in physical activity in different settings.

Children will demonstrate improved gross motor skills and develop an awareness of safe risk taking.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Focus To give all children the opportunity to participate in competitive sport during the academic calendar. Impact Children will have experienced competition and use the experience as a vehicle to improve their own and other performances.	<u>Cluster Football (B team events)</u> As this is a participation event, EJ to ensure that groups of children who have expressed an interest in playing for our school are given the opportunity to do so. EJ to use two different teams for both competitions.	No cost Part of the BSSP buy in (costs taken from last year's Sports Premium funding)	Impact Combined score of 40 for both teams (x14 children). This meant a first place finish in the cluster competition. Children expressed how much they enjoyed the events and skill based sessions.	Next Steps: EJ to continue to promote inclusion in all competitions and provide opportunities for least active children and those expressing an interest in an area of sport to take part in competitive and non-competitive experiences.

Payment of **£4,500** to Burnley School Sports Partnership for academic year 2022/2023
 Spent £30,311.09 = **£3,537.64** spent into next year's allocation.

Signed off by	
Head Teacher:	S Crosier
Date:	15 th July 2022
Subject Leader:	E Jones
Date:	15 th July 2022
Governor:	
Date:	

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