

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 2022. 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	£ 2,000
Total amount allocated for 2020/21	£ 16,000
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 2,500
Total amount allocated for 2021/22	£ 14,000
Total amount of funding for 2021/22 to be spent and reported on by 31st July 2022.	£ 14,000
Total amount carried over from 2021/22	£ 2,000
Total amount allocated for 2022/2023	£ 15,000
Total amount of funding for 2022/2023 to be spent and reported on by 31 st July 2023	£17,000 (No carry Forward for 2023/2024)
Total amount of funding for 2023/2024 to be spent and reported on or by 31 st July 2024	£1700 No carry forward
Total amount of funding for 2024/2025 to be spent and reported on or by 31 st July 2025	£16,200 No carry forward
Total amount of funding 2025/2026 to be spent and reported on or by 31 st July 2026	£16,190 No carry forward

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 2023. Please see note above	50% of pupils passed the water safety self-rescue techniques. 50% of pupils were able to swim proficiently over a distance of 25metres.

	Note: Three year 6 pupils only
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

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: 2025/26		Total fund allocated:		Date Updated: 30-7-26	
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:
					%
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?:
Playground Buddy structure and process continued and refined to allow the pupils to design and lead the activities during daily play, and cascade knowledge to younger pupils which is to be transferred into PE lessons, enrichment activities such as STEM days etc. Links to Primary Stars Company has not taken place this year due to insufficient funding and lack of availability. (Subscription for activities for following year		Playground Buddies given status and support to continue to develop and design a weekly daily programme of activities. (links are also made to Worship Leaders, and School Council which include relevant meetings to allow for engaged interaction with various charities, PTA etc.to build on the pupils’ proposals and implement. (Links to Courageous Advocacy strand) After school clubs provided by school staff		£1,000 £2,600	The pupils have demonstrated continued improved listening and key language skills as well as an understanding of the need to share space and equipment. Respect for each other and equipment is reflected in the organisation of the session and linked to the PSHE, Christian and British Values Programmes. Good participation in clubs. Identification of
Sustainability and suggested next steps:					
Previously an enhanced leadership programme for all key stage 2 pupils has been delivered through the school and additional providers and programmes delivered by school – Zones of Regulation, Fixed and Growth Mind set, Colour Monster programmes will continue next academic year. First aid, bike ability, STEM opportunities continuation of					

have been allocated to ensure access to this company and ensure provision of wider provision takes place). (Priority during the next academic year).	and external providers with a focus on leadership, challenge, problem solving and the introduction of the development of the PE and physical activity provision – resources, healthy eating, physical and mental well-being, physical literacy, etc. Children and staff being excellent roles models for each other including children on SEND register. Mental Health training for pupil's and staff inclusion of yoga, wake and shake etc.		fund-raising opportunities linked to national and international charities plus local community fund raising programmes. Children independently using knowledge of leadership strategies and techniques to deal with unforeseen incidents, development of problem-solving techniques and attitudes towards challenge i.e. to 'have a go'.	after-school clubs maintaining yoga and wake and shake provision to promote physical literacy and positive mental health. Possible introduction of Forest Schools. Greater access to National Park Ranger Service and their involvement with projects. (Availability of rangers to schools).
To continue to build on the leadership outcomes making links to community and ambassador school projects then into the PE curriculum and make links to other curriculum areas through HYPAC. School initiated but now a community led group for young people aged 5years to 16 years). This was planned to be supported and delivered through affiliation with partner-Primary Stars for inter and intra competitions, sports day events, but due to insufficient funding and lack of availability did not take place. (Priority during the next academic year).	A differentiated programme of activities continues to be developed by pupils and staff and yoga and wake and shake have been delivered to the whole school. Community focuses through the 'School's Together Programme', work with the National Park Ranger Service through Litter Picks, purchase of bikes and scooters to develop physical activity during playtimes, access for year six pupils to attend Whitehall Residential Outdoor Centre purchase of resources to improve the quality of PE delivery e.g. equipment including a greater range of athletics resources. Wider experiences of sport through outside agencies – for example Quidditch experience linked to games unit of work.		Through the work undertaken within the school a significant degree of progress in their physical, mental, social and emotional well-being continues to take place. This was demonstrated in the pupils working effectively with members of the community both in (after school clubs etc.) and out (School's together which makes links to the Church etc.) whilst raising awareness of local, national and international charities and organisations, and how links can be made within the curriculum including opportunities for Worship and assemblies-, community projects, and also interactions with other local schools.	To continue to sustain the outcomes of the various projects and develop these further continuing links with other local schools through the teaching of traditional sports such as maypole dancing, orienteering etc. sporting events, residential opportunities (Possible re-introduction to whole school visits to Lea Green – residential opportunities, introduction of wider range of sporting experiences for pupils in school e.g. rock climbing, archery etc. The continued affiliation with the Diocese and National Park Ranger Service. Re-application for the Arch Bishop of York Award during next academic year 2026-2027
A review of the previous provision of PE and to use data collected from staff, pupils and parents which will then be transferred via the key principals into the PE curriculum. (To include CPD, resources and enrichment opportunities through a more varied curriculum content. This work will be enhanced through more focused targets and outcomes with the PE company Primary Stars and through pupil's continued access	The school has made a commitment to continue and develop its affiliation to the Primary Stars Company to ensure the taking part of competition with other small school of a similar size, thereby achieving access to inter and intra competition. The continuation of the online resources to support 30 minute daily physical activity. This now includes regular yoga sessions to support relaxation		To ensure all pupils at school had access to programmes which would support their mental and physical well-being. The inclusion of the wake and shake, yoga and physical literacy programmes have promoted opportunities for leadership, communication and language development while being active with other pupils and where possible	To continue to audit the provision of PE regarding accessibility to additional sports such as karate, Tai Chi and consider further developmental activities to promote mental health and well-being, the Quiet Garden, seating area, trim trail, climbing wall, development of the outside curriculum through cross-curricular links and new schemes.

to HYPAC (Young persons activity group) Children from age 5 -16years are eligible to access this club. (Links are to be made to Residential Outdoor provision).	and the promotion of positive mental health and well-being for the Early Years and Key stage 1 pupils and has been extended to KS2 pupils. Pupils attending the school from age 5 years upwards will also be eligible to access a wider PE curriculum via attending HYPAC. Links are made to the programme regarding Lea Green experiences via HYPAC, Whitehall experiences. Forest School experiences were planned to be delivered but the school has struggled to access suitable land for its delivery. School has contacted the LA regarding development of the school site regarding the siting of a trim trail, a simple climbing wall plus extension of the Early Years area. Currently the fences to make the area safe in line with safeguarding for the children has been measured for and a price agreed. The school is awaiting the work to be undertaken and completed.		working with community members for example, litter picking, HYPAC, Wildflower group which has included access to bat and bird boxes, homes for hedgehogs etc. Continued development of reflection spaces and wildflower spaces within the school grounds – include access to outside provision through National Park Ranger Service and local community groups i.e. making of the School Well.	Forest School curriculum to be considered – application for space within the village or possible another school's grounds
To re-audit the equipment and playground space and storage to ensure the school has the capacity to manage a more enhanced programme which also incorporates the use of the new playground resources and storage.	Class 2 teacher to undertake an additional audit of equipment and space. To purchase appropriate additional equipment to ensure a full PE curriculum can be delivered to all pupils and access to equipment via the Primary Stars company to support and enhance the PE Provision through inter and intra competition. Equipment purchased is to include enhancement of programme of activities delivered by 'Playground Buddies. Wild flower area has been re-sited and is used to promote spiritual and emotional regulation and well-being. CPD for staff regarding the use and implementation of the new resources. Opportunities for additional outside agencies to deliver sport via more creative ways, e.g. Quidditch which used the fundamental skills within the game's curriculum.		The pupils have demonstrated improved listening and communication skills culminating in improved application of team work and respect of each other and the equipment. Improved fundamental skill performance of all pupils. Pupils have been identified as being skilled in specific areas within the curriculum and referred to outside sporting clubs to help develop skills e.g. cricket, hockey and rugby. Undertaking and completing work around locality to support importance of outside and mental health, carbon footprint etc. for example Litter picking.	As above but to also include the development of the early years provision outside to ensure activity takes place throughout their curriculum. To develop partnership with the community – and make links to the outdoor development at the Youth Hostel. (Pond dipping etc – love of fishing). The development of the Early Years Outdoor provision has been audited this year by the Early Years Co-ordinator and a senior advisor from the LA, but the work to be completed has been deferred until the next academic year 2026/2027 due to unforeseen circumstances within the staffing in the school. Resources have been identified and an appropriate lay-out planned.

Inclusion of physical Literacy throughout the school day and CPD to promote staff and pupil mental well-being.	Physical movement breaks including proprioceptive tasks, wake and shake, yoga etc. have been included throughout the school day in all classes to support accessibility to the curriculum and all pupils to be involved and access a fully inclusive programme throughout the school week.		The pupils have appeared more confident throughout the school day and are more willing to 'have a go' at more challenging tasks and seeming more resilient and independent. An improvement in attitude and curriculum outcomes.	To continue to undertake CPD around Mental Health and access the IDAT facilitator regarding advice and training which promotes positive mind set, recognising emotional responses and demonstrating empathy of themselves and others.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
The continued tracking, monitoring and assessment of pupil progress is to continue being rigorous to allow for pupil conferencing, leadership and 'personal best'. Planned learning walks to be undertaken by PE Co-Ordinator and outcome/observations reported back to governor for PE including the impact of the sport afterschool club and continuation of physical literacy activities throughout the school day to promote mental well-being, leadership and to raise self-confidence and self-esteem alongside communication and language development.	Pupil's progress monitored throughout the sessions and assessments completed by class teachers and external providers then next steps identified. Transfer of assessment has been made to using the Twinkl assessment grids and statements. . Written and verbal reports provided to the Governing Body by the Head Teacher and to parents via parents evening and end of year reports. To ensure full inclusion for all pupils, strategies to promote positive mental health alongside emotional equilibrium are accessed and the programmes established within school are referred to then utilized by pupils with increasing independence and understanding by all pupils. (Zones of regulation, Colour Monsters, Growth and Fixed mindset. CPD for staff – Trauma training.	£3,500	The improved pupil performance allows for the application of skills to resolve problems, challenges whilst working individually or as part of a team. This has been transferred into different curriculum areas, but is particularly evident during the STEM days opportunities for enrichment, where children are demonstrating not only leadership qualities when working within groups but also demonstrating the ability to listen to another child's point of view and not be dismissive towards them, before evaluating the process and outcome of tasks and products. (Six sessions per academic year). The assessment and monitoring of PE, pupils progress and attainment remains effective and relevant and pupils are beginning to be more confident when evaluating their own and others performances. Raised pupil attainment within units of the curriculum are being observed.	Continue to utilize the assessment tool linked to the Real PE / twinkl to track and monitor pupil progress and attainment. Delivery of the PE curriculum will be the responsibility of KF who will ensure provision is secure and enrichment opportunities catered for making links to other areas within the national curriculum. To adapt and continue to develop a healthy life style and well-being programme making links to PSHE. RSE and Science curriculums. To continue to access relevant training to ensure full inclusion of all pupils which includes the delivery of an adapted curriculum where necessary.

A continued wider range of planned sessions (including Virtual CPD) and activities delivered through direct teaching methods and opportunities for pupils to be active participants to incorporate the different learning styles across the curriculum will ensure that all children are engaged, challenged, developing individual understanding to set personal targets.	Different teaching styles when delivering the sessions were used to ensure that all pupils could participate, develop knowledge, skills and confidence to challenge themselves, but to also support those children who are less confident. Team teaching by school practitioners has continued to help promote confidence and exploit subject knowledge and personal expertise within specific skills being taught. Communication, language, negotiation and listening skills of pupils were noticeably improved. Pupil's being able to demonstrate their ability to negotiate, demonstrate empathy and regulate emotions were all evident, demonstrating the success of established programmes demonstrating independent self-regulation.		Progress is being tracked more effectively by class teachers who are feeling confident in their own understanding and application of skills to pupils, which in turn has impacted on overall pupil attainment and ability to suggest and set their own targets which is evident during evaluation opportunities at the end of lessons. On site CPD for staff is delivered by the PE co-ordinator and access to the on-line training via The National College. (The subscription has been renewed for a further year).	CPD for PE practitioners regarding the delivery of the revised programmes. The continued development of the PE curriculum will also be addressed under the guidance of KF to support the forging of new links to schools and subject content and include inter and intra competition. The reviewing of the updated policy and impact statement for the website is again to be reviewed. (Include parental engagement where possible, for example sports day). Attendance to off-site events to promote intra and inter competitions.
A full report on the PESSP funding allocation and impact is presented as part of the Head teachers report in unison with the member of the governing body with this delegated responsibility. This informs governors of how PE and Sport impacts areas within the School Improvement Plan (SIP) and the impact on pupil progress, opportunities for enrichment and challenge whilst maintaining full inclusion for all pupils.	Associated reports presented to governors and a minute number allocated. Links made between the PESSP and SIP action plans and outcomes. Discussions with all personal with the responsibility of delivering and all aspects of the PE curriculum during the academic year has been undertaken and agreed. This is to help work towards and ultimately increase and promote pupil progress, assessment and attainment within the subject. CPD identified and delivered for staff via the co-ordinator and on-line training via The National College.		An individualized approach and a more personal curriculum has continued to be delivered. The utilization of videos and pupil demonstrations have been incorporated effectively into the teaching to help support SEND and Early Years pupils who can access the demonstrations more frequently when required. Virtual and face to face training continues to be accessed and is available on request which has continued to promote confidence and knowledge within non-specialist staff. All stake holders have been informed of the impact of this work on the pupils organizational, leadership, communication and motor skills. These have been developed as a direct result of their work with PESSP funded programmes and partnership with outside companies including on-line training.	To maintain links with the White Peak Cluster schools and other church schools who visit the village sharing good practice. To continue to be a partner with the SSSP affiliation and exploit relevant opportunities provided. To continue the development of reflection areas and spaces within school and improve outside curriculum provision making links and connections to other curriculum areas and the Early Years space development plan. To investigate funding opportunities to develop outside provision to include physical activities, i.e. a trim trail, climbing wall, undercover seating for table top games.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
All staff, HLTA's and TA's who are fully engaged and trained in all aspects of PE will continue to take partial responsibility for the monitoring and delivery of PE in unison with the PE Co-Ordinator throughout the school and in unison with any outside agencies or companies to enhance the whole school provision. This will include – First Aid, bike ability, off-site sporting events etc. Key Staff to access a range of CPD opportunities to develop knowledge and confidence when delivering the curriculum and the assessment of the content as they become available. Links are to be made to the National College and staff are to access appropriate and relevant in-service training. The provision is also to include the development of the PE Curriculum and raise standards of all pupils demonstrating full inclusion whilst also where possible making links to outside sports clubs. To continue to develop and re-establish an overarching community partnership programme, delivering physical and social activities which will be developed and delivered e.g. orienteering, School's together, etc. These are to also include the partnerships with the National Park Ranger Service and their partners – environmental	The development of the content of PE is to be accessed via on-line training, the purchase of high-quality resources, the provision of opportunities for enrichment and curriculum links and connections. To support the application of skills being taught through 'wrap around' provision which includes the HYPAC group -links to outdoor learning. A Programme of half term lesson plans to be reviewed and delivered to ensure that the pupils are able to build on the key principles underpinning fundamental movement skills and their application in team/individual activities. Opportunities for access to a club for individual pupils who have demonstrated working beyond expected levels within a unit of the PE Curriculum. Opportunities for physical activities within the school day via wake and shake, yoga, physical literacy etc. The school staff and working partners are continuing to develop an integrated key stage 1/2 programme which incorporates community, national and international targets. Opportunities for face to face interactions and projects to take place between pupils and community members have continued to be developed i.e.	£2,500 swimming facilitators x 2 Plus additional £3,000 internal staffing - clubs	The expected standards of behaviour, engagement and skill development was adhered to and monitored by all. The performance levels of pupils improved especially when required to work collaboratively. Individual pupils have been identified for further outside intervention through sports clubs. The confidence and understanding of all staff members were enhanced regarding the expectations and learning outcomes within the different units of work within the PE curriculum. Children becoming more active within the school day and links were also made to wrap around provision which included a cookery club – the importance of healthy eating and lifestyle. A greater proportion of children accessed out of school provision in sport. Through opportunities for reflection which are planned into the PE Curriculum, discussions between pupils, partners and community representatives, a programme of activities was initiated and a time scale agreed upon for specific activities to take place. The pupils showed	The school will continue to develop confidence, knowledge and skills for PE practitioners regarding the delivery of PE which is to continue to include face to face mentoring and monitoring by outside agencies and on-line CPD. Additional support will also be sourced from the RDSSP regarding training and the Primary Stars Team to ensure all pupils access sport which promotes access to opportunities for competition. To invite companies to deliver the content of the PE curriculum in a more creative way e.g. through stories and characters to ignite their interest and involvement in physical activity. To continue to develop an overarching community partnership programme, delivering physical and social activities making cross-curricular links whenever possible. For example, the continued development of the Village Trail in unison with the National Park

issues, initiatives etc.	supporting cookery club, school's together events, litter picking, the continued wildflower garden development etc. (which included bat and bird boxes, links to the local potter – hedgehogs and frogs), Working as an Ambassador School for the National Park Ranger Service has also provided opportunities for off-site events e.g. litter picking,		increased confidence and clarity when discussing ideas and developing a time line of events. The children have been involved in the devising of a schedule incorporating social issues raised at the commencement of the year e.g. Macmillan events, Air ambulance, Alzheimer's Society etc. demonstrating an increased empathy with their environment and the community members within it. The engagement between the pupils and their community partners continues to showcase the school's Christian Values alongside their confidence, communication and listening skills and respect for each other.	Ranger Service and Village Community. Re-application for the Young Leaders Award linked to the Diocese. KF to maintain being PE lead practitioner and scheme of work reviewed. To re-introduce residential visit to outdoor provider Lea Green or an equivalent provider to support outdoor activities for all pupils. Make links to STEM and problem-solving activities if possible. Possible forest school provision – land dependent.
For pupils to be able to transfer the skill of setting and monitoring their own targets to the PE curriculum and to exploit all opportunities of intra and inter sporting competition and events.	All children have been actively involved during the assessment process using the skill videos if required to target specific applications of skill development which have taken place during and at the ends of PE units. Skills progression has been carefully managed through the PE Scheme of work. Opportunities for self-evaluation and self-assessment also take place at the end of each PE Session for all pupils to promote and embed understanding of skill development within a sport. Pupils were to take part in festivals and events with other partner schools which include sports day, but the outside provider was fully booked but children were provided with the opportunities to compete against each other within lessons. Opportunities are provided for the development of both individual and team co-operation, negotiation and development within the framework delivered by school staff.		The promotion and development of knowledge and understanding of the content of the PE curriculum regarding the development of fundamental skills is becoming more evident within the children's performances and ability to set own targets. Children were more confident at taking part in more competitive roles and demonstrated their understanding of the importance of rules within games. They were also beginning to demonstrate their leadership skills within the delivery, explanation then playing of the games against each other as a team and being less egotistical and more supportive of each other.	The continued provision of opportunities to access competition and / or festivals to help promote and practice key skills within a target sport led by specialist PE teachers which will support CPD by making links to pupil skill progression and performance. To maintain links to outside sporting clubs and HYPAC. The delivery of all inter events within the PE curriculum coverage is to be delivered by the company Primary Stars. The facilitator has a university degree to enable him to deliver this subject. KF MT and TB are to continue to deliver PE during the next academic year due to budget constraints

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
The pupils with staff, National Park Ranger and PE co-ordinator have continued to develop opportunities which can be delivered to sustain and promote a relationship between the school and community. This will be with a particular focus on individual skill development and support of mental health and well-being through the skills developed via Archbishop of York, Youth Trust Young Leaders Award undertaken previously and the school's vision statement and Christian Values.	Community events were accessed by all pupil's individual level and provide opportunity for challenge. This has included activities in the Schools Together Programme, after-school clubs which have included cookery, IT, craft and Lego building. Programmes of performance and singing have been created by staff and pupils in partnership then performed to a live audience. First aid has been purchased but scheduled for the next academic year in early autumn due to his unavailability during the summer term. This has been included in the school's provision and links made to the PSHE curriculum - first responders / emergency services / people who help us . Litter picks have been planned and undertaken following a discussion and activities with the National Park Ranger Service regarding reducing the carbon footprint and the Earth being sustainable.	£2,800 £800	The continued development of the school's commitment to its community work is reflected in a range of ways within the pupils. Their confidence, communication skills, empathy and teamwork continue to be demonstrated in the fluidity and confidence seen in their performances and their interaction with the community. The impact on the relationship between the pupils and community, which is already strong, was enhanced. This was evident by the comments made by the older members of community in their comments and letters. A file of the communication between the school and our community members continues to highlight the close physical and mental bond which has developed. The continual access to events which involve our community has also resulted in the children's heightened awareness and understanding regarding how having a healthy body working in unison with a healthy mind and lifestyle results in having a positive outlook and a growth mindset. The continued understanding and practice of the school's vision statement and Christian Values was also maintained and observed.	We intend to continue to build upon the successful and new activities within the community programmes. This will enhance the physical and mental well-being of pupils and community members. An annual calendar of events to be devised and delivered including social /leisure activities, lantern making, wild flower garden, litter picking and physical activities such as Boccia, Curling, Bowls and pupil focused fun challenges. It has also been suggested that the children continue to support the National Park Ranger Service in their devision of a school programme and their continued participation in events to develop children's awareness of the importance of caring for the environment and the effect on well-being, and physical and mental health. The re-introduction of Maypole Dancing and consideration of bell ringing is to be discussed between school and the community.

Key Stage 2 to take part in the bike ability programme delivered through the RDDSP provision. This programme will work toward developing children's understanding around how to stay safe whilst cycling on the road, negotiating junctions and passing parked vehicles. It also includes a simple bike safety check and the importance of wearing a safety helmet and the correct clothing while out riding. All children will take part in a first aid programme to support their understanding of the importance of the development of this life skill. The children will access a first aid programme and learn basic skills. Staff will attend paediatric first aid training. To provide the opportunity for the upper key stage 2 and extend to lower key stage 2 children to devise, develop and deliver a PE session with warm up, lesson and cool down targeting a sport specific key skill whilst promoting fundamental values eg: teamwork, problem solving, communication etc.	School was scheduled to invite a registered practitioner to deliver the programme, then school was to inform parents and pupils of the school intent for them to take part in the day's activities. School was to ensure all pupils have road worthy bikes and the correct size of safety helmet. (For pupils who are not yet proficient or haven't a road worthy bicycle then scooters are to be accessed for use in the playground only). Unfortunately, the school was unable to undertake road safety activities with the children due to unforeseen circumstances. This will be re-scheduled for the new academic year. All pupils will become familiar and practiced the processes and techniques involved when locating an injured person or locate someone who is not breathing. Information will be cascaded to parents and the senior leadership team within the school once the first aid course has been implemented at the beginning of the new academic year. All staff updated first aid training which included anaphylaxis training in line with Benedict's Law. Pupils were provided with access to resources including skill cards, lesson progression cards and the opportunity to discuss their ideas of the lesson content to an adult. The sessions were scheduled to be filmed then analysed to promote the young leader performance. Pupils accessed the opportunity to attend a STEM after-school club using Lego.		All pupils were unable to access the programme either level 1 or level 2 bike ability accreditation. No evidence of previous year's achievements were able to be made. Therefore previous goals and achievements were not accessible. – That is, throughout previous sessions the days schedule the children were fully engaged and their awareness was raised as to how busy the roads around the school were. It also highlighted to them the significance of the flashing amber warning lights during school pick up and drop off times. Opportunities to embed previous learning was also previously evident by pupils providing support to younger children and being able to discuss bike safety with greater knowledge and confidence. However, pupils who attend HYPAC accessed the opportunity to develop riding on the road. The analysis of the content of the lesson demonstrated the engagement of all the pupils. It highlighted the impact on those pupils whose learning style required a practical based and kinaesthetic approach. It also enabled a fluid dialogue between pupils being taught, the young leader, the teacher ideas and methods of how to support the individuals who found the rigours of the programme more challenging with some of the concepts and tasks. The young leaders	Progress with consolidation links founded in the school programme of study, in unison with the activities provided through HYPAC for example- mountain bike challenges, Karate, Leadership continue to provide both physical and mental challenges. These support the development of balance, core strength, determination and resilience. This is to include the continuation of a whole school swimming programme and the consolidation and extension of the first aid programme. Links to be made to the PSHE Curriculum. Application for this programme is to be sought next year regarding bike ability availability and delivery. Through continuing and extension work from the Active Maths Programme we will re-introduce a STEM Programme through the use of LEGO / robotics which will be delivered by a specialist facilitator
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			found the analysis and peer input beneficial. The success of the delivery was demonstrated through teamwork, the use of appropriate language and positive outcomes to the problem-solving activities and tasks.	via an after-school club. This programme will work towards developing hand eye co-ordination, team work, language skills and problem-solving techniques and strategies- this will be incorporated into intra and inter school challenges if possible as it was not achieved this academic year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
From September 2025 building on from the work undertaken during the previous summer terms with an emphasis on intra challenges and competitions which the provision has continued to explore ways of incorporating progressive individual skill challenges through the Primary Stars Package. Cross curricular links have also been previously made with the Ambassador Award, Youth Trust through the community projects, HYPAC and cluster school events which also include Lea Green (HYPAC) and Whitehall Outdoor Pursuit Centres.	PE coordinator included additional support from RDDSP to promote the children's skill development in preparation for the sport specific challenges, competitions, festivals and residential visits to Whitehall (undertaken by programme leaders from the establishment). Taking part in the Sports Day event with cluster schools did not take place this year due to adverse weather conditions. Participation in off-site cluster school events and festivals were not accessed due to them being over-subscribed. A high proportion of children from school who access the after school club HYPAC includes access to the outdoor provision at Lea Green, thereby providing the opportunity for these children to take part in a greater range of different sports whilst working with young people from other local schools to promote teamwork and competitive	£0	Skill development in specific sport allowed the children to be more confident and understand how to work within a team context. Leadership opportunities have arisen within intra competitions between groups of children. Staff monitoring and assessment of pupils 'Personal Best' performances reflected significant development of resilience, problem solving and empathy. Stronger links forged with smaller cluster schools to promote leadership and teamwork within external events and activities – links to Whole School Together events (Three per year). Language and co-operation have been observed between individuals and groups and their development of negotiation and listening skills have been evident. Pupils have also been observed using their self-regulation strategies with increasing independence and positive	To continue to be actively involved in the development of the small primary schools' cohort to promote competition within schools of a similar size. Will plan and deliver skill-based learning with the other schools utilising on individual staff member's skills and expertise within the PE curriculum whilst making links to planned festival competition with the recording of results and certificates. If possible to make links to the swimming programme to help raise standards. To continue to develop links for inter and intra completion to take place and to consider additional opportunities for events to take place through Whitehall and Lea Green. The introduction of specific sports events such as street dancing

All intra competition opportunities have been fully accessed throughout the year. The focus this year was on intra competition, both individual personal best, and cooperative in small teams, and connections and links to other curriculum areas have taken place throughout the curriculum and also during off site residential visits if applicable as well as during swimming lessons. This commitment was due to being unable to sign up for inter competition as was planned for. (Target for the next academic year).	scenarios to engage in, as well as experiencing a wide range and variety of sporting events which include caving, orienteering, rock climbing, canoeing, abseiling etc. Progress has been made within the development of intra competition curriculum opportunities. Specifically, in the planning and re-designing of the spaces to be used with cones. Also, the purchase of additional equipment for both the curriculum content and playtime provision. (Athletics resources and CPD has been accessed by staff. Bikes have also been purchased and links have been made to road safety.) Storage for resources has been audited and costings identified to support children's independence accessing the resources in the delivery of the PE curriculum and break time activities. This has supported an environment where pupils are actively taking leadership roles cascading previously taught skills to others. Pupils have had support to understand how to set targets to progress their skills and meet new challenges – Personal Best. Within small team games pupils, supported by staff devised rules and tactical understanding within a competitive environment which includes Whitehall and Lea Green (HYPAC).		impact. This demonstrates the strategies the school has in place is becoming increasingly embedded. Recognition of achievements were made in Celebration assemblies, notice boards, website, parent newsletters, governor reports and parish magazines. This has also been noted in the cross curricular links made to other subjects for example active maths and PSHE through the road safety aspect using the bikes. Increased fitness level for all pupils due to the continuation of the wake and shake and yoga programmes which are integrated throughout the school day. Through the opportunity to take part in intra competition a development of children's confidence, leadership and language and an ability to utilise and apply all skills being taught within the PE sessions but again utilising connections between all curriculum areas wherever possible.	for one day events in unison with other cluster schools to promote access to other sports. As the school's role of being an Ambassador School for the National Park, to devise and deliver programmes to be delivered to other schools, e.g. orienteering, maypole dancing, possible forest schools Continuation of the development of the outside area including early years regarding a trim trail, climbing wall and covered seating area is to continue to help promote positive mental health and well-being. Access to inter competitions which the school has already signed up to in readiness for the beginning of the new academic year demonstrating our continued commitment to enhance provision and support pupil excellence.
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Signed off by	
Head Teacher:	Tracy Blackwell Governor: Mary Drayton
Date:	25-7-25
Subject Leader:	Tracy Blackwell
