

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Evaluated July 2024

Commissioned by



Department  
for Education

Created by



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](#) 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£16770
Total amount of funding for 2023/2025. <b>Ideally should</b> be spent and reported on by 31st July 2024.	£16770

## Swimming Data

Please report on your Swimming Data below.

Leavers June 2024

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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	73%
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	73%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	73%
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/No

### Historic Swimming Data

	2024 Leavers *	2023 Leavers	2022 Leavers	2021 Leavers
What percentage of your last Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%	88%	92%	91%
What percentage of your last Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%	88%	92%	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	73%	88%	92%	66%
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?	Y	Y	Y	N

\*Current year 6 have had additional swimming sessions. This cohort is higher than typical for SEND. This is a barrier to some individuals, which we have actively tried to address.

Key achievements to date until July 2023:	Influences on 2023-24 in response to baseline evidence of need:
<p>School successfully achieved a <b>consecutive School Games Mark Award</b>, this time meeting its aim of <b>silver award for 2022-23</b> (Bronze 2021-22, previously disengaged since 205/16)</p> <p>The importance of physical activity for physical and mental health was raised during spring term with a staff challenge to run the length of Uganda and a <b>sponsored Rainbow Run</b> for all children and families. In spring / summer term, <b>Bikebaility</b>, <b>Freddie Fit</b> and a <b>walk to school week</b> also maintained and strengthened this message.</p> <p><b>Staff sports champions</b> were introduced to lead on different aspects of sport to facilitate and ensure increased competitive activities across a wider range of sports at both inter and intra school level. This will be built on next year. Children accessed intra events in houses including football and dodgeball and a range of inter school events through Bury School Games calendar.</p> <p><b>Individual pupil activity at home and school was logged</b> in the spring term and tracked in order to target further and adjust the school / class / individual offer. For example, classes introduced morning runs and movement breaks into more sedentary lessons. An <b>additional adult (school based with additional hours rather than sports coach – for sustainability across the week)</b> was <b>on the playground to facilitate games and target support daily</b>.</p> <p><b>New play leaders</b> for 2022-23 were trained in the role. School continued to <b>invest in playground equipment and resources</b> to encourage new experiences and physical activity.</p> <p><b>Additional swimming sessions were provided for all UKS2 pupils, including those who were not on track</b> following their block of lessons in 2020-21 (<i>just before Covid closure</i>). By the end of the block, 88% met the standard.</p> <p><b>Feelgood Friday was further enhanced</b> with a focus on physical and mental health – School introduced, ‘My Happy Mind’ and also <b>trained another ‘Relax Kids’ coach</b> (an</p>	<p><b>Continue to actively engage with the School Games programme</b>, working to maintain and build on silver for 2022-23.</p> <p><b>Embed individual pupil activity logging</b> to ensure least active are consistently targeted, particularly during playtimes and as part of the clubs offer.</p> <p><b>Further develop engagement tracking to include a focus on groups:</b> DAP, SEND, gender with any identified issues swiftly addressed.</p> <p>Ensure an <b>additional adult is on the playground daily with the aim of increasing fitness</b> for identified groups and individuals through playground games and high intensity activities, such as skipping. (Skipping workshop planned in autumn to inspire this activity further).</p> <p><b>Train new play leaders for 2023-24</b> to ensure active, happy playtimes with equipment stored safely. (Game guiders to lead play and activity challenge stations, including craze of the week / handy helpers to look after equipment)</p> <p><b>Take part in walk to school week 20-25 May</b> to help children to see how that can support us to reach the aim of 60 active minutes per day.</p> <p>Continue to <b>extend the intra and inter school competitions on offer</b>, ensuring this is <b>inclusive and equitable for all</b>, through Bury School Games, BJSSA and Epworth Education Trust.</p> <p><b>Inspire children to lead active lives through visits, visitors and events that capture their imagination and reflects / celebrates the diversity of modern Britain.</b></p> <p><b>Continue to enhance Feelgood Friday</b> through building staff expertise with focus on physical and mental health – Forest School, Relax Kids, Wellbeing through Sport.</p> <p><b>Continue to further develop staff knowledge through high quality CPD.</b></p>

active programme for mental and physical health). A **second Forest School lead was trained** to ensure sustainability. This has further enhanced the range of activities that can be used to develop physical and mental health in school.

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: <b>£5750</b> / 34%
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:
Embed the use of daily PESSPA sessions and <i>extend the variety of activities</i> offered for ALL pupils to improve their PB in high intensity activity such as running, throwing and skipping.	<p>Ensure that high intensity PESSPA lessons take place every day with two longer sessions per week. Weekly time allocation of 2 hours, 45 mins. (3 x 15mins, 2x 1 hour sessions)</p> <p>Ensure resources are easily accessible to all classes and carefully stored so as not to narrow activity undertaken and maximise time.</p> <p>Utilise tracking sheets for breadth of activity and celebrate progress on a personal level. (Include link to spirit of games values)</p> <p>Release subject leader across the year for coaching / monitoring to ensure quality, embedded short 15 min sessions.</p>		<p><b>£1850</b></p> <p>Resources: £500</p> <p>Subject lead time: £1000 (Link to indicator 3)</p> <p>Skipping workshop: £350 (Link to indicator 4)</p>	<p>Changed skipping workshop to tag rugby after pupil voice.</p> <p>PESSPA approach has now been modelled to all staff and is included in the PE Policy. This has extended children's outcomes and transferred to the playground.</p> <p>Staff have tracked children's progress throughout Summer 2, using tracking sheet and used the S.T.E.P approach for inclusive teaching and adaptation ideas. The range of activities has been extended across the year to enable opportunities for a variety of PBs.</p> <p>All staff are delivering PESSPA sessions, occurring daily for consistency, this has been monitored.</p>	To continue to embed PESSPA sessions and personal bests across the next academic year.

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<p>Embed the tracking of / raise the profile of the expectation for 60 active daily minutes, with 30 minutes in school with the school community and the variety of ways in which this can be achieved.</p>	<p>Embed the use of / understanding of activity that counts towards individual activity maps with the aim of tracking every half term, then further improving the activity levels of individuals. Educate on the variety of ways this can be met through newsletter and Twitter:</p> <p>Aut 1 – focus on short PESSPA sessions which contribute (<i>Revised timetables</i>)</p> <p>Aut 2 –focus on playground activity that can contribute</p> <p>Spr 1 – Focus on wider offer: Forest School, Relax Kids, wellbeing through sport</p> <p>Spr 2 – Movement breaks within lessons (<i>sponsored event also likely this half term, to include families</i>)</p> <p>Sum 1 – Walk to school week / active travel</p> <p>Sum 2 – Health &amp; Fitness Fortnight Promote through social media</p> <p><i>Ensure signposting to out of school clubs (links to outcome 2 and 5)</i></p> <p>Sports lead to ensure individual activity maps become embedded and are actively reviewed every half term. Support staff as necessary and inform actions for following ½ term. Challenge children to improve individual activity levels, through daily 15-minute session, playground games, active travel and movement breaks.</p>	<p><b>£600</b></p> <p>To ensure ½ day release time for sports lead to complete tracking / monitoring every half term, analyse the outcomes and provide next steps.</p>	<p>Activity tracking maps have been used to monitor physical activity of each child.</p> <p>PESSPA timetable was revised and focused to enhance key skills. Forest school has taken place throughout the school year, with every child having the opportunity to attend. Wellbeing sport being has been delivered by a PE coach every Friday. Children have engaged in this well and improved their physical activity lessons and mental wellbeing.</p> <p>Movement breaks are part of daily practice, using online resources (Jump start Johnny) and relax kids / Calm-a-class resources. Walk to school week was completed, with children completing daily monitoring of how many children walked/walked further than they usually do.</p> <p>Staff have completed sport maps for their classes and progress has been monitored. Children rewarded with house points for their progress and achievements.</p> <p>Health and fitness has been a focus with charitable events including the danceathon.</p>	<p>To hold a further walk to school week for the next academic year. To continue ‘Feel Good Friday sessions’ to include forest school, wellbeing through sport and relax kids sessions.</p> <p>To continue to monitor and track active daily sessions. All staff to become more confident in doing this on the Heat Maps available on School Games site rather than Excel trackers.</p>

	Reward / recognise individual improvements.			
Additional staff member ( <i>school based, additional hours</i> ) to be on the playground to lead high intensity activities and organised games at lunchtime, targeting identified pupils to raise fitness levels and participation. ( <i>From pupil activity trackers</i> )	<p>Staff lead to liaise with PE lead on outcomes of tracking and inform next half term.</p> <p>Staff lead to target activity accordingly based on data. Keep record of daily participation and share with class teachers.</p> <p>Through discussion, try to find games and high intensity activities that will motivate the least active and encourage their participation.</p> <p>Celebrate achievements.</p>	£3000	<p>Staff member has been involved with the organising and delivering of sports games at lunch time. This has involved a range of children from reception to year 6.</p> <p>The staff member has used the activity trackers to focus activities on specific skills, including throwing and catching.</p> <p>Specific pupils have been identified for this staff member to focus on supporting fitness levels, participation and enjoyment of sports.</p>	<p>Staff member to continue to focus on specific children to develop their activity levels. New games to be introduced to continue enjoyment towards physical activity.</p> <p>Train a new member of staff to do this next year due to staff mobility.</p>
Train new Play Leaders ( <i>Summerseat Stars</i> ) to focus on the group games area and other high intensity activity zones on the playground to maximise participation in physical activity at lunchtimes for pupils.	<p>Subject leader to ask KS2 pupils to express interest in being Play Leaders (Summerseat Stars). Subject leader to create a rota for the Summerseat Stars and train them through Bury School Games, in providing games and activities for other pupils. Ensure new games are taught regularly through 'Craze of the Week' to keep pupils motivated and engaged.</p> <p>3 x aspects to role: Game guiders, Personal trainers, handy helpers.</p>	£300	<p>New play leaders trained, and they have supported focus group games at break times and lunch times.</p> <p>These games have been high intensity focusing on specific skills mentioned in the focus PESSPA assessment document.</p> <p>This has maximised physical activity at break and lunch times, with many children participating and enjoying games.</p> <p>Some play leaders have supported younger friends when playing on the playground, completing tasks that focus on fine and gross motor skills and balance.</p>	<p>To train new play leaders for the next academic year. Timetable the focus physical activity games for the play leaders to deliver on the playground at break times.</p> <p>Staff member as above to coordinate.</p>
				Percentage of total allocation:

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

£2300 / 14%

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:
Promote the School Games inclusive of physical activity to parents through newsletters and the local community using social media platforms.	Continue to update the PE board in order to keep it current and motivate pupils / inform them of ongoing/upcoming clubs and events. Wall of fame for children who have received Spirit of the Games awards displayed. Pupils receive their certificate in awards assembly and their achievements on the newsletter to increase self-esteem, this includes out of school achievements.	£200 for certificates, stickers and trophies.	Parents have received communication regarding School games award. This has been on weekly newsletters, around schools and headings of letters. Physical activity accomplishments have been shared via the website and social media, celebrating these accomplishments. Clubs and events have been shared on the school diary for all adults and parents to be aware of. Children have received certificates, stickers and trophies for their sport accomplishments throughout the year. This has been celebrated in the Friday Shine assembly when parents and guardians are invited to celebrate with the school community. Children of all levels have competed in sports events throughout the year.	To continue to focus on School Games. Signing up for a range of sports events throughout the year, for a range of year groups and inclusive of all needs. To continue to celebrate these achievements and communicate them with the whole school community. School received Ofsted Outstanding for personal development and one key part of this was the inclusive sports offer which children spoke confidently and proudly about.
Pupil champion / School Sports Committee to influence provision and improvements.	Subject leader to support School Sports Committee to complete Pupil Voice in Autumn term, after meeting with subject leader and understanding their role in raising the profile of sport. Budget to be allocated to this.	£500	Pupil voice completed and children wanting to participate in more sports competition (girls football mentioned from UKS2). Planned events throughout the year for year groups to compete in. Sports events in school planned (intra school football tournament,	To plan further sport events throughout the academic year, to attend sports events throughout the year too for all year groups of children.

			tag rugby, cricket and danceathon), to raise the profile of sport.	
Maintain positive attitudes towards PESSPA and link to healthy lifestyles and positive mental health. Encourage the power of 'yet' when learning new skills and promote self-belief and 'have a go' attitudes.	Widen the use of activities for 'Feelgood Friday' weekly wellbeing & physical activity sessions to provide additional opportunities for pupils to develop and understand their emotional, social and physical health and well-being. This will include already established: Relax Kids, Forest School and new for 2023-24 - Wellbeing through Sport. <i>This overlaps with developing staff expertise section.</i>	£600	Feel good Fridays occur weekly throughout the year, focus on resilience and determination when learning new skills (power of yet). Relax kids, forest school and well being through sport have enabled the children to develop their emotional, social and physical health in a fun and supportive way with familiar adults every week.	To continue with this focus next year, timetable feel good Fridays for children to complete forest school, relax kid and well being through sport session, with the focus on emotional, social and physical health and well-being. Train further staff to ensure it is sustainable as a future model.
Host a variety of sports events / opportunities that raise the profile within the community and involve families.	Invite a variety of visitors / arrange visits to introduce children to a diverse range of sports and also school led workshops on food, nutrition and wellbeing. Include parents in some of the sessions where appropriate to promote family fitness. <i>(Include sponsored dance event)</i>	£1000	Children completed a sponsored dance event parents and wider community were invited to participate. Sports day occurs every year with a focus on parents and the wider community being involved. Intra school tournaments occurred throughout the year, for children to put their practise into a competition setting. Children engaged in a range of sporting events throughout the year, some to develop their interest of the sport, others to compete in more familiar sports. Families were invited to access Triple P course and workshops for mental health alongside Change 4 Life activities. There was varied take up.	To arrange a variety of sports events for the next academic year, to continue to raise the profile of physical activity with the community. Try to engage whole families in these events.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2100 / 13%
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:
Subject Leader to attend Bury meetings and Subject Leader training and disseminate to wider school staff	Subject Leader attends Bury meetings and ensures competition dates are in the school calendar in a timely manner. Subject Leader liaises with after school club providers to ensure pupils attending competitions have learned the rules and well prepared. Subject Leader disseminates to staff to keep everyone updated.	£200 <i>Supply cost PE conference</i>	Subject leader has communicated with after school club providers to ensure pupils attending know the rules. This has allowed the children to be more confident when participating in competitions. Children with SEN have been more prepared for events with support from staff prior to the event. Meetings attended wherever possible.	There has been a change of subject leader this year. New subject leader to receive mentoring support from current lead and access local school games offer. School to sign-up to school games package to facilitate this.
EYFS staff to be competent and confident in the use of Write Dance programme.	EYFS staff to attend online Write Dance training.  Subject lead to provide coaching on this approach to ensure it is embedded successfully.  New to EYFS staff can then deliver this independently in future years.	£600  Training and coaching	Staff have attended Write Dance Training, to promote dance at Summerseat. This was dance teacher & EYFS teacher. Write Dance was then rolled out across the year, with a main focus in autumn term.	Build Write Dance into the two-year teaching cycle. Train staff on gymnastics skills.

Subject Leader / identified teacher receives coaching from specialist PE staff on areas they deliver. Sport lead / teacher to work alongside them within sessions to improve own skills and also ensure accuracy of assessments.	The PE lead / identified teacher works alongside sports coaches in PE and sports sessions in order to build own knowledge and skills in identified areas. This will also ensure PE is delivered in line with Steps in Learning progression framework and assessment can be completed.	£800	Experienced Write Dance practitioner, coached on the approach to supplement training and build staff confidence. Tage rugby coaches led sessions whilst staff observed with a view to staff implementation next academic year.	Coaching to be utilized further as a model due to effectiveness in building staff confidence in specific aspects of PE. School to gradually move away from coaches for some areas where staff are particular confident.
Staff CPD to support delivery of PESSPA	Audit staff training needs and confidence in this area. Source CPD across the year as required linked to PE Steps in Learning progression framework. (Could include direct support from coaches)	£500	Staff have received CPD on the successful delivery of the PESSPA materials. Subject lead has continued to monitor documents and progression throughout the year and offered support when necessary.	To continue to embed PESSPA and continue the monitoring process in the next academic year.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: £2520 / 15%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
In-school data effectively tracks groups to identify 'take up' of sports and activities on offer, identifying any barriers and responding swiftly to ensure equality of opportunity for all pupils.	Utilise tracker for enrichment opportunities 'take up' based on SEND, DAP, minority ethnic groups, gender to identify any gaps and barriers for pupils.  Adjust offer as required each half term based on school level data and analysis.	£300  Admin time	Range of children participating in sporting groups and events throughout the year. Bury have a range of events, including excel and inspire events to ensure all groups of children can participate.  Data has shown that all groups of pupils are accessing a variety of	To continue to ensure all groups of children have the opportunity to participate in physical activity. Review this each half term through the Trust tracker.

			opportunities. There is a Trust tracker that we use to ensure participation by all.	
Provide regular, funded after school sports clubs - School staff (sports champions) and private providers (Overlap with preparation for events, responsive to pupil voice and info from tracker)	Use pupil voice to gauge interest in clubs to tailor clubs to children's interests.  External coaches employed to provide range of clubs every week (lunchtime and after school).  Subject Leader ensures pupils are given equal opportunities to attend by having a cycle of year groups each half term - these clubs are inclusive to all.  Tracking informs offer	<b>£2220</b>  £180 per block of after school club x 9 = £1620  £105 per block of lunchtime club x 6 = £630  Staff clubs – no cost	Clubs have been on throughout the academic year. Including: Multi-sports, athletics, dance, cheerleading, HIIT  External coaches have provided a range of clubs from reception to year 6. Adapting to meet the needs of the all the children.  The subject leader has ensured all groups of children have had equal opportunities to develop physical activity skills further outside of PE lessons.	To continue to provide regular clubs after school and at lunch times. Ensuring all children in every year group have the opportunities to participate.
Increased opportunity for intra school and inter school competition across a range of Bury School games levels: Inspire, SEND, Excel will broaden pupil experiences.	Sports lead to arrange increased number of intra school competitions.  Sports lead to sign up for a range of competitions across a range of categories.	<i>This overlaps with indicator 5 in section below so no costs placed in this section.</i>	The children participated in a range of intra and inter school competitions throughout the year.  School held an intra school football and rugby tournaments as well as tri sports, danceathon, involving all year groups and children.  School have attended a range of sporting events. These are listed in the School Games calendar.	To continue to provide children with opportunities to participate in competitions, that are both intra and inter school competitions. Sign up for the School Games offer for 2024-25.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£4225 / 25%
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:
Continue to actively engage with inter school competition via the Bury School Games programme, BJSSA and Epworth Education trust.	<p>Subject Leader / sports champions to enter KS2 teams into Bury School Games events/competitions, BJSSA events and Epworth friendly opportunities.</p> <p>Sign up to premium package (up to 10 events)</p> <p>Provide overtime payments to TAs who are first-aid trained to ensure participation at events can be adequately staffed in a safe way.</p> <p>Pay supply costs to cover staff at events when during the day.</p>	<p><b>£1725</b></p> <p>School Games Premium Package: £425</p> <p>TA Overtime: £300</p> <p>Staff cover: £1000</p>	<p>School have attended a range of sporting events, including excel football girls and boys, inspire bowling, swimming gala, dodgeball, wicket ball, excel tag rugby and bee proud football.</p> <p>Children throughout school have attended these events, which have been both inspire and excel events.</p>	To continue to actively engage with school competitions via the Bury School program and to find further opportunities across the trust to provide the children with a range of competition experiences.
<p>Increased opportunities for intra school events to include:</p> <p>Autumn – Rugby (<i>World Cup France Sept – Oct</i>)</p> <p>Autumn 2 – Summerseat swimming gala</p> <p>Spring – Netball or basketball</p> <p>Summer 1 - Kwik Cricket (<i>Link with Brooksbottom</i>)</p> <p>Summer 2 – Football Festival (<i>Euros 2024 Germany – mixed gender</i>)</p> <p><i>These are provisional and will be subject to pupil voice</i></p>	<p>Subject lead to plan and implement 5 x intra school events aimed at providing ALL children with competitive opportunities.</p>	<p><b>£1500</b></p> <p>(hire of facilities / specialist coaches)</p> <p>(Also indicator 4)</p>	<p>Subject lead has organised intra school events including:</p> <p>Autumn – Rugby (<i>World Cup France Sept – Oct</i>)</p> <p>Autumn 2 – Additional swimming with some competitive elements.</p> <p>Summer 1 - Kwik Cricket (<i>Link with Brooksbottom</i>)</p> <p>Summer 2 – Football Festival (<i>Euros 2024 Germany – mixed gender</i>)</p> <p>These events have provided opportunities for all children to actively engage in physical activities</p>	To plan intra school events for the next academic year. Pupil voice is very positive about these opportunities. Try to involve parents more as spectators and increase for KS2.

			throughout the year and be involved in competitive sports, in a safe and secure environment.	
To cover transport to competitive events.	Through support towards transport costs, a greater number of events can be attended.	£1000	Transport has been planned and covered for all sporting events by school. This has been arranged by the sports lead and office manager and provided the opportunity for all children to participate.	To continue to cover transport for competitive events, to support every child in attending the events.
Children compete in personal best competitions regularly.	Pupils practise skills and techniques daily during PESSPA lessons to constantly improve their PB performance in a range of fundamental core skills – locomotive, balancing, throwing	£0	Children have completed personal best competitions and their progress has been tracked throughout the year. The children have been able to transfer these skills into their PE lessons, at break times and during competitive competitions. Children in KS1 have developed fine and gross motor skills throughout the year and balance skills.	To continue to track and monitor the children’s development of skills and techniques during daily PESSPA lessons.

Signed off by	
Head Teacher:	Mrs J. Whittaker
Date:	25.07.23
Subject Leader:	Mrs J. Whittaker
Date:	25.07.23
Governor:	Mrs C. Mariani / Cllr L. J. Dean

Date:	25.07.23
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