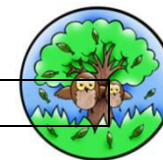




Total amount allocated for 2023/24	£17,970
Total amount of funding for 2023/24. To be spent and reported on by 31 <sup>st</sup> July 2024.	£17,970

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your current Year 6 cohort can 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.	22/27 = 82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	21/27 = 78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24/27 = 89%
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?	We have provided extra swimming lessons for those in year 6 who are not proficient over 25m using the Sports' Premium.



<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b> £17,970	<b>Date reviewed:</b> July 2024
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## **Contents**

### **Section 1: Physical Activity**

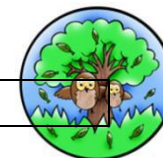
- **Key Indicator 1:** The engagement of all pupils in regular physical activity.
- **Key Indicator 2:** The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole-school improvement.

### **Section 2: Physical Education**

- **Key Indicator 3:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

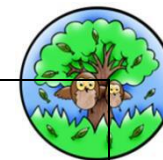
### **Section 3: School Sport**

- **Key Indicator 4:** Broader experience of a range of sports and activities offered to all pupils.
- **Key Indicator 5:** Increased participation in competitive sport.

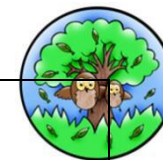


## Section 1: Physical Activity

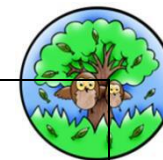
Key Indicator 1: The engagement of all pupils in regular physical activity.			Total allocated (£8,357)
Intent	Implementation	Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> <li>- What you want the pupils to know and/or be able to do</li> <li>- What pupils need to learn and consolidate through practice.</li> </ul>	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> <li>- What do pupils now know and what can they now do?</li> <li>- What has changed?</li> </ul> <p><i>Sustainability and suggested next steps:</i></p>
<p>Children to receive purposeful and well-planned PE lessons covering a range of sports.</p>	<p>Implementation of Get Set 4 PE curriculum.</p> <p>DT &amp; EW to establish whole-school progression.</p> <p>DT &amp; EW to deliver PE teaching across the school for Autumn term before delivering CPD to wider teaching staff.</p>	<p>£2580 (5 year subscription)</p>	<p>The new PE curriculum has been implemented successfully across the school, with all pupils receiving purposeful and well-planned lessons with good coverage of sports. Teachers have been trained to use the curriculum and resources have been shared across the school (e.g. to ELSA coordinators and 1:1 staff). Nursery and Reception classes are successfully following the scheme, allowing progression from</p> <p>Subject lead and sports coach to review whole-school long term plan to ensure progression across year groups, especially when phasing to 1 form entry.</p> <p>Subject lead and sports coach to evaluate OAA curriculum and explore enhancement options.</p> <p>Pupil Voice early next year</p>



			<p>N to Y6. The provided planning is coherent, detailed, and includes meaningful adaptations for all abilities including SEND pupils. Planning has then been adjusted to individual year groups and pupils, ensuring any knowledge gaps are filled and maximum progress is achieved. The PE lead, sports coach, and wider teachers have all been impressed with the programme. During Pupil Voice, pupils across key stages has expressed pleasure at PE lessons and some have remarked that the change of sports this year has been enjoyable (e.g. football in Y3 and OAA in Y5).</p>	
<p>Use of high-quality equipment across the school.</p>	<p>Equipment to be audited at start and end of year.</p> <p>Broken/inadequate/unsuitable equipment to be removed and replaced.</p> <p>Planning for shed equipment to be used at break and lunch times.</p>	<p>£70 tennis grips</p> <p>£200 UV games club equipment</p> <p>£200 Fitness equipment</p>	<p>New equipment includes:</p> <p>This has all been purchased, sorted, logged, and used in PE lessons, clubs, and during break/lunch times. Old equipment has been removed. This has enhanced the curriculum</p>	<p>Sheds to be re-audited after classroom moves to ensure correct provision for each key stage.</p> <p>Main PE cupboard to be re-organised with storage solutions to allow effective use of equipment.</p>



		<p>including free weights</p> <p>£880 lesson equipment</p> <p><i>Other spending has been possible via grants – e.g. Living Sport grant – NOT Sports Premium budget.</i></p>	<p>and allowed a wider range of activities to run (e.g. warm up activities in tennis using throw down spots). This has also improved provision for break and lunchtimes, with children reporting that they enjoy the range of games offered during these times.</p>	
<p>To ensure children engage in daily movement, as outlined in Key Indicator 1.</p>	<p>Move for 15 programme – 15 minutes of movement every day, led by class teachers. Activities to include running, games, dance, and other cardiovascular activities. Staff CPD to be delivered (1 hour per class teacher, led by DT)</p> <p>Five A Day – online subscription videos to be followed daily by KS1. Home access subscription available to supplement daily movement.</p>	<p>£340 Five A Day</p>	<p>Move for 15 programme has been successful across the school, with teachers adapting activities to suit their class. For example, Year 6 pupils consistently break up their learning using the Five A Day subscription, whereas Years 1 and 2 have preferred running activities outdoors.</p> <p>Equipment including dumbbells, kettlebells, steppers, resistance bands, slam balls, and barbells have been purchased and</p>	<p>Further use of weighted equipment by class teachers – CPD to follow by subject lead and sports coach.</p> <p>Further monitoring and recording of Move for 15 sessions necessary to ensure consistency across all year groups.</p> <p>Potential move to ‘Daily Mile’ framework to ease teacher load and have a whole-school ‘buy in’.</p>



			<p>introduced in MittFit sessions (see below) ready for further use in class Move for 15 sessions next year. The children have thoroughly enjoyed using this new equipment and make links to their experiences seeing parents or siblings using gym equipment at home. Children are proud of their efforts and progress, and report that movement helps them to focus on their learning.</p>	
<p>'MittFit' employed to deliver weekly fitness sessions for all year groups.</p>	<p>Each year group to receive 20-30 minute time slot dependent on age to engage in a fun, medium intensity workout featuring weighted equipment, games, music, and team skills.</p> <p>Wider work to include workshops about healthy eating and living.</p>	£2400	<p>The fitness sessions have been incredibly well received, will all pupils receiving a high quality fitness session tailored to age and ability. Children have been impressed at the weighted equipment and look forward to the sessions. Staff encourage students and also participate themselves, boosting community spirit and reinforcing healthy role models.</p>	<p>MittFit sessions to continue next year, with added session for Nursery children.</p>
<p>To provide focused activities at lunch times.</p>	<p>MSAs to receive additional CPD for leading lunchtime games (DT).</p>	£100 DT hours	<p>Lunchtimes continue to be a time of heightened behaviour for pupils across</p>	<p>Potential to partner with outside organisation such as Premier Sport to run</p>



<p>Equipment to be allocated and properly stored.</p> <p>Sports Council responsible for leading activities.</p>	<p>Time allocated to MSAs for setting up activities.</p> <p>Audit equipment available for breaktimes and lunchtimes.</p> <p>Games/activities led daily.</p>		<p>KS2. The children have engaged well with equipment, for example the giant chess and ping pong table, but finding suitable adult allocation to supervise basketball and football has not always been possible. The children require this adult guidance to play positively with good sportsmanship. These views have been gathered through observation, feedback from teachers and MSAs, and pupil voice surveys with children.</p> <p>Sheds in place and organised.</p> <p>Sports council children did not lead lunchtime activities this year due to attention on school competitions and Healthy Living Weeks.</p>	<p>lunch time activities – further meetings to come organised by E Rowe. Further audit of shed required to ensure variety of activities – collaboration with D Cumberland to ensure provision is adequate and staff are trained.</p> <p>Sports Council and/or play leaders to be explored further this year – will only pursue this avenue if it will definitely add value to our school and be manageable for both children and staff.</p>
<p>Children to receive thorough cycle training to develop competence, confidence, and road awareness.</p> <p>Outspoken employed to deliver:</p>	<p>Outspoken (external agency) to deliver programmes.</p> <p>Children to sign up for relevant sessions – letters sent home and returned to office.</p>	<p>Y5/6 – Free</p> <p>Y3/4 – Free</p> <p>Y2 – £105</p> <p>Y1 – Free</p>	<p>The cycle training continues to be very strong and provides an excellent opportunity for all children. All children have received effective and thorough cycle training,</p>	<p>Continue all cycle training next year.</p> <p>Book Mike Mullen BMX to return to school to provide above and beyond training for KS2.</p>

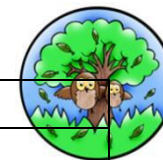


<p>Year 5/6 Bikeability</p> <p>Year 3/4 Bikeability</p> <p>Year 2 Scootability</p> <p>Year 1 Bikeability</p> <p>EYFS Balanceability</p>	<p>All children encouraged to use bicycle and scooters outside of these sessions, e.g. to get to school or as a leisure activity at home.</p>	<p>EYFS – Free</p>	<p>with lessons adapted to ensure progress.</p> <p>Every child in school has had the opportunity to improve their cycling skills and increase their awareness of road safety.</p> <p>Pupil feedback has been very positive.</p>	
<p>All children to receive swimming lessons focused on swim competence and water safety to meet National Curriculum requirements.</p> <p>Nursery children to begin swimming sessions.</p>	<p>6-week blocks of lessons for all classes delivered by a qualified in-house swimming instructor (DT).</p> <p>Specialist swimming support for Year 6 pupils with Parkside Pools.</p>	<p>£1320 DT hours</p> <p>£162 Parkside</p>	<p>All children have received effective swimming education in line with NC.</p> <p>Pupil feedback remains very positive, with many children noting that swimming is their favourite PE topic and overall lesson to complete in an academic year. Children look forward to swimming and are excited to use the school's facilities. Many children have been inspired to take up swimming externally.</p> <p>Year 6 students achieved the required NC swimming objectives with the following data:</p>	<p>Continue swimming in the next academic year.</p> <p>Review additional summer swim sessions: could we hold these internally with our school pool to cut taxi costs?</p>





			<p>22/27 – 82% swim 25m 21/27 – 78% range of effective strokes 24/27 – 89% perform self-rescue.</p> <p>This includes data from 9 pupils who passed due to additional Parkside sessions in the summer term, and otherwise would not have passed.</p>	
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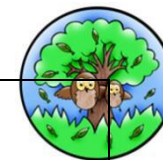
Key Indicator 2: The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole-school improvement.			Total allocated (£710)	
Intent	Implementation	Impact	Next Steps	
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> <li>- What you want the pupils to know and/or be able to do</li> <li>- What pupils need to learn and consolidate through practice.</li> </ul>	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> <li>- What do pupils now know and what can they now do?</li> <li>- What has changed?</li> </ul> <p><i>Sustainability and suggested next steps:</i></p>	
<p>To create a Sports Council in order to promote enthusiasm for school sport across the school and allow pupils to take ownership of PE education.</p>	<p>EW and DT to organise application process for KS2 children.</p> <p>Badges awarded to successful applicants with announcement in assembly.</p> <p>Sports Council meetings each half term to plan upcoming sporting events and discuss pupil feedback.</p> <p>Sports Council to take on responsibilities such as leading sports for KS1, setting up events, and leading assemblies.</p>	<p>Badges - £30</p>	<p>The creation of a Sports council has been very successful. Members have participated in assemblies, raised engagement in sports events, helped set up events, and created and run a KS1 multi-sports competition event.</p> <p>Members have felt pride in their role and have enjoyed the responsibility. Classes have been well informed about events due to the council's work in creating posters and the delivery of sports announcements.</p>	<p>Continue Sports Council next year, with new application process open to existing and new members.</p>



<p>To continue to deliver Healthy Living Weeks each term with key themes:</p> <ul style="list-style-type: none"> <li>- Healthy Mindset</li> <li>- Healthy Eating</li> <li>- Healthy Movement</li> </ul> <p>These weeks aim to educate pupils, parents, and staff about how they can lead and encourage healthy lifestyles.</p>	<p>Healthy Mindset:</p> <ul style="list-style-type: none"> <li>- Whole-school and class assemblies focused on leading a healthy life (diet, exercise, sleep, water intake, mindfulness, mental health).</li> <li>-Class mental health awareness workshops.</li> <li>- Class yoga workshops with Ciara Waterfield.</li> <li>- Team building workshops with Dan T.</li> <li>- MittFit workshops.</li> <li>- Basketball tournament in partnership with Long Road SFC.</li> <li>- Hygiene workshops and class sessions focused on brushing teeth and personal washing.</li> </ul> <p>Healthy Eating:</p> <ul style="list-style-type: none"> <li>- Interactive whole-school cooking demonstration with healthy foods (veggie omelette) with Sports Council.</li> <li>- Class assemblies focused on the Eatwell plate and how to follow a healthy, balanced diet where all foods fit.</li> <li>- Whole-school 'Master Chef' style competition to raise profile of healthy eating.</li> <li>- Whole school initiative to bring healthy snacks to school.</li> </ul>	<p>Yoga workshops - £290</p> <p>Toothbrushes and toothpaste - free</p> <p>Masterchef ingredients - £290</p> <p>Sushi workshops - £100</p> <p>MittFit – included in partnership</p>	<p>The Healthy Living Weeks have again been very successful and children show an increased awareness of how to lead a healthy life with consideration to the three main areas of mindset, eating, and moving.</p> <p>All children demonstrate knowledge of how to keep a healthy mindset and diet as well as an awareness of the various sports and other types of exercise available to them both in and out of school.</p> <p>We have again seen an increased in average school attendance during these weeks, which indicates that children were excited to participate in the activities offered.</p> <p>The GroveMasterChef event was incredibly successful, with pupils enjoying the whole school engagement factor (e.g. SLT as judges, all classes</p>	<p>Continuation of Healthy Living Weeks next year.</p> <p>Availability of different sports/activities throughout the year rather than just in Healthy Moving Week.</p> <p>Consider regular one-off events scattered throughout the year to strengthen and support Healthy Living messages, and again extend this learning beyond just 3 weeks.</p>
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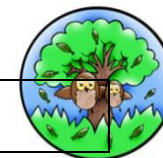
	<ul style="list-style-type: none"><li>- Nutrition workshops for KS2 with Joe from MittFit partnership.</li><li>- Additional class-based food tasting and cooking workshops.</li></ul> <p>Healthy Movement:</p> <ul style="list-style-type: none"><li>- Whole-school and class assemblies focused on finding different ways to move and stay active.</li><li>- Running competition event.</li><li>- Inter-house cricket event.</li><li>- Sports Day events – Carousel and Races days.</li><li>- MittFit fitness workshops.</li><li>- Trophy celebration.</li></ul>		<p>participating) and many pupils verbally recounted knowledge of a healthy, balanced diet.</p> <p>Class teachers continued activities from the mindset week across the year, taking children from simply having mental health <i>awareness</i> to <b>actively practicing</b> how to keep good mental health.</p> <p>The movement activities offered at the end of the year were well received. We have reflected that children should have further chances to explore these throughout the year, rather than in just one week.</p> <p>Pupil Voice sessions confirm that the opportunities offered were exciting and valuable to the children, and were different to experiences at home. Pupils are keen to get involved with more next year. Pupils are able to</p>	
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			recall key messages from the weeks – these are not lost in the excitement of single events.	
To tackle obesity and promote active, healthy lifestyles by inviting targeted children to specific extra-curricular clubs and competitions.	After-school cooking club and sports clubs promoted to children within this bracket.	Allocated in Key Indicator 4	<p>After-school clubs have been successful, with a wider range of children signing up.</p> <p>Targeted ‘low self-esteem and inactive children’ were invited to multi-skills festivals which has resulted in increased engagement with sports.</p> <p>School-wide events such as the running competition in summer term were highly successful and allowed all children to participate at their own pace without being targeted. Pupil voice returned high opinions of these events and requests for more.</p>	<p>Further review this for next year.</p> <p>Plan and undertake more school-wide competitions (and training towards these as part of Move for 15).</p>
To implement school-wide PE assessment using Get Set 4 PE resources.	Review current assessment procedures. Implement Get Set 4 PE assessment. Review December 2023.	Included in Get Set 4 PE curriculum.	Get Set 4 PE assessment tool has been in-use and has provided a clear method for tracking children’s attainment and progress towards NC objectives. DT main user –	Further training for teachers.



			teachers will require further training and prompting to use this feature next year.	
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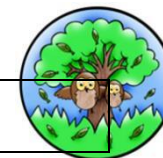
## Section 2: Physical Education

Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.			Total allocated (£300)	
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> <li>- <i>What you want the pupils to know and/or be able to do</i></li> <li>- <i>What pupils need to learn and consolidate through practice.</i></li> </ul>	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> <li>- <i>What do pupils now know and what can they now do?</i></li> <li>- <i>What has changed?</i></li> </ul>	<p><i>Sustainability and suggested next steps:</i></p>
<p>To upskill staff to deliver a variety of sports to a high level.</p>	<p>DT and EW to attend courses including Cambridge PE conference.</p> <p>DT and EW to provide staff CPD.</p>	<p>£300</p>	<p>Cambridge PE conference provided useful and relevant training for areas including SEND provision in sport, leading cheerleading, leading gymnastics, and leading multi-skills events. Knowledge has been fed back to class teachers, with the main messaging of keeping children active throughout the day. Teachers have implemented this into their classrooms, by</p>	<p>Attend conference next year.</p> <p>Continue work on active learning and brain breaks.</p>



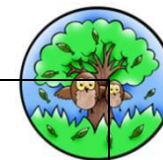
			altering learning to make it as active as possible (e.g. do a star jump if you think the answer is __) and utilising regular movement breaks. Children have reported that they are moving around more during lessons which helps them focus.	
To provide CPD for Swimming.	Teachers to be upskilled in the teaching of swimming when accompanying their class to lessons, including entering the water to support children. Led by in-house swimming instructor (DT). Teachers also supplemented by first-aid and water safety course delivered annually.	Allocated in Key Indicator 1	All attending staff have received CPD for swimming, including safe entry and exit to the pool and keeping a safe poolside environment. Teachers are competent in water safety and feel confident in delivering safety procedures and protocols.	Continue next year, especially with new staff members.





## Section 3: School Sport

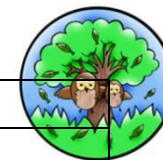
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Total allocated (£2,800)
Intent	Implementation	Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> <li>- What you want the pupils to know and/or be able to do</li> <li>- What pupils need to learn and consolidate through practice.</li> </ul>	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> <li>- What do pupils now know and what can they now do?</li> <li>- What has changed?</li> </ul> <p><i>Sustainability and suggested next steps:</i></p>
<p>To continue to provide after-school clubs for sports and alternative extra-curricular activities.</p>	<p>Teaching staff to run afterschool and/or lunchtime clubs each term for 10-week blocks, including:</p> <ul style="list-style-type: none"> <li>- Mindfulness lunchtime club</li> <li>- Cooking after-school club</li> <li>- Dance/Boxercise after-school club</li> <li>- 2 sport focused after-school clubs, i.e. Hockey, Basketball, Gaelic football, Gymnastics, Speed Stacking</li> <li>- OAA Gardening afterschool club.</li> </ul> <p>2 additional afterschool clubs to be run by in-house coach (DT)</p>	<p>£600 – CUFC</p> <p>£1000 – RUFC</p> <p>£1200 – DT hours</p>	<p>After school clubs have been very successful with increased engagement over the year. External clubs are highly popular with pupils showing strong weekly attendance to these clubs. Pupils enjoy the ‘football Fridays’ as it allows more pupils to be involved without the after school commitment.</p> <p>Continue all clubs next year.</p> <p>Explore CUFC social engagement projects e.g. Match reporting and Sports Science.</p>



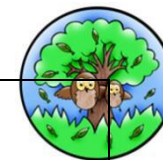
	<p>each term, including Volleyball, Netball, Tennis and Cricket.</p> <p>Link with external organisations to deliver clubs.</p> <p>CUFC to provide:          - An after-school girls' football club.          - A focused lunch time club</p> <p>RUFC to provide an after-school Tag Rugby club.</p>			
To introduce Table Tennis to the school's break and lunch time activity offering.	Train MSA's to monitor table tennis during break and lunch times.	No cost	Pupils have enjoyed Table Tennis provision this year, however MSAs report feeling unable to properly monitor it due to staffing. This will need to be reviewed for next year to allow maximum usage.	Review MSA CPD.
To re-introduce Outdoor Adventurous Activities (OAA) to the PE curriculum.	OAA planned into LTP. DT to carry out initial sessions working with Get Set 4 PE curriculum.	Allocated in Key Indicator 2	DT delivered several sessions using OAA planning from Get Set 4 PE curriculum. Lessons were well planned and engaging for pupils, focused on teamwork and teambuilding.  Pupils have demonstrated good collaboration and improving communication	Review OAA provision for next year.  Potential to run this as a club?



			skills. Pupils are able to reflect on their experiences and think of new strategies.	
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Key Indicator 5: Increased participation in competitive sport.			Total allocated % (£5,806)	
Intent	Implementation	Impact	Next Steps	
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> <li>- What you want the pupils to know and/or be able to do</li> <li>- What pupils need to learn and consolidate through practice.</li> </ul>	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> <li>- What do pupils now know and what can they now do?</li> <li>- What has changed?</li> </ul> <p><i>Sustainability and suggested next steps:</i></p>	
<p>To organise school inter-house competitions to promote friendly competition within sport.</p>	<p>Year groups to be paired as follows: 5/6 3/4 1/2</p> <p>Time out of class for planning</p> <p>Refreshments</p> <p>To be held on the last Friday of each term?</p> <p>Sports Council to help with organisation, setting up, and running of events.</p>	<p>£6 – Trophy</p> <p>DT hours below</p>	<p>Inter-house sports competitions have been very successful.</p> <p>Children enjoyed Tag Rugby, Cricket, and Running competitions throughout the year. Pupil voice indicated sense of house pride and understanding of friendly competition.</p> <p>Pupils have had the opportunity to practice sports skills and compete at a friendly level with classmates.</p> <p>Pupils enjoyed collecting stamps during the Running competition.</p>	<p>Continue next year with purposeful placement throughout the academic year in relation to PE curriculum.</p> <p>Children to receive more opportunities to ‘train’ for competitions.</p>



			<p>These boosted engagement for key pupils including those in the obesity bracket.</p> <p>Pupils also understand sportsmanship and the competitions have helped to cement the value of supporting one another.</p> <p>The summer trophy assembly continued to be a highlight of the academic year for pupils as they celebrated their efforts and successes in a visible, tangible way.</p>	
<p>To participate in local sports competitions.</p>	<p>Sign up to the Cambridge Sports Package.</p> <p>DT to organise teams, risk assessments, and transport.</p> <p>CC to organise letters.</p>	<p>£2300 (2 years)</p> <p>£2500 transport</p> <p>£1000 – DT hours</p>	<p>Competitions successful.</p> <p>External competitions have been an extremely positive experience for all pupils.</p> <p>We took KS2 teams to 19+ competitive sporting tournaments. Pupils were excited to take part in both the competitions and the extra training sessions throughout the year to practice for them. Pupil voice has shown</p>	<p>Continue next year.</p> <p>Explore competitions with other schools – inviting them to our school or vice versa.</p>



			<p>that these competitions have been a highlight for many.</p> <p>Children from Y2 to Y5 were given the opportunity to participate in multi-sport 'festivals' which targeted 'low self-esteem and inactive children'. This impacted our wider pupil base by giving them the opportunity to compete in a friendly and fun environment without the need to be competitive, and inspire them to take part in more activities during school time as well.</p>	
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Total funding allocated: £17,973

Signed off by	
Head Teacher:	Elspeth Rowe
Date:	31.07.2024
Subject Leader:	Elisa Walker & Dan Tinkler
Date:	31.07.2024
Governor:	Gordon Deane
Date:	31.07.2024