



## Ullesthorpe CE Primary School Sports Funding Impact and Analysis Statement

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



**Ullesthorpe CE Primary School**

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## Background:

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

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

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

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

### Key achievements to date until July 2022:

- A raised profile of sport across the school – children can talk about their achievements both in physical literacy and personal aspects of character.
- Increase in a variety of equipment to support an active lifestyle during breaks and lunchtimes – including howlers and golf.
- Increase in a variety of equipment to facilitate the education of other sports.
- The consolidation of a new scheme of PE which focuses on key values that develop character and can be applied across the curriculum.
- Engaging with the school sports partnership team to deliver quality and effective interventions. Training for Big Moves for all EYFS children -physical development baselines for children in Foundation Stage. Year 3/4 children who were identified as needing increased support in physical activities took part in Inclusive Club after school.
- Before and after school physical activity provided for both KS1 and KS2 throughout the school year.
- Forest School completed with children identified as those who would benefit from across KS2 – all year 6 children given the opportunity.
- Inter competitions attended for KS2 including: basketball, dodgeball, swimming, dance, athletics and cricket.
- Year 6 attended end of year celebration to Go Ape which included a range of adventurous activities and a high level of cultural capital.
- Four sporting ambassadors from KS2 attended training at Lutterworth College with other children organised by Learning South Leicestershire School Schools Partnership (LSLSSP).
- LSLSSP provided training for a group of KS2 playground leaders.
- Member of staff trained in balanceability and can now deliver within school to KS1 children.
- PE lead attended annual PE Conference with a focus on deep diving into PE legacy.
- School Games Mark – Gold achieved.

### Areas for further improvement and baseline evidence of need:

- Implement a whole school assessment framework for PE.
- Speak to School Games Organiser about implementing a way to track pupil activity - look at using 'The Active School Planner'.
- Continue to engage with SLSSP and the activities and interventions offered.
- Support staff in their teaching of curriculum and competitive sport with a high quality specialist practitioner.
- Provide a wider range of after school opportunities for physical activity.
- To develop links with the local community and arrange for local sports clubs to come to school to give taster sessions for the children to experience.
- To continue forest school provision for a wider target group of children in the school who will benefit.
- Look at developing a Sports Council/Sports Leaders and inter competitions with Sharnford School.
- Develop the work of Wellbeing Ambassadors across the school.
- Continue to raise the profile of PE and improve parental communication across the school social media pages.
- School PE kit required so that all have appropriate clothing to take part.
- All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.
- Focus on the continuing development of new staff confidence in teaching a range of curriculum sports.
- Increasing links with other IPAT schools to share good practise and competition opportunities.

<b>Funding:</b>	
Total amount carried over from 2019/20	£ 7969.00
Total amount allocated for 2020/21	£ 16840.00
Total amount allocated for 2021/22	£ 16870.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 24,839.00

<b>Meeting national curriculum requirements for swimming and water safety:</b>	<b>Please complete all of the below:</b>
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 children may swim in another year please report on their attainment on leaving primary school.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	No

Academic Year: 2021/2022		Total Fund Allocated: £11242.30		Date Uploaded: 25.07.22	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of Total Allocation: 2%
Intent		Implementation		Impact:	
School focus with clarity on intended <b>impact on pupils:</b>		Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To provide more focus on physical activity to ensure children increase their activity to at least 30 minutes a day.</li> </ul>		<ul style="list-style-type: none"> <li>Purchase new PE equipment for playtime and lunch time.</li> <li>Appropriate storage for equipment</li> <li>Sports coach during one lunch time a week.</li> <li>Sporting ambassadors run activities during lunch times.</li> <li>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and</li> </ul>	£48.18  £58.34  Included in Finding Fitness  Included in LSLSSP buy in	<ul style="list-style-type: none"> <li>KS1 staff feel confident to deliver exciting opportunities for play during playtime and lunch time.</li> <li>Pupil voice collected and children are happy with the different ways they can play.</li> <li>Increased uptake in organised sport and physical activity during lunch times.</li> <li>Parents commented on activities available and challenges their children wanted to take part in.</li> </ul>	<ul style="list-style-type: none"> <li>Find/create a tracking system to monitor activity during break and lunchtimes – potentially 'The Active School Planner'.</li> </ul>

	healthy over the Christmas, Easter and Summer holidays.			
<ul style="list-style-type: none"> <li>● Big Moves Programme for Foundation children.</li> </ul>	<ul style="list-style-type: none"> <li>● A 6 week block of weekly sessions to be delivered by a specialist Movement Coach, supported by school staff who reinforced the programme through regular activities with targeted pupils throughout the duration of the project. The assessment will be repeated at the end of the block of activities to ascertain the impact on the children involved.</li> </ul>	Included in LSLSSP buy in	<ul style="list-style-type: none"> <li>● After completing the Initial Assessment, 65% of students scored less than 5 in Week 1 of the Big Moves Project, therefore not meeting the requirements to pass the Assessment.</li> <li>● However, on week 6, 75% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment.</li> <li>● 83% of children made an improvement in the movements by week 6, (when compared with the same movement in week 1), with an average improvement of 2 moves compared to week 1.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to take part in the Big Moves programme</li> </ul>
<ul style="list-style-type: none"> <li>● Providing targeted activities or support to involve and encourage the least active.</li> </ul>	<ul style="list-style-type: none"> <li>● The school took part in an Inclusive Sport Club targeting SEND pupils. A coach</li> </ul>	Included in LSLSSP buy in	<ul style="list-style-type: none"> <li>● Children took part in a range of sporting activities including Botcha and New Age Kurling. Increased confidence and positive reflection of their</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to engage with interventions offered by SLSSP.</li> <li>● Offer during school time in future as uptake lower after school</li> </ul>

	from SLSSP delivered a 6 week club alongside a member of staff.		ability to succeed following the course.	
<ul style="list-style-type: none"> <li>School to offer a range of before and after school clubs to increase participation in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist PE practitioner to run before and after school club of different sports.</li> </ul>	Included in Finding Fitness contract	<ul style="list-style-type: none"> <li>Wake and Shake before school attendance was high.</li> <li>Range of afterschool clubs offered to KS1 and KS2 with full uptake of places including multi sports, dodgeball, scooter club and athletics.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer before and after school clubs.</li> <li>Increase the variation in clubs on offer.</li> <li>Year round football training to be offered.</li> <li>Non competitive physical activities to be offered including yoga.</li> </ul>
<ul style="list-style-type: none"> <li>Improve the quality and range of equipment for Foundation and KS1 so that they are able to have an outdoor area that promotes physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Provide equipment that encourages children to develop fundamental movement skills (agility, balance, coordination) and communication skills</li> </ul>	£480.65	<ul style="list-style-type: none"> <li>Pupil voice collected and has shown an increased use and enjoyment of their outdoor space.</li> <li>Staff have noticed an increase in children's confidence to 'have a go' with physical activities in their play and outdoor exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor pupil voice.</li> <li>Maintain equipment so that it is safe and is used in a way that continues to promote the development of fundamental movement skills.</li> </ul>

<b>Key indicator 2: The profile of PESSPA is raised across the school as a tool for whole-school improvement</b>				<b>Percentage of Total Allocation:</b>
				<b>1%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Profile of sport to be enhanced across the school through more effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>Regular updating of school newsletters, sports notice boards, certificates, medals and trophies.</li> </ul>	FREE	<ul style="list-style-type: none"> <li>Pupil/parent surveys to be collated to assess view of sports across the school through various ways.</li> <li>Information shared with parents about local sporting and physical opportunities during holiday times.</li> </ul>	<ul style="list-style-type: none"> <li>Create a sports column on the monthly newsletter.</li> <li>Sports Ambassadors to have a section on the school website.</li> <li>Continue to update parents through the website and social media.</li> </ul>

<ul style="list-style-type: none"> <li>● Celebration assembly each week to include sports awards or/and announcements so the rest of the school are aware of the importance of PE and sport. This will encourage more children to get involved.</li> </ul>	<ul style="list-style-type: none"> <li>● School competitions throughout the year for all children to participate in.</li> <li>● To continue to build and update the trophy shelves to celebrate achievements of school sports teams and individual children.</li> <li>● Stickers for good performance in PE to be given out in lessons.</li> <li>● Sporting events over the year for all children to participate in.</li> </ul>	<p>FREE</p>	<ul style="list-style-type: none"> <li>● Pupil voice to be collated to see if children would enjoy celebrating PE recognising for their sporting talents each week in assembly, during PE lessons and on the newsletters. Children also spoke to governors about their physical activity in school.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to update parents through the website.</li> <li>● Continue to update parents through the schools Facebook page.</li> </ul>
<ul style="list-style-type: none"> <li>● To engage student voice and use students' leaders to raise the profile of PE and School Sport.</li> </ul>		<p>Included in LSLSSP buy in</p>	<ul style="list-style-type: none"> <li>● The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.</li> </ul>	<ul style="list-style-type: none"> <li>● The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer.</li> </ul>

			<ul style="list-style-type: none"> <li>Sporting ambassadors recognising achievements of peers in assembly.</li> </ul>	
<ul style="list-style-type: none"> <li>Use of learning nutrition document (from Real PE) across all areas of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising when children are using skills from the six 'cogs' and relating back to how this helps them develop.</li> <li>Using PE as an area teachers can develop children's creativity and independence.</li> </ul>	FREE	<ul style="list-style-type: none"> <li>Staff meetings – agreed target nutrition statements for the school to focus on.</li> <li>Pupil voice collected – shows that children recognise how skills they learn in PE help them develop as learners in other areas of their school life.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to set whole school targets using the 'Learning Nutrition' document.</li> <li>Continue to monitor pupil voice.</li> </ul>
<ul style="list-style-type: none"> <li>Staff PE kit</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to take pride in having the appropriate clothing for PE</li> </ul>	£300.42	<ul style="list-style-type: none"> <li>Staff feel comfortable and confident</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor children's PE kits</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Percentage of Total Allocation:</b>
				<b>38%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>To improve teaching and learning of PE and help support monitoring of pupil's physical activity levels.</li> </ul>	<ul style="list-style-type: none"> <li>As a school, we have bought into REAL PE to aid teachers with the delivery of high quality PE teaching that focuses on key movement and physical development.</li> <li>As a school we have employed a sports coach to deliver CPD training to teachers across the school for a range of traditional sports.</li> <li>Bought in to PE Passport (May onwards) to offer planning for a range of traditional sports and dance.</li> </ul>	<p>£495.00</p> <p>£6200.00</p> <p>£349.50</p>	<ul style="list-style-type: none"> <li>The impact of CPD by the specialist PE practitioner has been assessed through feedback from Staff. Staff feel more confident in delivering lessons and teaching of knowledge and skills in a progressive sequence.</li> <li>Staff feel equipped to teach a range of traditional sports not covered by our REAL PE program. Pupil feedback has been positive and used to directly impact the structure of lessons.</li> <li>Trial of scheme has shown that it provides staff with clear teaching content, direction and guides. Children have enjoyed lessons taught using this planning including the Year 5/6 Haka dance unit which was then innovated and used in their end of year performance.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to embed the new scheme of REAL PE and have all new staff members trained up.</li> <li>Implement the new tool for assessing – using the Assessment Wheel from Real PE.</li> <li>Begin tracking participation, uniform, lesson plans for the delivery of PE games – possibly 'Active School Planner'.</li> <li>Drop in lesson observations by PE Lead &amp; Head Teacher will take place to evidence the quality of PE lessons. These lessons observations will also assess pupils progress from starting points and will be evidenced through assessment documents.</li> <li>Pupil feedback will be gathered to view if there has been positives and all pupils enjoy the lessons.</li> </ul>
<ul style="list-style-type: none"> <li>Train PE lead so that they are confident in moving the school forward and providing the best</li> </ul>	<ul style="list-style-type: none"> <li>Lead to focus on raising the profile and enjoyment of</li> </ul>	<p>Included in LSLSSP buy in</p>	<ul style="list-style-type: none"> <li>Staff CPD run and feedback was positive. Next steps for whole staff discussed and decided.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to monitor next steps and area of focus for teaching – based on 'Learning Nutrients' document.</li> </ul>

opportunities for pupils including out of school competitive sport and provide adequate time to do so.	<p>physical movement and an increasing staff and pupil knowledge of physical literacy.</p> <ul style="list-style-type: none"> <li>Attendance at the annual PE Conference with a focus on Legacy Deep Dive</li> <li>Provided time for lead to attend training and assess PE across the school</li> </ul>	£2000	<ul style="list-style-type: none"> <li>Review of assessment tool completed and school agreement on moving to a RAG rating inline with our new curriculum design.</li> <li>New curriculum design and plan alongside hub curriculum team - staff CPD run on how it will impact teaching and learning.</li> <li>Ideas presented at conference supported direction of new curriculum plan and intentions.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff in developing their practice and confidence.</li> <li>Provide support in using the new assessment tool.</li> </ul>
<ul style="list-style-type: none"> <li>Increase opportunities for staff to deliver balance bike courses to children.</li> </ul>	<ul style="list-style-type: none"> <li>Early years staff trained on a balanceability course provided by LSLSSP.</li> </ul>	Included in LSLSSP buy in	<ul style="list-style-type: none"> <li>Staff confident to use bikes bought last year to deliver quality balance bike sessions to groups of KS1 children.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure increased use of balance bike equipment.</li> <li>Increase number of staff trained in providing sessions.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of Total Allocation:</b>
				<b>45.2%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>● Increase the offer of a wide range of activities both within and outside the curriculum to involve an increasing number of children. Focus particularly on those pupils who do not take up the additional offer of PE and Sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>● Forest school – KS2</li> </ul>	<p>£9599.72</p>	<ul style="list-style-type: none"> <li>● Forest school well stocked with all equipment that will allow the provision to continue safely.</li> <li>● Pupil voice from those children who take part to be collected.</li> <li>● Children will feel confident in the skills they learn and this will impact on their school life more widely.</li> </ul>	<ul style="list-style-type: none"> <li>● Forest school to open up to a larger amount of children.</li> <li>● Continued monitoring of pupil voice and the impact on whole school life.</li> </ul>
<ul style="list-style-type: none"> <li>● Provide high-quality coaching to support the development of key sports across the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher training – Chance to Shine Cricket Programme (6 weeks)</li> </ul>	<p>FREE</p>	<ul style="list-style-type: none"> <li>● To help support Staff in being more confident in delivering high-quality cricket sessions, also for pupils to gain a good grasp of key knowledge and skills of Kwick Cricket.</li> <li>● KS2 pupil voice will be gathered to show if all pupils enjoy cricket and understand key movements and sequencing.</li> <li>● Year 5/6 children felt confident in their ability to participate in a local cricket tournament.</li> </ul>	<ul style="list-style-type: none"> <li>● Look at offering cricket as an after school club.</li> <li>● Ensure provision is available for next year.</li> <li>● Increase equipment for delivering cricket.</li> </ul>
<ul style="list-style-type: none"> <li>● Provide KS1 children with the opportunity to develop balance and coordination through biking.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher trained on course for delivering balance bike sessions.</li> <li>● Children will have access to a suitable balance bike for sessions</li> </ul>	<p>Included in LSLSSP buy in</p> <p>Delivered by school staff</p>	<ul style="list-style-type: none"> <li>● Children will have the equipment to meet the physical learning expectations in the new EYFS curriculum.</li> <li>● Pupil voice will be gathered to show that children have enjoyed sessions and</li> </ul>	<ul style="list-style-type: none"> <li>● Staff to continue coaching using the school balance bikes.</li> <li>● Create a ‘KS1 bike ride’ event to be watched by parents and the rest of the school.</li> </ul>

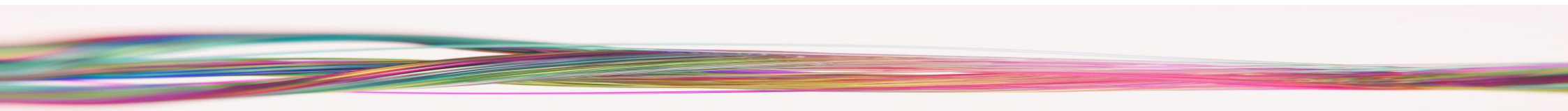
	throughout the year.		confidence on bikes has increased.	
<ul style="list-style-type: none"> <li>Offer KS2 pupils the opportunity to explore methods of active travel</li> </ul>	<ul style="list-style-type: none"> <li>Bikeability course for Year 6 which will help children to: <ul style="list-style-type: none"> <li>-Understand how an active lifestyle can support emotional health.</li> <li>-Enjoy recreational cycling with friends and family.</li> <li>-Increase confidence, decision-making and self esteem.</li> <li>-Develop perseverance and resilience.</li> </ul> </li> </ul>	FREE	<ul style="list-style-type: none"> <li>100% uptake from Year 6</li> <li>Pupil voice collected shows that children feel more prepared to safely enjoy cycling as an activity for both fitness and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer Bikeability to Year 6 pupils.</li> <li>Look for competitions linked to active travel.</li> </ul>
<ul style="list-style-type: none"> <li>Provide KS2 children with opportunities to build teamwork skills and challenge themselves physically and mentally.</li> </ul>	<ul style="list-style-type: none"> <li>Survival day for Year 5.</li> </ul>	Included in forest school payments	<ul style="list-style-type: none"> <li>Pupil voice showed an increased understanding from pupils about the importance of teamwork. A range of bush craft activities were on offer.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to engage with SLSSP in providing opportunities for developing teamwork.</li> <li>Look for other opportunities for children to work with pupils from other schools, including within our Hub.</li> </ul>
<ul style="list-style-type: none"> <li>Year 6 residential activities</li> </ul>	<ul style="list-style-type: none"> <li>Children took part in outdoor</li> </ul>	£627.00	<ul style="list-style-type: none"> <li>Pupil voice showed an increased understanding from pupils about the importance of</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to gain cultural capital.</li> </ul>

	adventurous activities		teamwork and challenging themselves.	
<ul style="list-style-type: none"> <li>Year 6 end of year activity</li> </ul>	<ul style="list-style-type: none"> <li>Children went to Go Ape and had a team building session</li> </ul>	£200.00	<ul style="list-style-type: none"> <li>Pupil voice showed an increase in self-belief when tackling activities outside of comfort zone.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to gain cultural capital.</li> </ul>
<ul style="list-style-type: none"> <li>Year 5 end of year activity</li> </ul>	<ul style="list-style-type: none"> <li>Megastrickers provided in school sports and teambuilding activities for children</li> </ul>	£250.00	<ul style="list-style-type: none"> <li>Staff and pupils noticed an increase in understanding of perseverance a communication</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide opportunities for children to gain cultural capital.</li> </ul>

<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of Total Allocation:</b>
				<b>12.6%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact:</b>	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increased participation in competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>Full buy in with SLSSP.</li> <li>Travel coaches provided to enable access to all pupils</li> </ul>	£2650  £335.00	<ul style="list-style-type: none"> <li>School has achieved the Gold School Games Mark.</li> <li>Tournaments attended include basketball, dodgeball, dance, swimming, athletics and cricket.</li> <li>Coaches provided to attend swimming and athletics competitions. School placed 2<sup>nd</sup></li> </ul>	<ul style="list-style-type: none"> <li>Apply for School Games Mark (achieve Gold again)</li> <li>Continue to engage with SLSSP membership, work with the other hub schools so that we can make joint teams to enable more participation in team competitions.</li> <li>Develop Sports Leaders who can work with those at Sharnford</li> </ul>

	wanting to take part in competitions		in swimming competition and 4 <sup>th</sup> in athletics. Pupil voice gathered showed access to competitions increased because of travel provided.	School to develop, promote and run inter competitions each term. <ul style="list-style-type: none"> <li>• Work closely with Sharnford School to make sure we have sufficient numbers to take part in inter competitions in each sport and age category.</li> </ul>
<ul style="list-style-type: none"> <li>• Increased intra competition with whole school challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce whole school physical activity challenges and competitions.</li> </ul>	FREE	<ul style="list-style-type: none"> <li>• School ran 28 miles in February competition during the second lockdown.</li> <li>• Pupil and parent voice has shown that families enjoyed the opportunity to have a focussed physical activity to do together.</li> <li>• Fitness Fridays were run during lockdown with different challenges set to the whole school and recognition given to those who took part during whole school celebration assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing Ambassadors and Sports Leaders to work together in developing competitions for whole school participation.</li> <li>• Continue to communicate these to parents and gain parental voice.</li> </ul>
<ul style="list-style-type: none"> <li>• Rice Bowl Football fee</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to play with schools across Leicestershire and Rutland</li> </ul>	£10.00	<ul style="list-style-type: none"> <li>• Children able to play 9-a-side and experience schools outside of academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor enjoyment of this competition</li> </ul>

<b>Signed off by:</b>	
<b>Head Teacher</b>	E. Prokopcuk
<b>Date</b>	31.07.22



<b>Subject Leader</b>	<i>J Bostock</i>
<b>Date</b>	25 .07.2022
<b>Governor</b>	
<b>Date</b>	