

Evidencing the impact of the Primary PE and sport premium



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ACADEMY**
Astrea Academy Trust
INSPIRING BEYOND MEASURE

Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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

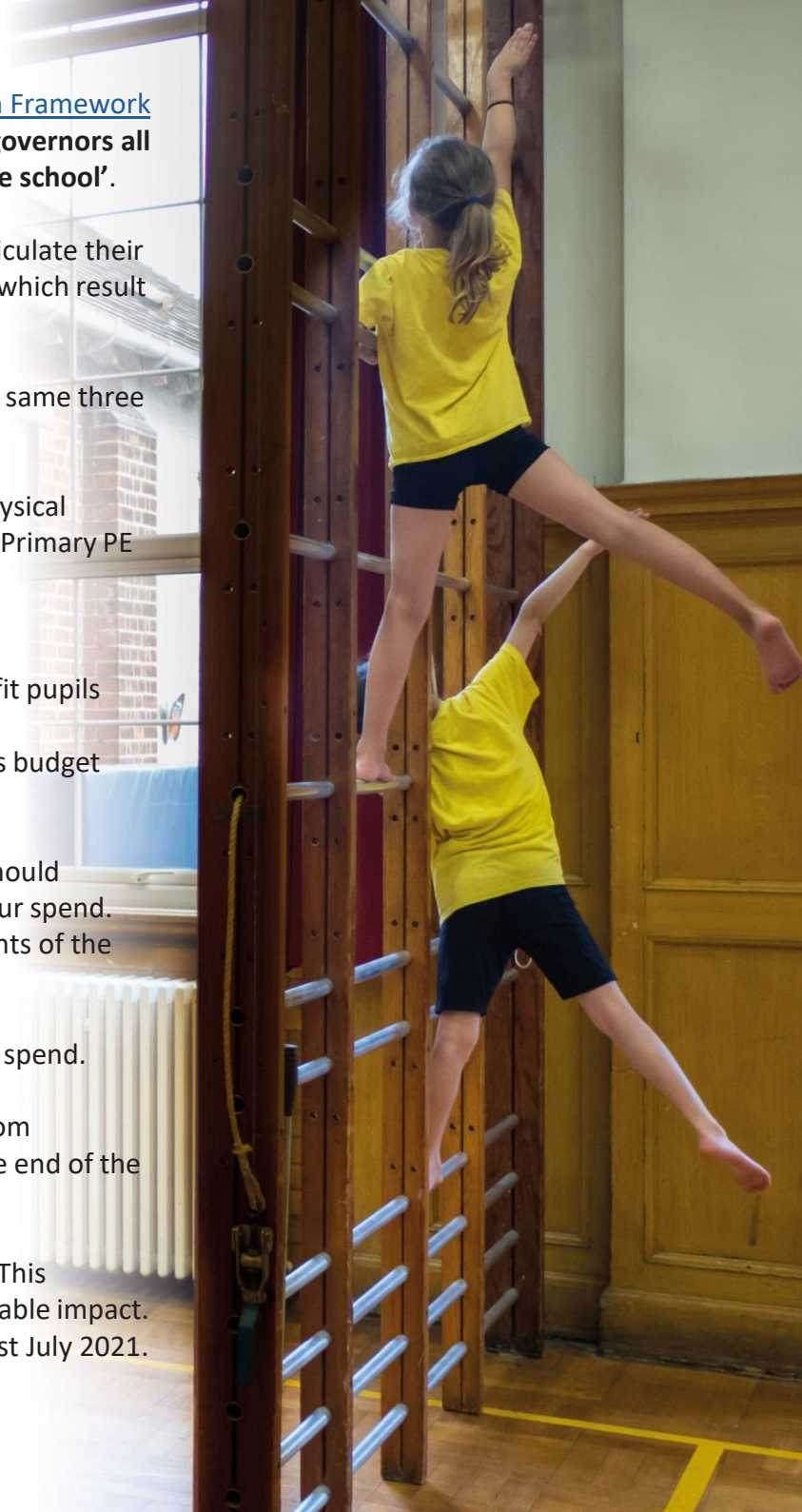
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> School Games Virtual Engagement Award Due to Coronavirus restrictions, we have had an increase in number of virtual competitions entered. Increase in the number of intra competitions. 100% increase in staff confidence with the introduction of IMoves. Due to the Arches 'Active at Home Timetable' and online PE lessons during lockdown there has been a significant increase in the number of children being active at home. Online CPD with Youth Sports Trust webinars to upskill teaching staff. Substantial increase in active travel – Modeshift Stars Active Travel Challenge. Successful School Community Day with road closure for 'Activities in the Road'. Continued participation across year groups in After School Clubs even through lockdown due to attendance in virtual clubs. Introduction of small areas of play and individual equipment boxes due to non-mixing of bubbles ensured children still active as possible at break and lunchtime. Physical activity incorporated within all after school booster clubs throughout all KS1 and KS2 year groups. 	<ul style="list-style-type: none"> Develop and continue with existing projects and embark on new initiatives. Provide CPD opportunities to upskill new and existing staff in order to teach quality lessons within PE. Children who have been swimming this year are to have an extra block of lessons in 21-22 due to lost lessons due of closure of pool during the coronavirus pandemic. This is to ensure an increase in end of KS2 expectations. Get Set 4 PE to be used, ensures teachers have high quality, easy to follow lesson plans and assessment tool. Develop access to school field to enable it to be used to deliver more outdoor physical activity during lessons, breaks and lunchtimes and after school. Develop provision for 30 minutes of physical activity. This will be of significance importance as the children return after a long time away from school.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2020/2021 £19570
= Total to be spent by 31st July 2021 £19570

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	% To Follow
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	% To Follow
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% To Follow
<p>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?</p>	Not for this cohort of children

Action Plan and Budget Tracking

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

Academic Year: 2020/21		Total fund allocated: £19570	Date Updated: 11/07/2021	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	8.25
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:
1) To provide a range of physical activities for all children to engage before school, at break and lunchtimes	Individual bubble equipment boxes for a range of sports and physical activity opportunities. Limited space still due to demolition of old school so staggered breaks and lunches lead to an introduction of small areas of play to ensure children are still as active as possible.	£142.80 (New Equipment – Bean Bags Tennis Balls Air balls)	Majority of children involved in PA due to equipment box being exclusively for their bubble – Less children sharing equipment and space. Ensures playground supervisors have the tools to continue to engage with the children and run a constantly changing array of activities.	Keep equipment boxes and replenish and change activities termly. Ensure new school spaces are designed to develop specific sporting areas with new outdoor equipment for example permanent basketball nets, yard markings, football nets etc. Introduce regular lunchtime clubs with regular year group rotation. Continue with 'wake up shake up' every morning so children start their day in an active way.

2) Promote Physical Activity in lessons and the benefits it can have on learning.	Introduction of Imoves has allowed the development of active lessons and active brain breaks that target the whole class and has been a pledge for all teachers to engage with.	£594.00 (IMoves)	Children recognise the importance of physical activity being part of their daily routine and understand how it can improve their focus on tasks.	Introduce Get Set 4 PE scheme and continue to utilise resources available. Continue with Brain Breaks and Daily Mile. Introduce KS1 to Daily Mile.
3) Promote physical activity through 'Active Travel' The aim to encourage everyone to lead a healthy and active lifestyle starting with the journey to and from school.	Children took part in 'Active Travel Challenge' during Healthy Week. They chose an active way, to travel to school every day. If it was essential to come to school by car, then they were encouraged to Park and Stride. School Community Day – The road outside school was closed between 8.15am - 3.45pm. The children took part in activities on the road whilst raising money for Diabetes UK.	N/A N/A	68% of children travelled to school in an active way throughout the challenge. Children recognise that active travel creates a safer school environment, improves air quality around school, helps keep them and their family healthy and boosts educational attainment. Children and community can see the benefits of closing the road around school at the start and end of the day. The children witnessed the advantages of a closed road and the benefits to active travel and physical activity.	Utilise new bike shed with bike rails for children coming to school on bikes/scooters etc. Encourage and reward children to continue to travel in an active way. Continue with Bikeability training when yard is increased to full area usage. Continue working towards Modeshift Stars – Bronze award
4) Support children to achieve 30 minutes of physical activity outside of the school day in	Develop a wide range of extra-curricular opportunities, targeted to all pupils to engage with. After	£485.00 (2 nd Year Arches subscription)	These structured activities interacting with coaches and sporting professionals as well as	Evaluate number of pupils engaged and target groups of less active pupils. By using the

<p>extra-curricular activities and after school clubs.</p>	<p>School Clubs unable to run before Summer 2 due to Covid restrictions.</p> <p>E.O Allstars provided Girls Football ASC</p> <p>Participation with ASC was impacted by Covid but was replaced by varied opportunities virtually as well as the continuance of weekly PE lessons at home during lockdown.</p>	<p>£392.00</p> <p>(1 Half Term of Provision Autumn 1- 21)</p> <p>N/A</p>	<p>teachers and other children are important for the children to develop social skills and learn value of good citizenship, positive peer relations and respect for the local community and authority.</p> <p>External companies provide enrichment encouraging positive physical activity choices and improves mental wellbeing. The girls football has given the opportunity for the girls to participate in sport without the boys and has led to an increase in confidence and participation at lunchtimes.</p> <p>Achieved the School Games virtual engagement award. There has been a significant increase in children participating in PA at home with families.</p>	<p>Astrea Active, Club, Benchmarking and Competition tracker, we can see who needs intervention.</p> <p>Provide more club provision for KS1 pupils to ensure a culture of attending is embedded as they progress through school.</p> <p>Continue to establish links with external providers to sustain the amount of children taking part in after school clubs.</p> <p>Continue with Arches SSP (Gold Package), SWFC, E.O Allstars for ASC provision</p> <p>Identify barriers to involvement and eliminate, to encourage those with obstacles to attend</p> <p>Link several clubs throughout the academic year with competition calendars, available locally, to develop competitive teams to represent the school.</p> <p>Continue to promote PA with family outside of the school day</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	0
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:
1) To embed PE, Sport and Physical Activity within the school culture.	The Head teacher and Senior Leadership Team to highlight the importance of PE and sport and value the impact that it can have on pupils across the school, as well as the impact it can have on the school itself.	N/A	Meetings with SLT have increased regarding the development of PESSPA within the school and where development should be concentrated post Covid.	Keep up to date with guidance from the DfE regarding PESSPA. Ensure meetings are a regular occurrence and happen on a termly basis.
2) Specialist Co-ordinator to raise standards of PESSPA across the school.	<p>Raise the quality of teaching and learning in P.E</p> <p>Development of a new broad and balanced curriculum map.</p> <p>Increase participation in school sport and target those who are least active.</p> <p>Develop a broad variety of activities that will engage everyone.</p> <p>IMoves assisted the PE co-ordinator in termly/yearly planning and assisted the teachers in planning, assessment and confidence.</p>	N/A	<p>The curriculum map was welcomed by staff who were in agreeance that activities should change every half term instead of changing termly. This allows a broader range of sports to be taught and keeps the children fully engaged.</p> <p>Pupils are now taking part in well planned and sequenced lessons. Teachers are more aware of progression of skills throughout the year groups.</p>	<p>Continue to provide 2 hours a week of high quality, inclusive PE lessons for all children within the school.</p> <p>Continue with the half termly rotation of sporting area/subject</p> <p>Support and upskill staff through CPD opportunities from external providers e.g. Arches, SWFC and the schools PE co-ordinator.</p> <p>Use GetSet4PE planning tools and deep dive guidance.</p>

<p>3) To ensure children and staff see the benefits of PESSPA as a tool for whole school improvement.</p>	<p>Judo intervention to run for the second year as impact was so significant last year. Unfortunately, this was unable to run due to Covid, so was replaced by a 10-week Karate belt intervention run by the schools Learning Mentor for a cohort of year 3 children.</p> <p>Each year group ran after school booster clubs for children missing a significant amount of school due to Covid-19. All clubs ran were a combination of maths, literacy, phonics and physical activity.</p> <p>Link school events to the schools Olympics Day. Each class given an individual country for Olympics day. Cross curricular links (Geography, History, Art, DT) formed by extended learning around the countries with class display boards to showcase the learning. World Book Day to be sports themed around the Olympics. Children to dress up as sporting heroes and research a sporting hero from their own classes country.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Post intervention aggressive disputes dramatically reduced within the cohorts who participated.</p> <p>Children benefit in different subject areas within one club. Using PA as an effective tool for engagement and help the children stay focused on task.</p> <p>Children and staff can see how sport can be used in a wider context for learning within school. Learning about the countries flags and national anthems. Taking inspiration from the sporting heroes they are learning about and challenge themselves to be the best they can be. Amazing work was completed and presented on class individual display boards.</p>	<p>Continue with sports led interventions as a tool for individual and whole school improvement.</p> <p>To combine physical activity with other subject booster clubs.</p> <p>Link future school events to sport and physical activity. Use sport as a tool for learning and improvement.</p>
<p>4) Ensure families, all teaching and non-teaching staff are aware of initiatives, events and activities enabling them to support and fully engage every child and promote PESSPA within school</p>	<p>School App, weekly news letters, twitter account, yard notice board etc. Report and update staff and community about PESSPA initiatives taking part in school each week/half term.</p>	<p>N/A</p>	<p>Overwhelming positive response and interaction by staff promoting sport and PA within school, the community, and children to initiatives such as Beat the Street, Active Travel</p>	<p>A termly sports specific newsletter will help promote the role of PESSPA further and inspire our children to take part.</p>

			Challenge, School Community Day, World Book Day (Sports themed), Olympics Days, National school Sports week.	Introduce a PE Star of the Week Award. Continue to use the white board at parent pick up and drop off point for school information and sporting events.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	16.27
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:
1) Ensure our school is committed to continually developing confidence and competence of teachers and wider school staff to enable them to deliver high quality physical education, school sport and physical activity.	CPD opportunities to be provided to teaching and support staff in line with results from Arches audit to increase teacher confidence of particular areas, linked to particular year groups and IMoves scheme of work by SWFC.	Free Half Term Offer by SWFC	SWFC provided CPD for all staff to attend. Fun Games to use anywhere with differentiation for year groups. – 100% of staff that attended gave positive feedback and stated an increase in confidence. TAs and LSAs to use games at break and lunchtimes. PESSPA project provided staff with virtual CPD sessions. Session attended: <ul style="list-style-type: none"> - Early Years PE and Physical Development - High Quality Teaching of Physical Education - Developing meaningful PE 100% of staff that attended	To continue with CPD opportunities for existing and new staff. Raise standards of PE teaching further by increasing the number of learning walks and lesson observations across the academic year by PE lead and SLT to ensure quality of lessons remain high and concurrent.

	PE co-ordinator to network with other schools through Arches school sports partnership events and Astrea Trust wide conferences.	N/A	<p>online CPD shared an increased knowledge and feel their ability to teach high quality PE in turn will increase. As a result, children benefit from lessons that they will enjoy more and so make better progress.</p> <p>PE lead attended - Top Tips for New PE Subject Leads as a result feels more supported within the role.</p> <p>These meetings and conferences further enhance development and subject leader support. They help the lead review the actions taken and suggest next steps for further development. These meetings have been a life line through the coronavirus pandemic updating co-ordinators on current change, restrictions and remote learning within PE</p> <p>Active links with other schools are also created at these meetings, creating inter school opportunities.</p>	<p>Utilise Arches Gold membership package and CPD opportunities with SWFC and external providers.</p> <p>PE lead to attend Level 5 PE co-ordinators course to further improve role knowledge and performance.</p> <p>Continue to attend all network meetings and PE conferences.</p> <p>Continue to develop links to schools within the trust and local area. Utilise Arches cluster offer.</p>
2) Ensure teachers have a bank of high quality resources/lesson plans and assessment tools.	Buy into a scheme of work (IMoves) that provides a structured approach to progressive PE from early years to year 6 through a framework of learning objectives.	£660.00 (GetSet4PE)	The scheme of work was used to support the teachers by providing activity ideas, teaching points, specific terminology and a tool for assessment.	Utilise GetSet4PE across whole school Audit staff with regards to GetSet4PE

			100% of teachers agreed that a scheme of work helped within their lessons but 68% of the teachers stated that the IMoves lesson plans were difficult for them to understand and teach fully. Bought in to GetSet4PE due to recommendation from other schools and school coaches currently using the scheme.	
3) Utilise external sports coaches and specialist staff to work alongside the teaching staff ensuring development knowledge.	KS1 teachers observe and assist in high quality lessons provided by SWFC using the IMoves lesson plans. Upskill in the use of lesson plans and quality of delivery and confidence. Arches SSP provide teachers with CPD and team teaching opportunities	(Free Half Term Offer) £2525.00 Arches SSP 2 Year Gold Package	Staff observed and assisted in lessons taught by SWFC school sports coach. Feedback on performance was provided with areas to improve and advise on how to develop. Improvement in staff knowledge and confidence which in turn improves pupil's ability.	Continue with SWFC PLPS Delivery for KS2 Utilise Arches 2-year gold package membership to team teach, upskill staff and give children valuable PE and competition opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	58.93
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:

1) Replenishment and replacement of PE equipment	A complete audit of current equipment. Old and broken equipment not transferred from the old school building. New equipment to replace the old to be purchased in line with curriculum requirements and relevant to age group.	£6943.20 (Gymnastics Agility Set Benches Linking Equipment Ribbons Stopwatches Basketball Nets)	Children can access the lesson using appropriate equipment for their learning. Staff have the resources to deliver more effective lessons.	Equipment used to also support extra-curricular opportunities. Continue to replenish equipment and ensure a class set for each curriculum unit of work.
2) Ensure all children have opportunities to access a broad range of sports and activities. This includes non-traditional and more creative activities to enable children to find and participate in physical activity that they enjoy.	Offer a number of clubs throughout the year using external providers, local sports clubs, Arches SSP and school staff. At least 2 sports clubs are provided per week after school for pupils to access Some clubs focused on developing skill preparation for competitions Both were reduced significantly this year due to Covid and bubble restrictions.	(See Indicator 3 for Arches Gold Package)	Due to the variety of clubs on offer, children have the opportunity to get involved in a wide range of sports. Children have taken part in a wide range of virtual activities through The Arches School Sports Partnership and other external providers.	Continue to identify barriers to engagement and learning and find ways to overcome them. Use a targeted approach when choosing children for the clubs. Assess the success of each club to ensure engagement is maintained. Promote activities and events across the school so the children, staff and families are aware of the wider opportunities available to them.
3) Provide a broad and balanced curriculum within PE Lessons.	All children to receive 2 hours of PE a week timetable 1 hour with PE specialist and 1 hour with class teacher. Lessons are to provide high quality progressive, inclusive and	N/A	NFL continued to be a great success within the curriculum with intra competitions taking place across bubbles. DH was the lead on this for the second year running and provided	Continue to redeliver this for other year groups. Continue to develop and think about the new school's outdoor area and the use of it

	<p>challenging activities in a wide range of sports and the piloting of new ones.</p> <p>Introduce PE within EYFS. PE is not yet available within EYFS, this is essential to create a physical literacy and an early awareness of PA benefits amongst pupils.</p>	N/A	<p>CPD for PE Lead.</p> <p>OAA introduced into the curriculum for Key Stage 1- SWFC to take the lead for this with the class teachers to ensure essential subject knowledge and confidence in the unit was significantly increased.</p> <p>Reception are yet to introduce PE but in Nursery it has been a great success. Parents and carers have vocalised their support, enthusiasm and praise at the introduction.</p> <p>The children are developing a love for PE and PA and are building an early knowledge confidence and ability.</p>	<p>within the curriculum and extra- curricular activities.</p> <p>Ensure we offer a range of opportunities and experiences and embrace new ones made available.</p> <p>Look for alternative sports to try and utilise pupil voice with regard to the new opportunities.</p> <p>Utilise links within the community for a wide range of sporting opportunities</p> <p>Liaise with new EYFS lead and SLT on the introduction of PE within reception.</p> <p>Continue to offer PE/PA within Nursery.</p>
4) All children to access high quality swimming lessons to ensure all swimmers meet National Curriculum requirements.	Provide an additional block of swimming provision and transport for both year 3 classes. To ensure an increase in attainment.	<p>4500.00</p> <p>(Block of</p>	<p>A significant impact occurred on swimming lessons due to Covid. Children moved pool from Ponds Forge to Zest and missed a</p>	Use premium to purchase an additional block of swimming and transport for this cohort of year 3's in year 4.

		<p>Additional lessons and Transport)</p> <p>£89.94</p> <p>(Spare swimming kit and towels)</p>	<p>significant amount of lessons due to pool closures.</p> <p>0% of children finishing both blocks of swimming were able to swim 25m</p>	<p>Provide basic water safety and CPD for staff who accompany the children swimming.</p> <p>Raising the attainment of NC requirements must be a priority within the sports department.</p> <p>Look at the possibility of a block of swimming for children in Upper KS2</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3.37
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:
1) All pupils to have the opportunity to take part in and represent the school in inter and intra competitions, festivals and tournaments.	<p>Buy into Arches School Sport Cluster offer to provide additional opportunities for competition that are more easily accessible and can target individual pupils.</p> <p>Inter school competitions very limited this year due to</p>	<p>£600.00</p> <p>(Arches SSP Cluster Offer)</p>	<p>Pupils are encouraged to engage in competition regularly throughout provision at school. This includes team games as well as personal best opportunities. This subjects each child to both experiences of winning and losing and what it means to be a gracious loser.</p>	<p>Build relationships with cluster schools to provide more opportunities for local inter competitions. More competitions mean more opportunities for all and will allow a targeted approach.</p>

	coronavirus restrictions.			
	Intra NFL competition in Year 6 bubble	N/A	Children still able to take part in competition and demonstrate what they have learned whilst still socially distanced within bubbles.	Enter NFL Competition next year with the Year 6s.
	Take part in Virtual Sports Hall Athletics Competition. Burngreave Bounce Off. Move More Schools Physical Activity Challenge. Sheffield School Skipathon. Beat the Street and Arches Activity Challenges.	N/A	Children still able to compete against other children their age from different schools virtually. Or within school across year group bubbles. Children although unable to physically attend the competitions experienced the winning, losing and trying their best in a competitive situation.	Resume with both inter and intra competitions next year. Link competition calendar with school's curriculum map.
	Byron Wood Academy Olympic Challenge Days – EYFS, KS1 and KS2 to compete. Three full Days across school dedicated to a wide range of competitive activities, personal best challenges and extended learning around the Olympics and countries chosen by individual classes.	£60.00 (Olympics day flags)	A significant increase in number of children across the school able to compete in competitions due to it being virtual and having no limit of participants. The Olympic Days were a huge success. They provided the perfect opportunity to encourage those children who may not ordinarily want to participate in sporting activities. The range of activities meant there was 'something for everyone'. Impact on the participating children's self-esteem and overall confidence levels were	Continue to provide more competitive opportunities for KS1 Keep the same format for the Olympics Day next Summer.

			<p>significantly increased and both the children's and staff's feedback was entirely positive.</p> <p>The Year 6 children lead each activity and recorded the scores. Development was evident within the leader's communication and teamwork skills, as well as building their own confidence and self-esteem as they take on responsibility of leading their peers and younger children.</p>	<p>Use sports leaders to run the activities next year.</p>
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Total Spend : £16,991.94

Total Underspend and Amount Carried Forward : £2,578.06

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachael Jones
Date:	11/07/21
Governor:	
Date:	

