



# All Saints C of E Primary School



## Evidencing the impact of the PE and Sport Premium

Year	Amount of Grant Received	Amount of Grant Spent	Updated
2020-2021	£17590	SLA buy back £11,600 sports coaches - £4532.20 Equipment - £850 Medals for sports week - £125 additional swimming for year 6 - £300 gymnastics equipment £190  Total 17,597.2 <b>Money spent on PE out of the school budget</b> Swimming £1700.24  Total 1700.24 Overall Total 19,297.44	July 2021
2021-2022	£17590	SLA buy back £11,800 sports coaches - £4850 Equipment - £670 Medals for sports week - £50 Transport £200  Total 17,570 <b>Money spent on PE out of the school budget</b> Swimming £1700.24	July 2022

Referenced



Supported by:



		Total	1700.24	
		Overall Total	19270.24	
<b>2022-2023</b>	£18862.95	SLA buy back	£11,800	July 2023
		sports coaches -	£4970	
		Equipment -	£915	
		Transport	£400	
		Getset4PE	£550	
		Drumz aloud	£435	
		Total	19,070	
		Other money spent on PE		
		Swimming	£1710	
		Teach active	complimentary - £700	
		Overall Total	£20780	
<b>2023-24</b>	18524.00	SLA buy back	£12,000	
		sports coaches -	£10,350	
		Equipment -	£500	
		Transport	£100	
		Getset4PE	£550	
		Total	23,500	
		Other money spent on PE		
		Swimming	£1710	
		Teach active	complimentary - £700	

**RAG rated progress:**

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving consistently
- **Purple**- Impact of Covid 19 pandemic

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	2020- 2021	2021-22	2022-23	2023-24
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	The children’s swimming sessions have been impacted due to Covid 19 therefore no data is available.	48%	50%	51%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?		45%	42%	46%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?		45%	42%	46%
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?	9 daily sessions are booked for Year 6 to try to boost their level of confidence and swimming ability.		No	no

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
<p>Additional opportunities for physical activity during the primary school day - curriculum Active classroom</p>	<ul style="list-style-type: none"> <li>• Smile for a mile</li> <li>• EYFS Funky Five</li> <li>• Class doing activities from Go Noodle</li> <li>• Active lessons e.g. science</li> <li>• Active mental maths -times tables</li> <li>• TT rock stars</li> <li>• ACTIVE PLAYTIME 15 mins everyday</li> </ul>		<p>Enjoyment for running Quotes such as “When are we doing our running today”; “Are we running today”; and “This Active Maths outside is brill.” Year 2 “ Can we do our running today “ Staff meeting for all staff to emphasise and reinforce the importance of the active curriculum and new activities demonstrated. Reinforced where the children needed to run for the mile and how many laps. <b><u>ACTIVE PLAYTIME</u></b> All classes have gone out each day at the same time to play active games with the children. 15 mins timetabled session. This has had a really big impact on the children. Quotes like I love active play. Can we play active sharks and fishes</p>	<p>Autumn term 2024 New games resources – Cards CPD for any new staff Recap active play games – ask all staff to say which games the children have really enjoyed and why. To continue with the active play time but to make each term a different focus. e.g. running – track marked out for smile a mile team games skipping – box of equipment Continue CAS ( Creating active school) To continue to create a culture of active classrooms. Put up signs showing where to start the mile and how many laps. Other motivating signs with eg 80m to encourage and inspire participation.</p>				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Lunches and playtimes	<ul style="list-style-type: none"> <li>Active playtime</li> <li>play boxes for lunchtime</li> <li>girls football</li> </ul>		<p>. ACTIVE PLAYTIME</p> <p>All classes have gone out each day at the same time to play active games with the children.</p> <p>15 mins timetabled session. This has had a really big impact on the children. Quotes like I love active play. Can we play active sharks and fishes</p> <p>Girl's football initiative from the FA – KS2 each year group given an allocated space on the playground to play football.</p> <p>Developed leaders.</p> <p>Sports coach at lunchtime to set up and encourage children to participate in games.</p>	<p>September 2024.</p> <p>Continue active playtime</p> <p>Share good practise amongst staff for the active playtime.</p> <p>Lunch time staff to initiate games at lunchtime with different year groups.</p>				
Extra-curricular (Breakfast and after school clubs)	<ul style="list-style-type: none"> <li>After school clubs run 4 night by qualified coaches or staff members offering a wide variety of activities/sports for children from the Reception class to Year 6 Club. Attendance is good with between 13-16 per club (maximum number 16)</li> </ul>		<p>Children had access to extracurricular activities at NO COST.</p> <p>The children worked in KS groups e.g.</p> <p>Reception Year1 &amp;2</p> <p>Year 3&amp;4</p> <p>Year 5&amp;6</p> <p>Where there was a big uptake of children wanting to take part in the club, an extra coach was brought in to accommodate this.</p> <p>The children were asked which sports they would</p>	<p>To continue to provide extracurricular opportunities <b>for no cost.</b></p> <p>To monitor the uptake of who is attending.</p> <p>To try to encourage reduce the barriers to attendance.</p> <p>To find a gymnastics coach</p> <p>All children throughout the year have access to after school sports clubs</p> <p>Provide clubs to facilitate entry to the level 2 SHAPES competitions.</p>				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
			<p>like.</p> <p>School provided sports coaches for 4 nights a week.</p> <p>All children throughout the year have access to after school sports clubs</p>					

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Attendance and Punctuality	<p>To target children with low school attendance to try to encourage them into school. Maybe some sort of reward/experience to encourage better attendance</p> <ul style="list-style-type: none"> <li>Give children PE kits who forgot to bring them.</li> </ul>		<p>Teachers have noticed better engagement during teach active lessons</p> <p>The children settle and stay focussed on an activity after active playtime</p> <p>Children look forward to PE Wednesday</p> <p>children ask when they are learning with the PE specialist and get excited to work with her.</p> <p>Attendance has increased and is almost at the national level.</p> <p>PE lead has investigated and applied for 100 new kits from Stockport county.</p>	<p>To continue to monitor non-participants through not having a kit in each class.</p> <p>Target these children &amp; phone call home to ask for a kit. School will then provide these children with kits to keep in school.</p> <p>Kits from Stockport County to be given to children in most need. Pumps/trainers will be provided by school if needed. – Kit to stay in school.</p> <p>To notify parents at the start of the year that PE must remain in school for all the half term.</p>				
Behaviour and Attitudes to Learning	<ul style="list-style-type: none"> <li>Active curriculum</li> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>Children who find academic areas challenging embrace the physical aspect of the school life.</li> <li>To use the value of the games stickers to motivate children. Special and different just for PE</li> <li>Active playtime</li> </ul>		<p>After active playtime the children are calmer and more focused (staff comments)</p> <p>Children are using games learnt from active play at other playtimes therefore playtimes are calmer</p> <p>Fewer instances of poor behaviour in targeted groups</p> <p>Pupil concentration, commitment and self-esteem enhanced</p> <p>SPECIALIST PE TEACHER has identified children who have been really polite and have a great</p>	<p>To developed competitive activities in active playtime to help the children learn skills around social interactions in the playground.</p> <p>Develop conversations about what it feels like to lose/win and be part of a team.</p> <p>To continue active learning within curriculum look for opportunities where possible.</p> <p>Continue to develop smile a mile into the active playtime.</p>				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
			<p>attitude in PE where normally they may find this hard in other aspects of school life.</p> <p>During sports week staff are asked to identify children who shown the spirit of the games values. These children are rewarded in a special assembly with certificates and medals.</p> <p>Number day – Active maths was used consistently through all classes to support the event. Staff have begun to integrate more into the curriculum.</p>					
Improving Academic Achievement	<ul style="list-style-type: none"> <li>• Active curriculum</li> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Specialist teacher has supported all teaching staff and a selection of the TAs with the development of curricular knowledge in gymnastics.</li> <li>• Specialist teacher supported more experienced teachers in assessing the children’s progress and knowledge in where the children’s next steps should be.</li> <li>• Teachers are trying to include active lessons where possible.</li> </ul>		<p>The staff include PE when making their cross curricular links in the planning.</p> <p>Teaching staff and TAs to be supported by specialist teacher on developing their knowledge and understanding on how to teach games in a class situation.</p> <p>PE assessments completed by the teachers on Get set 4 PE.</p> <p>PE lead has started to use the assessment reports for reporting to the headteacher on progress.</p> <p>PE lead and specialist teacher carried out</p>	<p>Continue with CPD for the staff to embed scheme of work from GET SET4PE</p> <p>Staff to use the assessment lanyards related to the criteria for each activity and year group.</p>				



School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
			<p>lesson observations and gave feedback to the teachers and TAS</p> <p>Teachers and TAS used in non CPD lessons with specialist teachers.</p>					
Health and Well Being/SMSC	<ul style="list-style-type: none"> <li>• Spirit of the games values</li> <li>• Whole school approach to rewarding physically active and sports achievements e.g. assemblies</li> <li>• Celebrating success through newsletters, and assemblies.</li> <li>• Unit of work included in scheme of work HRF (health related fitness)</li> <li>• Cross curricular with Science and PHSE</li> </ul>		<p>The school values/ethos are complemented by sporting values.</p> <p>Due to the fitness lessons pupils now have an understanding of the contribution of sport to their overall physical development of their bodies.</p> <p>Big leap personal challenge</p> <p>5 km team challenge</p> <p>The achievement of any sporting team is celebrated in assembly and mentioned on newsletters.</p> <p>Children who have received sporting awards out of school are celebrated in assembly.</p> <p>During fitness lessons the children are responsible for recording and improving their own level of fitness</p> <p>Sports Week</p> <p>Certificates were given out to reward children who have shown exceptional sporting behaviour</p>	<p>To continue with fitness through the curriculum lessons</p> <p>Sports week</p> <p>Personal challenge – big leap</p> <p>Team challenge 5KM</p> <p>Link between health and well-being and doing PE.</p> <p>Asking children how they feel at the beginning of the day/ lunchtime. Look at how scores moved. Scores at registration time.</p> <p>Tie in with PE</p>				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
			<p>A trophy was awarded to the winning house.</p> <p>Stockport County provided and delivered mental health and well-being lessons for Year 6</p>					

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<p>Timetabled for all pupils 2 x 60 minute PE lessons a week.</p> <p>Specialist PE teacher – delivers gymnastics CPD lessons and KS2 games lessons.</p> <p>All teachers deliver Gym and Dance</p>		<p>Timetable / scheme of work</p> <p>Getset4PE curriculum</p> <p>The percentage of children achieving the NC outcomes is over 75%</p>	<p>Monitor timetables for each year group and maintain the 2 1 hour lessons.</p> <p>To continue to monitor the staff are carrying out high quality PE lessons.</p>				
Review the quality of teaching and consider best way of allocating CPD from Specialist PE teacher, courses and other sources	<p>Develop and implement a professional learning plan for the needs of all staff-</p> <p>After consulting with SPECIALIST PE TEACHER and discussions with members of staff a new scheme of work and outline for CPD training in games has been developed for Sept 2020</p> <p>PLT and SPECIALIST PE TEACHER have an annual review meeting to review the year and plan for the next one. This</p>		<p>Staff access support to achieve and have the confidence to teach high quality lessons – discussions with staff showed they felt more confident</p> <p>All teaching &amp; some TAs staff have received CPD from specialised teacher to embed the delivery of get set 4 PE.</p> <p>KS 2 staff had the confidence to deliver the competitions in sports weeks.</p> <p>All teachers have been monitored through observations and feedback given</p>	<p>To use the SPECIALIST PE TEACHER to continue to develop the assessment of children’s skill and the next steps for learning.</p> <p>Review and plan for next year’s targets for the staff.</p> <p>To monitor the quality of teaching throughout school.</p> <p>To complete another deep dive with an outside consultation.</p>				
PE Coordinator allocated time for planning & review	<p>Coordinator allocated half a day each term for planning, organizing clubs and observing lessons.</p> <p>Monitored medium term planning in each year group.</p> <p>PLT meetings attended throughout the year.</p>		<p>PLT – attended meetings each half term</p> <p>PE meeting regularly to reflect and plan weekly.</p>	<p>PLT to continue to attend meetings</p> <p>Meeting arranged with SPECIALIST PE TEACHER each half term to review the current term and plan for the next one.</p>				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Review supporting resources	SPECIALIST PE TEACHER and PLT teacher to review the year and plan for 2024-25 SoW and resources for 2024-5 distributed to teaching staff ready for the new academic year. – GET SET4PE		SoW for this year was good. It worked to strengths of SPECIALIST PE TEACHER teaching games to KS2 SoW and resources for 2022/23 distributed to the teaching staff have been a great success. I have had lots of positive feedback about how clear the lesson plans are. Teachers are regularly using lessons plans and resources. Staff have completed the assessment.	To plan and monitor active classrooms. To monitor the quality of the teaching throughout the school with learning walks and observed lessons.				
Review of PE equipment to support quality delivery	See SSP list of essential PE equipment & order accordingly Gymnastics equipment checked annually New equipment was purchased throughout the year and in preparation for September 2023-2024		High quality equipment used in lessons.  New equipment was bought for sports week so support the new scheme of work.	To dispose of any equipment that isn't fit for purpose and purchase new equipment where it is needed.				
Targets relating to PE delivery being encouraged to form part of performance management	To review and monitor subject throughout the school.		Continued discussions with specialist teacher and staff about how to improve PE.  Discussions about being a Creating active school pilot with headteacher and SLT.	To continue to raise the profile of sport in school. To continue to monitor the coaches that will in place in September 2024 to make sure that they deliver high quality sessions. To continue to enter teams into sporting competitions. To try to encourage				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
				staff member to put down active learning as a target.				
Support Tas and other adults to access relevant CPD to enhance the school PESS workforce	SPECIALIST PE TEACHER to CPD Tas and teachers during lessons and CPD sessions SPECIALIST PE TEACHER to develop Tas knowledge in KS1 & 2 in all aspects of the curriculum lessons so that they can help in delivering high quality PE lessons.		Tas assisting in PE lessons especially within classes with SEND children.	All Tas to continue CPD sessions to support the teachers and children. TA's to continue to consistently support teachers PE.				
Develop an assessment programme for PE to monitor progress	GETSET4PE has its own assessment document. EYFS profile PE lead to observe and monitor lessons on a regular basis.		Staff are expected to complete assessment for each unit of work completed using Get Set 4 PE SPECIALIST PE TEACHER already CPD more experienced teachers for assessing children's ability level. Assessment lanyards have been given to each year group to assist with the assessment of children's ability and skill level.	The staff have updated the assessment document regularly and found it very manageable. To continue to use and monitor assessment use it to highlight children who may need additional support.				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Review extra-curricular offer	Develop offer to ensure each year group & gender are catered for e.g. KS1 multi-skills festivals, Sports Week, School challenge, Be Inspired Challenges, School Games competitions All children from Rec to Year 6 have had the opportunity to take part in extra-curricular activities free of charge.		The children have been offered a wide variety of age-related activities throughout the year. The children have competed in intra and inter competitions.	To monitor the coaches to make sure they are providing good quality activities for the children after school. To increase the participation in level 2 competitions.				
Review extra-curricular activity balance	Develop an offer to include a broad range of activities Coaches have provided afterschool clubs for Rec to Year 6. This has happened on 4 nights a week. The children have been offered a wide range of activities throughout the year. The children have been asked what sports/activities they would like the school to provide.		Dodgeball has been the most popular throughout the year. A tennis coach from a local tennis club taught Year 2 for 6 weeks. The children asked if they could have a club after school. The PE lead set up an extra- curricular club which has been very popular and full each week.	To develop our young leader program to Year 5. They will become JPL's for the reception children. Continue with the same level of coaching sessions after school Where possible in year 5&6 coaches to continue to prepare children for the Stockport schools games competitions 1 gymnastics club after school.				
Review offer for SEND pupils	Develop offer to be inclusive e.g. SSP SEND Programme		The after-school activities and competitions have all been inclusive. All SEND children have access to mainstream curriculum and make good progress. SEND children given specialised/ different equipment to meet their needs.	To try and send children to the inclusive activities.  Track on registers				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Target inactive pupils	To identify pupils that are less active		<p>To give them a responsibility for games played in the active playtime.</p> <p>Leadership roles within school to motivate them to be more active.</p> <p>Active playtime has inclusively engaged inactive pupils.</p>	Junior play leaders in Year 5 to set up and a run daily activity for KS1 or lower KS2 children at lunchtime.				

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
Review School Games participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>• Use SSP Competition Events Calendar to plan competition entries for year</li> <li>• Use SSP booking system to enter events</li> <li>• Review children who have represented school in the past and ensure a wider range of children get involved by choosing events to attract children who have not taken part before</li> <li>• Try to get every class to a sporting activity or festival.</li> <li>• Sports week where every child is able to participate in a variety of intra sporting activities</li> <li>• To employ a gymnastics coach for 1 afterschool club a week</li> </ul>		<p>Level 2 netball festival against a local school.</p> <p>Sports week was a great success. The children had fun and were very competitive wanting their house to win.</p>	<p>To actively take part in inter level 1 and level 2 competitions.</p> <p>Place table of events/yearly calendar in the staff room to let staff now which competitions are happening so that this may encourage the staff/TAs to sign up and volunteer to support events and train the children to compete effectively.</p> <p>To let the staff, know which children will be out of class in advance.</p>				
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>• Ensure SEND pupils are identified and supported to attend appropriate competitions</li> </ul>		<p>All SEND children have the opportunity to participate in clubs and teams</p> <p>SEND pupils participated in both extracurricular and represented the school at a competitions</p>	<p>PLT to monitor and record SEND children in Teams</p> <p>To increase % of SEND pupils attending SSP competitions</p>				
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>• Review current Level 1 provision and participation rates</li> <li>• Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year</li> <li>• Engage with SSP annual school challenge</li> </ul>		<p>Level 1 competitions happened in sports week where the children competed in houses.</p>	<p>To continue to send the children out in sports week in so yr 3&amp;4 go out together and Year 5&amp;6 go out together this means the teachers / coaches can deliver Level 1 House competitions at the end of appropriate units of</p>				



School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps	20/21	21/22	22/23	23/24
				work To continue with sports week				
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>Review SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>		Children attended several sporting festivals and competitions. The school hosted an OAA year 4 event which was a great success.	Next year to increase the level 2 competitions again				
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> <li>Change for Life Programme</li> </ul>		Year 2 child lead a multiskills club for the younger children under the observation of the specialist teacher.	To train year 5 Ambassadors to work with the ks1 and lower ks2 children				
Extending Competition Offer	<ul style="list-style-type: none"> <li>Children to take part in the appropriate SHAPES competitions – BEE, Inspire or excel</li> <li>Children to participate in competitions throughout sports week</li> </ul>		<ul style="list-style-type: none"> <li>Children have participated in SHAPES competitions</li> </ul> Children participated in competitions throughout sports week	To continue with both, Inter and Intra competitions next years.				
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>Sports specific coaching programmes</li> </ul>		Creating pathways from school competition to community club participation Clubs in to talk to children in assembly.	To introduce club links back into school. Find out which clubs children go to. Put information of different clubs on the sports board. Actively seek club leaders that will come into school to talk to the children.				



### 30 Active Minutes Review 2023-24

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reception</b>	PE lesson minimum 30 mins active Action songs 15 mins Active playtime 15mins	Action songs 10 mins Active playtime 15mins	Action songs 10 mins Active playtime 15mins	Action songs 10 mins Active playtime 15mins	PE – lesson minimum 30 mins active Action songs 15 mins Active playtime 15mins
<b>Year 1</b>	Active register/breaks in lessons – 5mins x 2 Smile a mile – 10 mins Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Active register/breaks in lessons – 5mins x 2 Smile a mile – 10 mins Active playtime 15mins	Active register/breaks in lessons – Smile a mile – 10 mins Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins
<b>Year 2</b>	PE lesson minimum of 30 mins active Active playtime 15mins	Smile a mile – 10 mins Active playtime 15mins	Smile a mile – 10 mins Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Active playtime 15mins
<b>Year 3 e.g.</b>	Freize yoga/ dance challenges 5-7 mins Active playtime 15mins	Freize yoga/ dance challenges 5-7 mins Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Active starter/intro to maths 15 min Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins
<b>Year 4</b>	Active starter/intro to maths 10 min Supermovers Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Super movers 5-10mins Active playtime 15mins	Active starter/intro to maths 15 min Active playtime 15mins
<b>Year 5</b>	Active playtime 15mins	Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Active playtime 15mins
<b>Year 6</b>	PE lesson minimum of 30 mins active	Active playtime 15mins	PE lesson minimum of 30 mins active Active playtime 15mins	Active playtime 15mins	Active playtime 15mins

Other active lessons are planned and carried out with each class, but it is not on a regular day.

## Evidencing the impact of the PE and Sport Premium – Events & Competitions 2022/23

Events / Competitions	Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
	Boys	Girls	Total							
Multi-skill intra competition KS1	43	45	88	16	7		1	Rec, 1,2		
Multi-skill intra competition KS1	43	45	88	20	7		1	Rec, 1,2		
3km challenge	43	45	88	10	7					
Dodge ball	51	56	107		6		1	3,4,5,6		
Rounders	51	56	107		6		1	3,4,5,6		
Football	51	56	107		6		1	3,4,5,6		
Cricket	51	56	107		6		1	3,4,5,6		
KS1 sports day	43	45	88	30	7		1	Rec, 1,2		
KS2 sports day	43	56	107	30	6		1	3,4,5,6		
Key stage gymnastics							2			
girls football		11	11		2		2	4,5,6		
basketball	5	4	9		1		2	5,6		
OAA	15	15	30		3		2	4		
transition athletics	4	4	8		1		2	6		