



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Basic resources had been purchased to ensure activities could be taught effectively.</li> <li>• Resources also been purchased to adapt lessons to ensure inclusivity, (sensory balls, large rackets etc)</li> <li>• In support with Sandwell Council, all parents were provided with leaflets that outlined local community projects and venues for children to visit to take part in extra curricular activities.</li> <li>• Sports coaches have started to target Pupil Premium children in a small maths in PE intervention.</li> <li>• PE coordinator working closely with PE buddy.</li> <li>• Buddy attending CPD session.</li> <li>• PE kit, including tracksuits, provided for all children to encourage participation for inactive children and to ensure children are getting 2 hours of PE each week.</li> <li>• Presented the Obesity Strategy to Governors and how the funding can support our children.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources purchased will provide children with opportunities to participate in sports outside of the curriculum requirements. <b>Resources to support the use of STEP</b></li> <li>• <b>Resources to challenge the more able</b></li> <li>• <b>Resources to support SEND</b></li> <li>• Resources to aid Gifted and talented children (including investing more heavily in leadership skills)</li> <li>• To embed and strengthen links with community and signposting for Gifted and talented children (look at whether these outside agencies could run parent funded clubs)</li> <li><b>To increase our parent funded clubs</b></li> <li><b>To look into the possibility of Summer Schools</b></li> <li>• To develop lunchtime supervisors to provide positive, active activities at lunchtime. Encourage all children to participate.</li> <li><b>Sandwell Leisure Trust provide packages- could we use? Can we adapt?</b></li> <li>• Initiatives to tackle obesity             <ul style="list-style-type: none"> <li>○ Invite external healthcare professionals into school</li> <li>○ Monitor physical activities within the EYFS</li> <li>○ Use Public Health England documentation and reinstate Healthy Schools activities.</li> </ul> </li> <li>• Identify opportunities in the literacy curriculum to teach using PE strategies.</li> <li>• Swimming opportunities for children who have not achieved the 25m in Y4</li> <li><b>Do we send these children again in Y6? Do we send Y3 children pre Y4?</b></li> <li>• Act upon the data from the Obesity strategy and how we can address this within school.</li> <li>• Increase confidence, knowledge and skills of all staff in teaching PE</li> <li>• To provide stronger links with community opportunities</li> <li>• Introduce Physical Literacy more heavily in the EYFS</li> <li>• Increase visits from local sports communities (whether to deliver assemblies or sports days)</li> <li>• Sports leaders to have more of a role within the school community</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	63.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	53.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	10.5%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No- We have not used for national curriculum requirements and have plans to send our Y6 children on additional swimming sessions in July.

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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 students today and for the future.

<b>Academic Year: 2017/18</b>		<b>Total fund allocated:</b> Wood Green-£18430 Albert Pritchard-£17490		<b>Date Updated: March 2018</b>	
<b>Key indicator 1: The engagement of <u>all</u> 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</b>					Percentage of total allocation: Final expenditure July 2018 14.34%
<b>School focus with clarity on intended <b>impact on pupils:</b></b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
-Introduced the daily mile to encourage more children to be 15 minutes more active on a daily basis- This has been trialed in Y3 and will be rolled out to every class in Summer 1.	-Identify course to use. Cones, flags and markers purchased to mark out course.	£200	Final evidence July 2018 <b>Children took part in the daily mile in their classes, something we will continue next academic year.</b> Children are 15minutes a day more active than previously.	Final evidence July 2018 Can continue without extra funding for the future.	
-All classes to take part in Activate, allowing children to take part in Physical activity within the classroom	-CDs have already been purchased but license has been purchased so multiple CDs can be used at one time so classes can use when they feel the children in the class would benefit from physical activity.	£200	Encourages children to be active for an additional 10 minutes per day. Children do not have to get changed so encourages the more self-conscious children to take part. <b>All classes have their Activate CDs and have the flexibility to use whenever they feel the need to throughout the day- as we took part in the daily mile, classes do not have to do this everyday.</b>	How can we promote and advertise Breakfast club?	
-Breakfast competition Bingo board set up to encourage more pupils to be active within the breakfast club.	-Resources specifically for breakfast club- to be used with Breakfast club leaders.	£150	Children to be more aware of a Healthy Active Lifestyle. Children to have a healthy breakfast before the start of the day. Children to be more active before		
-Increased allocation of places for Breakfast club	-An extra LSP to run breakfast club. -Allocation of food ratios per week to go up.	£1000 £600			

<p>-Purchase of tracksuits for year 1, 3 and 5. With a growing school the use of the outdoors is essential to ensure all children receive two hours of PE a week.</p> <p>-Swimming with Y6 children. Additional to the expected national minimum. To increase the percentage of children being able to meet the swimming requirements.</p>	<p>-Tracksuits.</p> <p>-Extra swimming sessions for Year 6</p> <p>-Arranged additional lessons with the Swimming providers.</p>	<p>£1500</p> <p>£1500</p>	<p>the start of the day. Have numbers increased? <b>Numbers for breakfast club did increase. The uptake for the new academic year (18/19) has shown that numbers are consistent which has made it possible to run again.</b></p> <p>All children will receive two hours of PE per week. <b>The amount of persistent non participation in PE has decreased. Children have felt comfortable enough in tracksuits to do PE outside, allowing for two classes to partake at the same time</b></p> <p>-Increased percentage of children meeting the minimum swimming requirements. <b>Unfortunately the local swimming baths could not accommodate additional classes swimming- but have arranged for next academic year (18/19)</b></p>	<p>Can we employ more staff to run Breakfast club so we can have a higher intake?</p> <p>Is it more beneficial for children to start swimming earlier than the current Y4? Which year is the better year to send? Could we have top up sessions in year 5 and year 6?</p>
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**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

Final expenditure July 2018

10.58%

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports coaches to have their own display board to advertise their competitions</p> <p>Specified area on Frog platform to</p>	<p>-Use of display board already in school-resources to promote the board and make it eye-catching.</p> <p>-Purchase of posters to show the effects of exercise and healthy active lifestyles.</p> <p>-Sports co-ordinator and ICT technician</p>	<p>£150</p> <p>£300</p>	<p>Final evidence July 2018</p> <p>Pupil discussion will show that children refer to the board and understand the purpose of the board.</p> <p>Posters are referred to in teaching</p>	<p>Final evidence July 2018</p> <p>Can continue without extra funding for the future.</p> <p>Can we build upon the quantity of posters?</p>

<p>promote Healthy Active Lifestyles</p> <p>Notice boards in both schools to promote Healthy Active Lifestyles and PE.</p>	<p>to spend time together to develop the page and update on a weekly or half termly basis.</p> <p>-To decide what their focus is for each new update.</p> <p>-Purchase of display boards to display information.</p> <p>-Site manager to assemble the boards.</p> <p>-PE coordinator to update weekly and half termly. Encourage the recruitment of children to clubs inside and outside of school.</p>	<p>£500</p>	<p>of sessions and children use them when asked to complete a task or answer questions.</p> <p>If children are unaware of the benefits of exercise they know where to go to find the information.</p> <p>Increase of children attending outside sports activities.</p> <p>Pupil discussion will show that they know where to go to find information about clubs and sporting activities.</p> <p>Outside agencies to send their leaflets for us to display on the boards.</p>	<p>Are the posters used in the hall? Can these be brought for outdoors displays when lessons take place outside?</p> <p>If outside agencies are sending their leaflets-would they come in to an assembly? Could these people come in on a regular basis? Yearly session?</p>																																																																																																																																						
<p>Children who are celebrated in Family Assembly with a sporting achievement to have a special meeting with the Sports Coordinator.</p>	<p>-To discuss with the admin team as they would set up and collect the needed children.</p> <p>-Certificates to be produced.</p> <p>-Snacks and drinks to be purchased for the celebration.</p>	<p>£200</p>	<p>Children will talk highly about this experience.</p> <p>More children will bring in their medals/certificates from their sporting achievements.</p>	<p>Keep a record of the children that attend? Could this data be used to identify certain groups of children?</p>																																																																																																																																						
<p>The use of PE in maths and literacy to promote PE, maths and literacy.</p>	<p>-PE coordinator, Literacy and numeracy coordinators to meet to discuss how these can be linked in together.</p> <p>-To use resources collected and brought to deliver cross curricular where necessary.</p> <p>-Sports Coach to take out small intervention groups and complete activities related to PE in maths and PE in literacy.</p> <p>Purchase resources to support and embed this opportunity.</p>	<p>£1000</p>	<p><b>Percentage of children reaching ARE in maths and literacy has increased.</b></p> <p>During pupil discussion, do children reference these activities?</p> <p><b>Children could refer to maths in PE sessions readily and eagerly.</b></p> <p>Are the small group interventions having an impact?</p> <p><b>Planning and observations show that this ethos is being used across</b></p>	<p>Can an LSP be trained to deliver these types of interventions?</p> <p>Can PE and sports have an impact in other subjects alongside literacy and maths?</p> <p><b>Data for end year 16/17</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Mathematics</th> </tr> </thead> <tbody> <tr> <td>20.2%</td> <td>70.8%</td> <td>21.3%</td> <td>75.7%</td> <td>24.7%</td> <td>75.3%</td> </tr> <tr> <td>53/178</td> <td>126/178</td> <td>36/173</td> <td>162/178</td> <td>44/178</td> <td>131/178</td> </tr> <tr> <td>29.2%</td> <td>52.2%</td> <td>18.6%</td> <td>21.3%</td> <td>50.0%</td> <td>28.7%</td> </tr> <tr> <td>53/178</td> <td>91/178</td> <td>31/178</td> <td>36/178</td> <td>89/178</td> <td>44/178</td> </tr> <tr> <td>11.6%</td> <td>17.4%</td> <td>52.2%</td> <td>17.4%</td> <td>1.1%</td> <td>12.4%</td> </tr> <tr> <td>22/178</td> <td>31/178</td> <td>92/178</td> <td>31/178</td> <td>2/178</td> <td>15/178</td> </tr> <tr> <td>11.6%</td> <td>17.4%</td> <td>52.2%</td> <td>17.4%</td> <td>1.1%</td> <td>12.4%</td> </tr> <tr> <td>22/178</td> <td>31/178</td> <td>92/178</td> <td>31/178</td> <td>2/178</td> <td>15/178</td> </tr> <tr> <td>11.6%</td> <td>17.4%</td> <td>52.2%</td> <td>17.4%</td> <td>1.1%</td> <td>12.4%</td> </tr> <tr> <td>22/178</td> <td>31/178</td> <td>92/178</td> <td>31/178</td> <td>2/178</td> <td>15/178</td> </tr> </tbody> </table> <p><b>Data for end year 17/18</b></p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Writing</th> <th colspan="2">Reading</th> <th colspan="2">Mathematics</th> </tr> </thead> <tbody> <tr> <td>34.4%</td> <td>55.6%</td> <td>28.5%</td> <td>71.5%</td> <td>31.9%</td> <td>68.1%</td> </tr> <tr> <td>19/270</td> <td>149/270</td> <td>77/270</td> <td>193/270</td> <td>86/270</td> <td>184/270</td> </tr> <tr> <td>34.4%</td> <td>34.1%</td> <td>31.5%</td> <td>29.5%</td> <td>35.9%</td> <td>30.4%</td> </tr> <tr> <td>19/270</td> <td>92/270</td> <td>85/270</td> <td>79/270</td> <td>99/270</td> <td>86/270</td> </tr> <tr> <td>11.6%</td> <td>23.0%</td> <td>34.1%</td> <td>29.3%</td> <td>2.2%</td> <td>10.7%</td> </tr> <tr> <td>19/270</td> <td>62/270</td> <td>93/270</td> <td>81/270</td> <td>5/270</td> <td>29/270</td> </tr> <tr> <td>11.6%</td> <td>23.0%</td> <td>34.1%</td> <td>29.3%</td> <td>2.2%</td> <td>10.7%</td> </tr> <tr> <td>19/270</td> <td>62/270</td> <td>93/270</td> <td>81/270</td> <td>5/270</td> <td>29/270</td> </tr> <tr> <td>11.6%</td> <td>23.0%</td> <td>34.1%</td> <td>29.3%</td> <td>2.2%</td> <td>10.7%</td> </tr> <tr> <td>19/270</td> <td>62/270</td> <td>93/270</td> <td>81/270</td> <td>5/270</td> <td>29/270</td> </tr> </tbody> </table> <p><b>Less children working well</b></p>		Writing		Reading		Mathematics		20.2%	70.8%	21.3%	75.7%	24.7%	75.3%	53/178	126/178	36/173	162/178	44/178	131/178	29.2%	52.2%	18.6%	21.3%	50.0%	28.7%	53/178	91/178	31/178	36/178	89/178	44/178	11.6%	17.4%	52.2%	17.4%	1.1%	12.4%	22/178	31/178	92/178	31/178	2/178	15/178	11.6%	17.4%	52.2%	17.4%	1.1%	12.4%	22/178	31/178	92/178	31/178	2/178	15/178	11.6%	17.4%	52.2%	17.4%	1.1%	12.4%	22/178	31/178	92/178	31/178	2/178	15/178		Writing		Reading		Mathematics		34.4%	55.6%	28.5%	71.5%	31.9%	68.1%	19/270	149/270	77/270	193/270	86/270	184/270	34.4%	34.1%	31.5%	29.5%	35.9%	30.4%	19/270	92/270	85/270	79/270	99/270	86/270	11.6%	23.0%	34.1%	29.3%	2.2%	10.7%	19/270	62/270	93/270	81/270	5/270	29/270	11.6%	23.0%	34.1%	29.3%	2.2%	10.7%	19/270	62/270	93/270	81/270	5/270	29/270	11.6%	23.0%	34.1%	29.3%	2.2%	10.7%	19/270	62/270	93/270	81/270	5/270	29/270
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<p>Link with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills.</p> <p>Links with Children's mental health to ensure the federation are nurturing and creating a well rounded child.</p>	<p>-Audit our SMSC provision already. -Update and amend the current policy to ensure it is still fit for purpose. -Ensure resources/books are adequate for the effective teaching of this cross curricular aspect. Purchase new equipment that can be used to develop children within their SMSC curriculum.</p> <p>-Audit our mental health provision already. -Create a policy that reflects our commitment to children's mental health. -A lead person to develop children's mental health. -Ensure resources/books are adequate for the effective teaching of this cross curricular aspect. Purchase new equipment that can be used to develop children's mental health. -Attendance of lead person to available courses.</p>	<p>£500</p> <p>£500</p> <p>£650</p>	<p>the curriculum.</p> <p>Planning and observations show that this ethos is being used across the curriculum.</p> <p>During pupil discussion, do children reference these activities?</p> <p>Planning and observations show that this ethos is being used across the curriculum.</p> <p>During pupil discussion, do children reference these activities?</p>	<p>below ARE Writing 11.8% to 11.5% Reading 12.4% to 10.7% Maths 10.1% to 8.5%</p> <p>An increase of children working at above ARE Writing 18.5% to 31.5%. Reading 28.7% to 35.9% Maths 22.5% to 30.4%</p> <p>An increase of children working well above ARE Writing 1.1% to 2.2%. Reading 6.7% to 7.4%</p> <p>Children talk openly about issues around SMSC. Values books and citizenship books readily available to all staff. Working towards Advanced Values award</p> <p>Lead person for Health and wellbeing. Initiatives set in place to improve children's mental health and wellbeing. Mental health activities planned into comprehensive PHSE LTP. Attendance to assessing wellbeing Attendance to PHSE statutory guidance conference</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Final expenditure July 2018 48.58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Sports coaches contracted to support all staff across the year at both key stages. The development of a training programme between the coach and the teacher.	-Staff questionnaire to establish where they feel their strengths and developments are. Use this to determine where, when and who the Sports Coach works with. Create a yearly plan of who will be working with the sports coach so communication between the sports coach and member of staff can start early to establish what they want to work on. Staff to complete an evaluation on their experience from working with the Sports Coach.	£14,500	Upskilled staff with better subject knowledge and a broadened awareness of activities to ensure pupils are reaching their full potential and having access to good and outstanding lessons. <b>Evidence from staff questionnaires show an increased confidence in teaching PE</b> Increased confidence from all staff when teaching PE sessions.	What happens if new staff start-unsure PE coordinator has also worked with the Sports Coach so they are confident enough to deliver training to new staff.
-Lunchtime staff to receive training by Sports Coach and PE coordinator to ensure skills and activities are being taught effectively. Resources to support their activities.	-Lunch staff questionnaire to establish where they feel their strengths and developments are. Use this to determine where, when and who will receive the training and for what activities.	£2500	Children achieving ARE and above will increase by the end of the academic year.  Pupils talk highly of PE and the sessions and show an increased desire to take part in these sessions.	
-To decrease non-participation in sessions.		£450	Non-participation numbers decrease.	
-Membership to professional boards <b>YST and AfPE</b>				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				Final expenditure July 2018 16.70%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>-Continue to offer a full range of after school clubs to all children across the federation</p> <p>-Focus on specific groups of children (particularly those who show a lack of interest towards PE and sports)</p> <p>-To use outside agencies to deliver specific sports and activities</p>	<p>-What do children want? Complete pupil discussion.</p> <p>-Staffing</p> <p>-Resources</p> <p>-Discuss with SLT the groups of children best suited to target at certain times of the year.</p> <p>-Contact external providers to ascertain what they could provide us as a federation.</p>	<p>Final expenditure July 2018%</p> <p>£3500</p> <p>£2500</p>	<p>Final evidence July 2018</p> <p>How many more clubs have been put on?</p> <p>15 after school clubs available 16/17 16 after school clubs available 17/18 with increased availability by 5 spaces in each club</p> <p>Increase from 1 externally run clubs to 2</p> <p>What is the increase in uptake since last academic year?</p> <p>Do we have children attending that have never attended before?</p>	<p>The keeping and discarding of clubs for the next academic year.</p> <p>Timetabling outside providers to run clubs after creating good relationships with them.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p>Final expenditure July 2018 9.74%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>-To increase competition opportunities for KS1</p> <p>-Increased opportunities for Intra school competitions.</p>	<p>-Liaise with our SGO to establish that this is an area we want to develop and ask for advice and information on upcoming events.</p> <p>-Share the calendar of competitions with SLT and highlight the opportunities we can maximize on.</p> <p>-Create a yearly rota for competitions to take place across the federation. Competitions to include year groups, cross year groups.</p> <p>-House captains to run competitions.</p> <p>-Sports leaders to run competitions during play and lunchtime.</p> <p>-Provide opportunities to run competitions that involve activities, sports and skills.</p> <p>-Once rota is complete, ensure we</p>	<p>Final expenditure July 2018%</p> <p>£1000</p> <p>£500</p>	<p>Final evidence July 2018</p> <p>Increase attendance to competitions designed for KS1</p> <p><b>Year 1&amp;2 - football match</b> 8 boys</p> <p><b>Year 2 - Multiskills</b> 5 boys 5 girls</p> <p>All children are given the opportunity to compete in competition situations.</p> <p><b>Year 5&amp;6 Football league (7 matches)</b> 12 boys</p> <p><b>Year 5&amp;6 Athletics</b> 9 boys 9 girls</p> <p><b>Year 5&amp;6 girls football match</b> 8 girls</p> <p><b>Year 5&amp;6 5 a side football girls (2</b></p>	

<p>-Increased opportunities for Inter school competitions.</p>	<p>have correct equipment. -Include new kit -Entry fees -Transport</p>	<p>£1500</p>	<p><b>matches)</b> 14 girls <b>Year 5&amp;6 Dodge ball</b> 5 boys 3 girls <b>Year 4 football competition(3matches)</b> 21 boys <b>Year 4&amp;5 Archery</b> 4 boys 4 girls <b>Year 5 basketball competition</b> 7 boys <b>Year 3&amp;4 dodgeball</b> 4 boys 4 girls</p>	
<p>-Engage the less active children in intra and inter school competitions and teams.</p>	<p>-Provide these children with the opportunity to practice to increase confidence and self esteem -Opportunities for parents to be involved -Take part in friendly competitions within he local area -Entries into competitions</p>	<p>£500</p>	<p><b>Year 3,4,5 and 6 Gymnastic competition</b> 16 girls <b>Year 5&amp;6 Primary football league</b> 7 boys</p> <p><u>69 places occupied by boys</u> <u>70 places occupied by girls</u> <u>10 places occupied by SEND</u> <u>35 places occupied by PP</u></p>	