



Nyewood C E Infant School
School Sports Premium Grant
2021 - 2022



The Government grant for providing additional funding of £16,000 per academic year for each school, plus £10 for every child on roll in Key Stage 1 has been confirmed for the year 2021-2022. This is in place to improve provision of Physical Education (PE) and sport in primary schools. This funding is allocated to primary school headteachers.

Please click the following link to access the government website: [PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

Based on our current numbers, we estimate that the school will be allocated £17440 for the 2021-22 Sports Premium Grant allocation. Of this amount, we estimate that £10000 will be allocated in November 2021 and a further £7440 will be allocated in June 2022. This will be confirmed by the Government in due course.

Following the extremely successful use of the funding in previous years, we will continue with a number of the strategies in place to ensure ongoing, sustainable, improvements to the quality of PE and sport we offer.

Due to the situation with COVID-19 and partial school closure, the total spent last academic year was lower than anticipated. Therefore, there is a proportion of last year's total allocation that has been carried forward into this academic year. This amount is £3322.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£13461.83
Total amount allocated for 2020/21	£17320
Total amount of funding for 2020/21	$£13461.83 + £17320 = £30781.83$
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3322
Total amount allocated for 2021/22	£17440
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022	$£3322 + £17440 = £20762$

<p>There will be a positive impact on children's learning e.g. progress seen from children's starting points. <i>Public Health England research shows there is a positive association between academic attainment and physical activity levels of pupils.</i></p>	<p>Before and/or after school clubs will be offered to children to maximise the time spent being active outside of school.</p> <p>Children who are less active will be identified through staff conferencing and these children will then be targeted through an additional active lunch time club.</p> <p>Robust M and E will identify the enjoyment and engagement of all pupils in physical activity. It will also identify whether children are leading an active and healthy lifestyle.</p> <p>The PE lead will look at other ways to encourage being active outside of school such as 'walk to school' initiatives and signposting families to the school website where there are ideas for physical activity.</p>	<p>£1000 (proportion of children who will be funded)</p> <p>£800 (proportion of lunch time club staff)</p> <p>£500 (proportion of PE lead time)</p> <p>£300 (proportion of PE lead time)</p>	<p>opportunities have become more embedded – PE timetable updated to ensure at least 2 hours a week of dedicated PE time. This has increased since the spring term and will continue in 22-23.</p> <p>After school clubs have re-established. All clubs currently involve some form of physical activity compared to previous clubs.</p> <p>Additional lunch time club has been established using an extra playground. Although primarily this was to support behaviour, children attending this club have also increased their engagement in physical activity at lunch time compared to before.</p> <p>'Walking bus' has been reintroduced, where currently 1 child is collected from home by staff and walked to school every morning.</p>	<p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years.</p> <p>Resources for regular physical activity opportunities are readily accessible by new and existing staff.</p> <p>PE hall timetable will ensure that PE sessions can continue to occur inside the hall if the weather is bad outside.</p>
---	--	--	---	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £4500/£20762 = 22%
Intent	Implementation		Impact	
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:
<p>Opportunities for ‘coming together’ are regular and meaningful for all members of our Nyewood Family; they include opportunities for learning, development, socialisation, reflection and growth.</p> <p>The Nyewood CE Infant School curriculum is driven by our school vision for all children to become happy, confident, independent learners who play an active role in God’s world. The context of the school feeds the provision.</p> <p>Ambition underpins all aspects of the curriculum with desire to secure the best possible outcomes for all. Outcomes in PE</p>	<p>The school has bought into the West Sussex West School Sport Partnership (WSWSSP), which will allow intents to be implemented in various ways such as:</p> <ul style="list-style-type: none"> • Unlimited staff places to access to a full programme of CPD courses • Support in Sports premium/school sport development plan - evidencing for Ofsted • 1x on school site 2-3 hour CPD – school preference: e.g. sport specific • 1x Free place at the Primary PE conference – PE lead will be able to access professional development • Huff & Puff Family play programme – communicating activities for children and families to support them being active at home • Local updates and communication <p>The PE lead will organise social gatherings for children, staff, governors and the wider community e.g. sports events such as ‘Sports Day’.</p> <p>The PE lead will organise shared learning opportunities for children and families e.g. sharing ‘dances’ virtually or in person, depending on Government guidance.</p>	<p>£250 (proportion of WSWSSP package)</p> <p>£400 (proportion of PE lead time)</p> <p>£250 (proportion of PE lead time)</p>	<p>Although external CPD courses were limited due to cancellations – the PE lead continued to drive forward CPD for staff internally e.g. PE moderation. The PE lead also organised the on school site 2-3 hour CPD for staff based on needs, which was delivered in the summer term. Staff feedback shows increased confidence in teaching PE.</p> <p>Due to a clash of dates for Huff and puff and a school event, EYFS were unable to attend this event on this day. However, the PE lead ensured that children were still able to access this event by running this internally. Families received equipment to encourage being active at home – informal feedback from children shows an increase in children using this equipment at home.</p> <p>Sports day was held for the first time in 2 years due to COVID-19 restrictions. Feedback from all of those involved were extremely positive. All children were able to enjoy and participate in physical activity.</p> <p>Dances that KS1 children had been learning</p>	<p>The WSWSSP package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations, even without the funding to purchase the WSWSSP package. Ideas can then continue to be shared between professionals about how to raise the profile of PE across the school as a tool for whole school improvement.</p> <p>The WSWSSP has provided the PE lead with regular support and updates to ensure that the school can continue to improve its PE provision. This will be passed onto any future/new staff when appropriate.</p> <p>Progression in skills and assessment documents are available on the school network so that staff can refer to these at</p>

<p>learning show that progress has been made since starting points and attainment levels have at least been maintained from previous year.</p>	<p>Progression in learning and curriculum overview reviews by PE lead in line with school vision. Whole school progressions in learning adapted by curriculum leads to meet the new EYFS guidance. Collaborative working with EYFs, KS1 and Junior school (KS2) to update the progression of skills across all key stages.</p>	<p>£500 (proportion of PE lead time)</p>	<p>and creating as part of the PE curriculum were filmed and shared with families virtually. EYFS children also filmed and shared their gymnastics learning virtually. This is an increase in sharing PE learning for families compared to previous academic years.</p>	<p>any time.</p>
<p>The school progression in learning, across the curriculum, has been reviewed and adapted to ensure it is aspirational, meets the needs of the children and matches the context of the school community. Adaptation of the whole school curriculum progressions has been completed in order to reflect the EYFS reforms.</p>	<p>Robust M and E led by the PE lead to identify the strengths and next steps for PE across the school to support with SDP action planning and whole school improvement. Relevant CPD will be delivered, including coaching and support if needed for challenge in PE sessions.</p>	<p>£500 (proportion of PE lead time)</p>	<p>Progression in skills for PE has been updated alongside the EYFS leads, junior school PE lead and advice from a secondary school teacher. Progression now runs from EYFS through to Year 6, which is aspirational and meets the needs of all children.</p>	<p>PE lead (deputy headteacher) has been on the PE team/led PE over the past 7 years, which has allowed provision to move forward year on year. The deputy headteacher is aware of a high quality handover of information in future years if another member of staff takes on this role of PE lead.</p>
<p>Challenge is consistently evident across the curriculum for all children, no matter their stage of development.</p>	<p>Assessment information from previous year has been handed over so that teachers are aware of children's starting points and learning is progressive. Teachers will also continue to use the progression of skills and curriculum planning to support with ongoing assessment of children's starting points. The school will introduce moderation in PE so that judgements are secure of children's ability. Moderation will also allow teachers to standardise and share best practice.</p>	<p>£300 (proportion of PE lead time)</p>	<p>Robust M and E has been led by the PE lead. As a result, the PE lead organised teaching support during the Spring term, focussing on children engagement in PE lessons (1 class out of 5 in KS1 showed not all children were engaged). Impact from this support showed that 5/5 classes now have all children engaged in their PE learning.</p>	<p>The school has previously employed a PE specialist to help with the improvement of PE, such as by working on developing high quality curriculum planning and resources. Although the school no longer employs the PE specialist, the school is able to continue to utilise these experiences e.g. using and updating resources/planning from the PE specialist and the PE lead working alongside teachers to pass on expertise.</p>
<p>Every child is included through a curriculum which meets their needs and inspires their love of learning.</p>	<p>EYFS and KS1 PE assessment collection and data analysis will continue this year to analyse trends, strengths and next steps in PE. This will also include end of year assessments, to support 2022-23 transition of assessment information to new class teacher.</p>	<p>£300 (proportion of PE lead time)</p>	<p>Moderation of PE completed. Teachers were able to discuss key strengths, next steps and agreeing judgements for pupils. Assessments have also been collected to show current achievement in PE. New class teachers have received these to support them in knowing starting points for next academic year and pitching lessons accurately from the start.</p>	<p>Recorded data from assessment format for KS1 will show an accurate picture of attainment. This can then be used for future years, and will measure the progress made from end of year 1 to end of year 2. This way of assessing will become embedded year on year.</p>
	<p>The school will continue to improve the way that feedback is given to children to self-assess and make progress from starting points, for example using iPads as a resource for children to record and view their own performances as a tool for self-reflection and improvement.</p>	<p>£2000 (iPad cost)</p>	<p>Observations show that iPads have been a particular support this year. Children have been able to watch modelled learning on Real PE platform and then use this in their own learning.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £3398/£20762 = 16%
Intent	Implementation		Impact	
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:
<p>Professional development provides clear avenues for staff to work together and learn from each other.</p> <p>At Nyewood CE Infant School provision to meet children's needs focuses not on withdrawal from learning but on quality first teaching and learning for all.</p> <p>Real PE has become embedded in the school so that children are equipped with other essential skills in PE, not just physical. Staff are confident and have the relevant skills to deliver the new Real PE scheme of learning effectively.</p> <p>Updated curriculum mapping and planning to</p>	<p>The school has bought into the West Sussex West School Sport Partnership (WSWSSP), which will allow intents to be implemented in various ways such as:</p> <ul style="list-style-type: none"> • Unlimited staff places to access to a full programme of CPD courses • 1x on school site 2-3 hour CPD – school preference: e.g. sport specific • 1x Free place at the Primary PE conference – PE lead will be able to access professional development • Local updates and communication <p>The PE lead will organise shared staff professional development opportunities e.g. observing best practice in school.</p> <p>Further Real PE training will be given to staff if needed to support them with delivering the new Real PE scheme of work effectively. The Real PE website used for planning also includes video demonstrations and helpful tips for teachers to support them with their delivery of Real PE. M and E will assess the quality of teaching of Real PE and whether further support is needed.</p>	<p>£250 (proportion of WSWSSP package)</p> <p>£750 (proportion of PE lead time)</p> <p>£500 (proportion of PE lead time)</p> <p>£198 (proportion of Real PE subscription)</p>	<p>Although external CPD courses were limited due to cancellations – the PE lead continued to drive forward CPD for staff internally e.g. PE moderation. The PE lead also organised the on school site 2-3 hour CPD for staff based on needs, which was delivered in the summer term. Staff feedback shows increased confidence in teaching PE.</p> <p>PE lead organised teaching support during the Spring term, focussing on children engagement in PE lessons (1 class out of 5 in KS1 showed not all children were engaged). Impact from this support showed that 5/5 classes now have all children engaged in their PE learning, and teacher confidence has increased as a result of this.</p> <p>Staff have continued to utilise the Real PE platform for support with the teaching of PE. Informal feedback from teachers shows increased confidence and knowledge of PE.</p>	<p>The WSWSSP package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations, even without the funding to purchase the WSWSSP package. This means that experts and PE coordinators will be able to continue to share best practice amongst each other to support upskilling of the staff within their schools.</p> <p>The school has previously employed a PE specialist to help with increasing the confidence, knowledge and skills of teaching PE and sport. The PE specialist worked alongside the school PE lead during this time. Although the school no longer employs the PE specialist, because of the shared working that took place the PE lead is now able to continue this good practice and support teachers effectively with their teaching of PE and sport.</p>

<p>allow opportunities for the PE progression of skills and relevant EYFS framework and National Curriculum to be taught effectively and in line with school expectations.</p>	<p>PE lead will ensure that curriculum mapping overview for PE for 2021-22 has been planned and communicated with all relevant staff. Updated PE planning for PE sessions in KS1 is also communicated with all KS1 teachers in KS1 planning meetings so that teachers are aware of the expectations of each PE lesson taught and how to deliver this effectively.</p>	<p>£700 (proportion of PE lead time)</p>	<p>PE planning now being planned for by the KS1 teachers to allow CPD and sustainability – not just PE lead doing this. PE lead oversees to check it covers progression of skills. Further detail added into PE lesson planning for 22-23 as a result of collaborative work with junior school PE lead and for consistency between the schools. Staff feedback who have looked at planning shows that this will support their understanding of the expectations of a lesson and the skills and knowledge associated with this.</p>	<p>Updated curriculum planning is saved on the school network, accessible by all teachers. This will then be available for future years and any new or returning staff members and can be adapted if needed.</p>
<p>Upskill teachers to at least maintain (or increase where needed) the quality of teaching across the school.</p>	<p>Robust M and E to identify the strengths and next steps for PE across the school to support with the curriculum being taught effectively. Relevant CPD will then be delivered to support this if needed, such as Professional Development Meetings, coaching, observing PE lessons and best practice, moderation etc.</p>	<p>£500 (proportion of PE lead time)</p>	<p>M and E cycle being completed and relevant actions being implemented. See previous comments.</p>	<p>Quality of teaching and learning in PE is maintained to a high standard through staff professional development. This high quality of teaching from staff can then be shared as a model of best practice with other staff members, which will become embedded year on year.</p>
<p>The school identifies which teachers have the confidence, knowledge and skills to teach PE and sport and will ensure that all teachers achieve this.</p>	<p>The PE lead will complete staff conferencing to assess their confidence, knowledge and skills of teaching PE and sport. The PE lead will then analyse this conferencing and organise any relevant CPD opportunities to increase confidence, knowledge and skills where needed.</p>	<p>£500 (proportion of PE lead time)</p>	<p>Staff survey completed to identify CPD needs – these have been planned for and completed throughout the year. Impact is an increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>M and E will be completed with PE lead and teachers so that everyone is aware of the quality of teaching and learning in PE, and how to move this forward. In addition, M and E records will be kept and communicated to all staff for reference.</p>
				<p>The school will buy into the Real PE scheme of work. This is accessible through the Real PE website at all times to all staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
£4598/£20762 = 22%

Intent	Implementation		Impact	
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:
<p>Opportunities for ‘coming together’ are regular and meaningful for all members of our Nyewood Family; they include opportunities for learning, development, socialisation, reflection and growth. This will include development of a broader range of sports and activities that children participate in during these ‘coming together’ moments.</p> <p>On-site school events such will ensure that a range of sports and activities are offered within these events.</p> <p>Off-site school events will ensure that a range of sports and activities are offered within these events.</p> <p>A broader range of sports and activities will be</p>	<p>The school has bought into the West Sussex West School Sport Partnership (WSWSSP), which will allow intents to be implemented in various ways such as:</p> <ul style="list-style-type: none"> • Huff & Puff Family play programme – this includes providing parents and families with resources and unique ideas for being physically active at home • 1x on-site intra competition support with sports leader workforce e.g. Sports Day, which will include a range of sports being completed, not just the traditional sports day games. This could link to the Commonwealth games 2022 as an inspiration for different sports. • 3x inter events, which will include a broader range of sports competitions. • Access to resources/equipment • Playground activity leaders (PALs) training – children will be trained to lead a broader range of games and activities at playtimes <p>The PE lead will complete staff/pupil survey to identify which activities children would like to complete that they are not already completing during playtimes. This will support the school in analysing which sports</p>	<p>£250 (proportion of WSWSSP package)</p> <p>£250 (proportion of PE lead time)</p> <p>£800</p>	<p>Due to a clash of dates for Huff and puff and a school event, EYFS were unable to attend this event on this day. However, the PE lead ensured that children were still able to access this event by running this internally. Families received equipment to encourage being active at home – informal feedback from children shows an increase in children using this equipment at home and the unique activities suggested to complete with this equipment.</p> <p>Sports day was held for the first time in 2 years due to COVID-19 restrictions. Feedback from all of those involved were extremely positive. All children were able to enjoy and participate in a broader range of activities planned by the PE lead such as hockey and shot put.</p> <p>PALs training completed and has been implemented on a day to day basis. Feedback also taken from children to suggest ideas of activities they could complete at playtime. Observations show PALs engaging children in a broader range of sports e.g. hockey,</p>	<p>The WSWSSP package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations, even without the funding to purchase the WSWSSP package. Experts and PE coordinators will be able to continue to communicate the variety of sports they offer in their schools and how these are put into practice. These ideas can then be used in own schools.</p> <p>Sports competitions led by the WSWSSP have been in place for many years. Staff have observed these events and are confident in delivering these competitions in the future, without relying on funding for the WSWSSP</p>

<p>completed at playtimes, including first playtime, lunch playtime and any other additional playtimes.</p>	<p>children would like to access and broaden their experiences. These activities will then be offered during playtimes including any additional lunch time clubs.</p>	<p>(proportion of lunch time club staff)</p>	<p>scooters, balance walkers, etc.</p>	<p>package.</p>
<p>The school PE curriculum and KS1 PE sessions will be updated to include a broader range of sports and activities, in line with the KS1 national curriculum for PE and schools' PE progression of skills.</p>	<p>The PE lead will complete an audit of resources and will buy any further resources that are needed to be able to offer children a range of sports and activities.</p>	<p>£250 (proportion of PE lead time) £1000 (proportion of resources cost)</p>	<p>Resources purchased for playtimes based on feedback from staff and/or children. This has supported the broader range of games being played at play time.</p>	<p>Resources are well stored, organised and accessible by staff and children, to ensure maximum usage over the following academic years.</p>
<p>Children and families will have the opportunity to complete a broader range of sports and activities at home.</p>	<p>The PE lead will update the school KS1 PE planning for games, which will include broader sports and activities. This will be communicated with all KS1 teachers so they are aware of the expectations.</p>	<p>£400 (proportion of PE lead time)</p>	<p>PE planning has been updated to include a broader range of sports e.g. rounders. Further detail added into PE lesson planning for 22-23 as a result of collaborative work with junior school PE lead and for consistency between the schools. Staff feedback who have looked at planning shows that this will support their understanding of the expectations of a lesson and the skills and knowledge associated with this.</p>	<p>Experienced staff continue to lead a range of physical playtime activities. Existing staff act as a model for new staff each year so this continues year on year.</p>
<p>Extra-curricular clubs will be offered to a children, which will include a broader range of sports and activities.</p>	<p>The new Real PE scheme of learning that has been implemented this year includes a broader range of activities linked to a child led theme e.g. balancing on one leg/being a 'pirate'.</p>	<p>£198 (proportion of Real PE subscription)</p>	<p>Learning walks show that Real PE is implemented and children are accessing learning through themed learning, which is different to the schools previous planning of activities.</p>	<p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years. During the COVID-19 pandemic, the school has been in regular contact with Freedom Leisure and was able to resume extra-curricular clubs as soon as this was safe to do so.</p>
	<p>The PE lead will continue to update and communicate with families suggested activities that can be completed at home. These will be accessible on the school website's learning zone.</p>	<p>£250 (proportion of PE lead time)</p>	<p>Learning zone on website updated – informal feedback shows that some families are accessing this to complete a broader range of physical activity at home.</p>	
	<p>The PE lead will liaise with any external agencies providing the before or after school clubs, to ensure that these are appropriately delivering a broader range of sports and activities.</p>	<p>£1200 (proportion of children who will be funded)</p>	<p>There is 1 new extra-curricular club that has been introduced this year which offers a broader range of physical activity (Inclusive Music and Movement), in addition to the usual extra-curricular clubs that have been re-established.</p>	<p>The PE lead is well established within the school and ensures that all staff are aware of the overview of PE and the variety of activities that can be taught as part of the PE curriculum.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £3448/£20762 = 17%
Intent	Implementation		Impact	
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:
<p>Opportunities for ‘coming together’ are regular and meaningful for all members of our Nyewood Family; they include opportunities for learning, development, socialisation, reflection and growth. This will include development of competitive sports that children participate in during these ‘coming together’ moments.</p> <p>On-site school events such will ensure that competitive sports are offered within these events.</p> <p>Off-site school events will ensure that competitive sports are offered within these events.</p> <p>Competitive sports will be completed at playtimes, including first playtime, lunch playtime and any other additional playtimes.</p>	<p>The school has bought into the West Sussex West School Sport Partnership (WSWSSP), which will allow intents to be implemented in various ways such as:</p> <ul style="list-style-type: none"> • Playground Activity Leaders (PAL) training – training children to lead competitive games at playtimes • 1x on-site intra competition support with sports leader workforce e.g. Sports Day – ensuring scoring occurs to allow for competition • 3x inter events – these will be off-site against others schools and will involve competition between other schools <p>The PE lead will ensure that the additional ‘lunch club’ will include competitive sports. The PE lead will ensure that the adult leading this group will have access to ideas and resources to carry out competitive games.</p> <p>The school will complete an audit of resources and will buy any further resources that are needed to be able to offer children competitive sports.</p>	<p>£250 (proportion of WSWSSP package)</p> <p>£800 (proportion of lunch time club staff)</p> <p>£500 (proportion of resources cost)</p>	<p>PALs training completed and has been implemented on a day to day basis. Feedback also taken from children to suggest ideas of activities they could complete at playtime. Observations show PALs engaging children in competitive playtime sports e.g. hockey and point scoring within this.</p> <p>Sports day was held for the first time in 2 years due to COVID-19 restrictions. Feedback from all of those involved were extremely positive. All children were able to enjoy and participate in competitive sports. Clear guidance was outlined by PE lead on the scoring of each activity. Scores were then collated and totalled, with an overall winning colour team being announced at the end of the event.</p> <p>Additional lunch time club has been established using an extra playground. Although primarily this was to support behaviour, children attending this club have also increased their engagement in competitive physical activity at lunch time compared to before.</p> <p>Resources have been purchased to allow for competitive sports to be delivered effectively through playtimes and the PE curriculum.</p> <p>PE planning has been updated to ensure that a competitive element still remains. Real PE also being</p>	<p>The WSWSSP package has allowed collaborative working with experts in this area and other schools. These links made by the PE Team will last for future generations, even without the funding to purchase the WSWSSP package. Experts and PE coordinators will be able to continue to communicate the competitive sports they offer in their schools and how these are put into practise. These ideas can then be used in own schools.</p> <p>The WSWSSP has provided the school with regular intra and inter competitions. The PE lead and staff members that have attended these over the years are aware of the competitions that take place and how these run. Therefore, these competitions could be put into place by the school in the future if the funding for the WSWSSP package was withdrawn.</p> <p>PALs training has previously been delivered alongside teaching staff. By doing this, staff are equipped</p>

<p>The school PE curriculum and KS1 PE sessions will be updated to include a competitive nature, in line with the KS1 national curriculum for PE and schools' PE progression of skills.</p> <p>Children and families will have the opportunity to complete a broader range of sports and activities at home.</p> <p>Extra-curricular clubs will be offered to a children, which will include a competitive element to them.</p> <p>Staff will continue to be upskilled in their understanding in the philosophy of PE. Part of this philosophy will focus on the skills children develop when being competitive. Children will become life long learners of PE, understanding how to deal with competition and the idea if 'winning' and 'losing'.</p>	<p>The PE lead will update the school KS1 PE planning, which will include a competitive nature, e.g. point scoring in games sessions. This will be communicated with all KS1 teachers so they are aware of the expectations.</p> <p>The new Real PE scheme of learning that has been implemented this year includes a competitive nature such as working on beating personal bests. This will be delivered by teachers through referring to the Real PE planning.</p> <p>The PE lead will liaise with any external agencies providing the before or after school clubs, to ensure that these are appropriately delivering competition within these clubs.</p> <p>Staff will have access to Real PE CPD if needed, both on the Real PE website and through the WSWSSP, to ensure that they are secure with the philosophy of Real PE and the personal attributes needed to cope with competition.</p>	<p>£300 (proportion of PE lead time)</p> <p>£198 (proportion of Real PE subscription)</p> <p>£1200 (proportion of children who will be funded)</p> <p>£200 (proportion of Real PE subscription)</p>	<p>used effectively to allow for competition. This has been evident in learning walks where point scoring can be seen.</p> <p>Extra-curricular clubs are being delivered with a competitive nature e.g. dance club involved children competing against other schools in the locality.</p> <p>Staff have accessed Real PE training and the Real PE website to support with their understanding of competition. This has been taught to the children in addition to well-being afternoons where competition is discussed and children's behaviour and attitudes towards this. Outcomes show that majority of children are able to deal with competition effectively.</p>	<p>with the knowledge and skills to teach future generations of PALs, without the reliance on the WSWSSP package.</p> <p>The PE lead is well established over a number of years and ensures that on-site and off-site competitive sporting events occur year on year.</p> <p>Real PE scheme of learning will equip children with skills that are transferrable. They will be able to successfully take part in competitive activities by applying these skills that they have learnt.</p> <p>PE curriculum planning will be saved onto the school network so that this can be accessed at all times and in the future.</p> <p>School link with Freedom Leisure continues to be strong, ensuring that before and after school clubs continue to run for current and future years. During the COVID-19 pandemic, the school has been in regular contact with Freedom Leisure and was able to resume extra-curricular clubs as soon as this was safe to do so.</p>
		<p>Total planned cost: £19394</p>		

Signed off by	
Head Teacher:	A. Wells
Date:	24.11.21
Subject Leader:	M. Adlam
Date:	24.11.21
Governor:	Full Governing Body
Date:	24.11.21