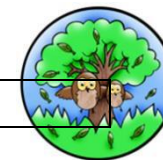




Total amount allocated for 2022/23	£17,970
Total amount of funding for 2022/23. To be spent and reported on by 31 st July 2023.	£17,970

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2022.	27/35 = 77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22/35 = 66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	31/15 = 89%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	We provide extra swimming lessons for those in year 6 who are not proficient over 25m using the Sports' Premium.



Academic Year: 2022/23	Total fund allocated: £17,970	Date updated: September 2022
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Contents

Section 1: Physical Activity (p3)

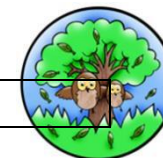
- **Key Indicator 1:** The engagement of all pupils in regular physical activity. (p3)
- **Key Indicator 2:** The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole-school improvement. (p7)

Section 2: Physical Education (p12)

- **Key Indicator 3:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport. (p12)

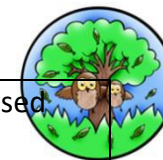
Section 3: School Sport (p13)

- **Key Indicator 4:** Broader experience of a range of sports and activities offered to all pupils. (p13)
- **Key Indicator 5:** Increased participation in competitive sport. (p17)

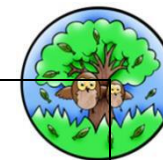


Section 1: Physical Activity

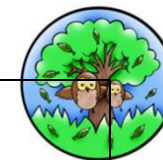
Key Indicator 1: The engagement of all pupils in regular physical activity.				Percentage of total allocation
				35.4 % (£6,366)
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> - What you want the pupils to know and/or be able to do - What pupils need to learn and consolidate through practice. 	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> - What do pupils now know and what can they now do? - What has changed? <p><i>Sustainability and suggested next steps:</i></p>
<p>Children to receive purposeful and well-planned PE lessons covering a range of sports with use of high-quality equipment.</p> <p>Children to engage in safe sport and learn about proper use of sporting equipment. Sports equipment to be audited and replaced for this purpose.</p>	<p>Use of Cambridgeshire Scheme of Work for Physical Education.</p> <p>Equipment to be audited. Broken/inadequate/unsuitable equipment to be replaced including:</p> <ul style="list-style-type: none"> - Footballs - Tennis balls - Fold out net - Racket grips - Netballs - Rugby balls - House bibs 		<p>£1500</p>	<p>All pupils have received purposeful and well-planned PE content using adapted plans from the Cambridgeshire SOW. Pupils express pleasure at having a range of sports to learn during their PE lessons, clubs, and Healthy Living Week opportunities, as gathered through Pupil Voice.</p> <p>Implement new SOW – Get Set 4 PE. Steps taken are detailed in Subject Leader action plan.</p> <p>Further organise PE equipment cupboards to ensure all members of the school have access to all equipment.</p> <p>EW & DT to spend time together ensuring</p>



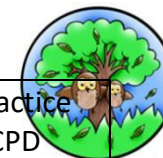
	<ul style="list-style-type: none">- Indoor floor markers- Indoor soft balls- Quiksticks hockey sticks- Swimming sinkers- Etc		<p>However, Cambridgeshire SOW has been reviewed with support of school advisors and it has been decided that it is not as up-to-date as the school desires. We have therefore decided to implement a more up-to-date SOW called Get Set 4 PE. This is far more detailed and current, with a plethora of resources to boost sport across the school in PE lessons, break/lunch times, clubs, at home, and more.</p> <p>New equipment has been purchased, sorted, and used. Old equipment has been audited and removed. This has enabled DT and EW to offer a wider range of sports and activities during PE lessons, including rugby, football, and tennis. This has also allowed the inter-house Rugby tournament, football ASC, and a much wider provision for break and lunchtime activities.</p>	<p>cupboard is organised effectively.</p>
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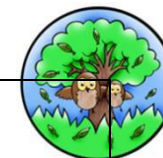
			Children have gained knowledge of safe use of equipment, as evidenced in PE lessons and at lunch times where equipment is used sensibly and appropriately. All new equipment remains in good condition.	
<p>Children to receive thorough cycle training to develop competence, confidence, and road awareness.</p> <p>Outspoken employed to deliver:</p> <p>Year 5/6 Bikeability</p> <p>Year 3/4 Bikeability</p> <p>Year 2 Scootability</p> <p>Year 1 Bikeability</p> <p>EYFS Balanceability</p>	<p>Outspoken (external agency) to deliver programmes.</p> <p>Children to sign up for relevant sessions – letters sent home and returned to office.</p> <p>All children encouraged to use bicycle and scooters outside of these sessions, e.g. to get to school or as a leisure activity at home.</p>	<p>Y5/6 – Free</p> <p>Y3/4 – Free</p> <p>Y2 – £97</p> <p>Y1 – Free</p> <p>EYFS – Free</p>	<p>All children have received effective and thorough cycle training.</p> <p>This has provided every child in school an opportunity to improve their cycling skills and increase their awareness of road safety. Children showed feelings of pride success through achieving a certificate and/or award. Lessons were adapted to ensure that all children could make some form of progress. Cycle lessons were supplemented by visit from BMX professional Mike Mullen who ran BMX skills for years 4, 5, 6 – adapted to all levels, for example some pupils learned how to ride a bike in these</p>	<p>Continue next year, ensuring lessons are able to be adapted to ensure that every child makes progress.</p>



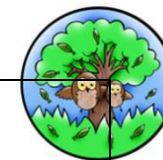
			sessions. Pupil feedback has been very positive.	
<p>All children to receive swimming lessons focused on swim competence and water safety to meet National Curriculum requirements.</p> <p>Nursery children to begin swimming sessions.</p>	<p>6-week blocks of lessons for all classes delivered by a qualified in-house swimming instructor (DT).</p> <p>Specialist swimming support for Year 6 pupils with Parkside Pools.</p>	<p>£2500</p> <p>£195</p>	<p>All children have received effective swimming education in line with NC.</p> <p>Pupil feedback is highly positive, with many children noting that swimming is their favourite PE topic and indeed lesson to complete in an academic year. Children look forward to swimming and are excited to use the school's facilities. Many children have been inspired to take up swimming externally.</p> <p>Year 6 students completed the year with a fantastic level of pupils achieving the required NC swimming objectives; 31/35 – 89% swim 25m 30/35 – 86% range of effective strokes 33/35 – 94% perform self-rescue.</p>	<p>Continue next year, utilising new SOW progression documents to ensure skills progression and success for all pupils.</p>



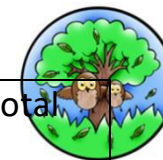
<p>Children to engage in fun daily movement.</p>	<p>Move for 15 programme – 15 minutes of movement every day, led by class teachers. Activities to include running, games, dance, and other cardiovascular activities. Staff CPD to be delivered (1 hour per class teacher, led by DT)</p> <p>Five A Day – online subscription videos to be followed daily by KS1. Home access subscription available to supplement daily movement.</p>	<p>£160</p> <p>£334</p>	<p>This target has been mostly successful. Most teachers lead 15-minute movement breaks most days of the week. The regularity of these sessions now needs to be further improved.</p> <p>Children expressed their keenness in the outdoor movement breaks through a pupil voice feedback session. All classes enjoyed being able to have a focussed short active break around their learning. Many pupils have noted that movement helps them concentrate and feel good about themselves, and have made links to the school's Healthy Mindset Week in which this was a key message.</p> <p>Staff CPD delivered to some staff on 1:1 basis through demonstration of a move-in-15 session with class.</p>	<p>Review teacher practice and provide staff CPD session.</p> <p>Utilise MittFit partnership to develop effective Move for 15 system with staff CPD.</p> <p>Creation of Sports Council whereby members act as ambassadors for daily movement and help to record the breaks taken by their class.</p> <p>A much higher emphasis will be made on this next year.</p>
<p>To provide focused activities at lunch times.</p>	<p>MSAs to be trained in leading various games and activities via in-house leader (DT).</p>	<p>£100</p>	<p>MSAs have been trained and are now effectively leading outdoor games and activities at lunchtime. This</p>	<p>Continue to provide CPD for MSAs to ensure follow through of lunchtime activities.</p>



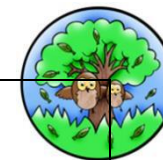
<p>Equipment to be allocated and properly stored. Children to maintain equipment, with Play Leaders developing responsibility and leadership skills.</p>	<p>Allocate specific equipment for use of lunch activities only:</p> <ul style="list-style-type: none"> - Bean bags - Hoops - Outdoor board games - Large chess set - Skipping ropes - Etc 	£150	has enhanced our provision at lunchtimes and pupils have expressed excitement at having a wider variety of activities to participate in. Lunch time behaviour was noted to be much better with more activities taking place. Teachers note less issues during and after break/lunch times. Children have quoted they are no longer bored because there are games to play or watch.	<p>Continue CPD for teaching assistants for games and activities to occur at break times.</p>
	<p>Storage sheds for KS1 and KS2 playgrounds. This will allow MSAs, Tas, and Play Leaders to access equipment throughout break and lunch times, and for equipment to be appropriately looked after.</p> <p>Time allocated to MSAs for setting up activities.</p> <p>Games/activities led daily.</p>	<p>KS1 Shed £450 KS2 Shed £680</p>	<p>Equipment has been allocated and sorted into KS1 and KS2 sheds.</p> <p>This has been a fantastic addition to break and lunchtimes, with plenty of sports equipment on hand in the playground to utilise regularly. The pupils have loved being able to choose equipment from the new playground sheds. MSA's particularly in KS1 have found the easy access to a large amount of equipment and excellent</p>	<p>Employ sports council and play leaders within the first month of the new year to lead and raise the profile of sport and activities at break/lunch times.</p> <p>Utilise GetSet4PE lunchtime resources – games sheets to be laminated and put in sheds / with MSAs to provide further activity ideas.</p>



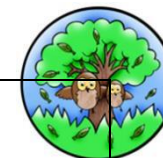
			boost to their lunchtime provision for younger children.	
<p>Children from Year 5/6 to be selected as Play Leaders.</p> <p>Upper KS2 children to engage, encourage, and lead Lower KS2 and KS1 children in organised activities at break and lunch times.</p>	<p>Children selected as Play Leaders to lead play activities during break and lunch times.</p> <p>Sports Lead (EW or DT) to arrange application process.</p> <p>Hats/lanyards awarded to successful applicants.</p> <p>Play Leader training (in house with DT)</p>	<p>£100</p> <p>£100</p>	<p>MSA's began to allow KS2 children to select their own activity/choose equipment and set-up/create their own games. Pupils were encouraged to invite friends over to play and attempt to teach them their rules of the activity, to promote some structured independence at lunchtimes. Pupils were very happy to have the opportunity to choose their own activities.</p>	<p>EW and DT to organise sports council and play leaders at the start of the new academic year to strengthen this system. MSAs to continue their work in selecting and encouraging further play leaders.</p>



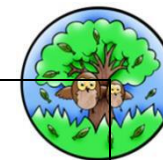
Key Indicator 2: The profile of PESSPA (Physical Education, School Sport & Physical Activity) being raised across the school as a tool for whole-school improvement.				Percentage of total allocation
				14.5 % (£2,600)
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> - What you want the pupils to know and/or be able to do - What pupils need to learn and consolidate through practice. 	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> - What do pupils now know and what can they now do? - What has changed? 	<p><i>Sustainability and suggested next steps:</i></p>
<p>To create a Sports Council with Sports Ambassadors in order to promote enthusiasm for school sport across the school and allow pupils to take ownership of PE education.</p>	<p>Children from Years 5 and 6 Junior Leadership team to be selected as Sports Ambassadors to form a Sports Council.</p> <p>Sports Lead (EW or DT) to arrange application process.</p> <p>Badges awarded to successful applicants.</p> <p>Sports Council meetings each half term to plan upcoming sporting events and discuss pupil feedback.</p>	<p>£100</p> <p>£200</p>	<p>Pupils from the newly formed JLT (junior leadership team) were tasked with helping DT during House competition days and Sports Day. This gave an opportunity for children to develop their leadership skills through the medium of sport, activity and sportsmanship.</p> <p>A dedicated 'Sports Council' was not formed to allow the JLT to form and establish their role</p>	<p>EW and DT to organise sports council at the start of the new academic year.</p>



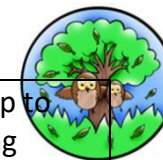
			within the school. A further Sports Council will strengthen pupil responsibility and complement the JLT.	
<p>To continue to deliver Healthy Living Weeks each term with key themes:</p> <ul style="list-style-type: none"> - Healthy Eating - Healthy Movement - Healthy Mindset <p>These weeks aim to educate pupils, parents, and staff about how they can lead and encourage healthy lifestyles.</p>	<p>Healthy Eating:</p> <ul style="list-style-type: none"> - Schedule for November. - Whole-school and class assemblies focused on healthy, balanced diet where all foods fit. - Class food tasting / cookery workshops. - Cooking classes for pupils and parents focused on healthy cooking on a budget. - Recipe book to be developed and sent home, in conjunction with Red Hen. - Trial after-school cookery club to go ahead in Spring/Summer terms, ensuring longevity of healthy eating. - Food art display to celebrate whole school effort. - Etc. <p>Healthy Movement:</p> <ul style="list-style-type: none"> - Schedule for February. - Whole-school and class assemblies focused on finding different ways to move and stay active. 	<p>Healthy Eating:</p> <ul style="list-style-type: none"> - Fruit / healthy ingredients for tasting workshops £200 - Resources £200 <p>Healthy Movement:</p> <ul style="list-style-type: none"> - CUFC workshops £200 - Resources £200 <p>Healthy Mindset:</p> <ul style="list-style-type: none"> - School visit / workshops to promote mental health £300 - Resources £200 	<p>The Healthy Living Weeks have been very successful and children show an increased awareness of how to lead a healthy lifestyle with consideration of the different aspects of a healthy life. All children demonstrate knowledge of how to keep a healthy mindset and diet as well as an awareness of the various sports and other types of exercise available to them.</p> <p>Throughout our Healthy Living Weeks we noticed an increase in the average school attendance, which indicated all children were excited to be involved in our fantastic workshops and take part in the opportunities provided.</p> <p>Following healthy eating week we saw a increase in</p>	<p>Continue next year, with purposeful placement of each week in relation to PE curriculum and wider school life.</p> <p>Integrate healthy lifestyle focus into PE curriculum and day-to-day activities / ethos of the school.</p>



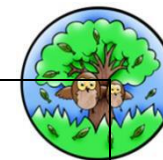
	<ul style="list-style-type: none">- Class sessions exploring different ways to move (yoga, martial arts, etc).- Whole-school daily mile.- Cambridge United Football Club representatives and players to lead assemblies, class workshops, and whole-school end-of-week celebration.- Etc. <p>Healthy Mindset:</p> <ul style="list-style-type: none">- Schedule for June.- Whole-school and class assemblies focused on leading a healthy life (diet, exercise, sleep, water intake, mindfulness, mental health).-Class mental health awareness workshops.- Whole-school mindfulness hour.- Whole-school project.- Etc. <p>Sponsored competitions to involve whole family.</p>		<p>pupil interest around what constitutes a 'healthy snack' and found more children were bringing in healthy fruit for a morning snack rather than traditional unhealthy food. Children have gained simple cooking skills, presenting the opportunity to practice healthy eating habits at home.</p> <p>We have seen an increase in application numbers for school clubs as a result of the taster sessions offered in the weeks.</p> <p>Following healthy Mindset week we encouraged teachers to continue the mindfulness exercises in class after lunchtimes and break times. A teacher voice feedback session indicated that they saw a noticeable change in certain challenging behaviour when mindfulness was carried out, and therefore many</p>	
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			<p>have continued the mindfulness sessions throughout the year. Teachers are interested in developing this into a more established and ingrained part of school life next year.</p> <p>Pupil Voice sessions reveal that the opportunities offered were exciting and valuable to the children, and were different to experiences at home. Pupils are able to recall key messages from the weeks – these are not lost in excitement. Pupils look forward to more Healthy Living activities next year.</p>	
To develop a standardised and efficient method of assessment for fitness levels and skills progression throughout all Key Stages.	Sports Lead (DT / EW) to research an appropriate method of assessment to show and track level of fitness (i.e. Move for 15 laps measured each half term?).	£100	Current assessment methods have been reviewed. We have decided to use the Get Set 4 PE assessment tool for this, instead of creating an 'extra' means of assessment e.g. laps each term. This will allow assessment to have a wider scope and assess multiple skills.	Implement Get Set 4 PE assessment tools next year.



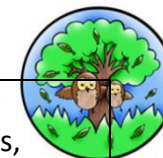
<p>To tackle obesity and promote active, healthy lifestyles by inviting targeted children to specific extra-curricular clubs and cooking sessions.</p>	<p>After-school cooking club for invited pupils.</p> <p>Develop 'Wake and shake' morning club for invited pupils.</p>	<p>Allocated in Key Indicator 4</p>	<p>After-school club successful. Children learned simple cooking skills and created healthy, balanced recipes. Children took recipe copies home to allow further practice at home.</p> <p>After-school running club was successful in encouraging children to move outside of school hours – feedback from the group included pupils who had begun ParkRuns on the weekends, and pupils who ran with their adults afterschool.</p> <p>Wake & Shake not possible due to time commitments – review for next year.</p> <p>We also entered all years from Y2 to Y5 in multi-sport 'festivals' which targeted 'low self-esteem and inactive children'. This allowed PE leaders to discretely target key children. This has resulted in increased participation</p>	<p>MittFit partnership to aid with promoting healthy lifestyles at home by providing recipe packs etc for families.</p> <p>Continue clubs at all free moments of the school day – before school, break time, lunch time, after school.</p>
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			from these pupils and a higher attendance of after school clubs.	
To ensure children engage in daily movement, as outlined in Key Indicator 1.			Successful - see above in reference to Move for 15, PE lessons, break/lunch times, and wider sport.	See above.
To provide termly sports activity afternoons in order to increase whole-school sports participation and create an attitude of sportsmanship, fair play, and friendly competition.	<p>Whole school to gather once each term to participate in carousel activities completed in classes.</p> <p>Sports Ambassadors, DT, and EW to set up activities.</p> <p>House points earned for achievement, sportsmanship, and fair play.</p> <p>End of day assembly to celebrate school efforts.</p> <p>Parents invited?</p>	£200	<p>Implementation of inter-house sports competitions has been very successful.</p> <p>Pupil voice feedback after the events indicated pupils enjoyed a great positive experience to be able to take part in a competitive house competition, which was targeted for all abilities, ensuring all pupils could participate. Pupils enjoyed the awards ceremony and showed pride for themselves and their houses when receiving awards. Pupils also understand sportsmanship and the competitions have helped to cement the value of supporting one another.</p>	<p>Continue next year with purposeful placement throughout the academic year in relation to PE curriculum.</p> <p>Trophies awarded to winning houses.</p>



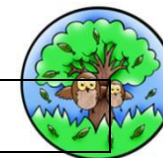
<p>To create link with external sports clubs and their representatives in order to build community relationships and gain access to external opportunities.</p>	<p>Contact and invite club representatives including:</p> <ul style="list-style-type: none">- Cambridge Rugby Club.- Cambridge United Football Club. <p>Representatives to deliver</p> <ul style="list-style-type: none">- Whole-school assemblies.- Taster sessions (during or after school).- Curriculum Projects provided by CUFC for KS2 pupils including Mini Match Sports Journalism, Active Science, and Social Action.- Interventions delivered by CUFC including Reading Stars and Maths small groups.	<p>£300</p> <p>Free</p> <p>Free</p>	<p>Very successful. Strong links made with CUFC and CRUFC.</p> <p>Pupils enjoyed the visits from external CUFC and CRUFC coaches.</p> <p>Attendance was good throughout all sessions.</p> <p>Children were given an opportunity to attend a live CUFC football match, in order to write a match report, this was extremely well received, we had 26 of the 32 Y6 children take tickets to attend. The event was on a Saturday, so required independent family effort to attend, therefore an extremely successful extra-curriculum activity.</p> <p>The CUFC Active Science project was equally successful, with increased attendance and positive feedback. Science lead is now working to integrate this course into our school science curriculum due to its value.</p>	<p>Continue partnerships next year.</p> <p>Build partnerships with additional organisations such as MittFit personal training and Cambridge Baseball.</p>
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<p>To invite known and successful athletes from various sporting backgrounds to visit the school to promote participation in a range of 'sports' in the widest sense of the word.</p>	<p>Contact and invite successful athletes to visit school to engage in:</p> <ul style="list-style-type: none">- Whole-school assembly- Class sessions- Use CUFC contacts to arrange football player visits.	<p>£400</p>	<p>Successful during Healthy Living Weeks – multiple visits including Mike Mullen, Ciara Waterfield, Joe Mitton, etc.</p> <p>Pupil voice questionnaires indicated that the Yoga, BMX and Fitness circuit workshops were extremely well received and enjoyed by everyone, several questions of 'when we can do it all again?!' were asked.</p> <p>Attendance was shown to peak by a considerable margin on the day of the BMX workshops.</p> <p>Children expressed their enjoyment at using 'weights' during the fitness circuit and were keen to find out more about that form of exercise. Some children have indicated wanting to find and join gyms, especially Year 6 pupils moving to secondary schools.</p>	<p>Continue to invite successful athletes, including parasport athletes.</p> <p>Organise CUFC player visit next year – organise early to ensure dates work!</p>
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			CUFC player visits not possible due to season and training dates, but assemblies and training sessions have been delivered by coaches, with good feedback.	
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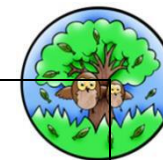


Section 2: Physical Education

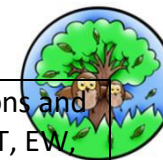
Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.				Percentage of total allocation
				8 % (£1,440)
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> - What you want the pupils to know and/or be able to do - What pupils need to learn and consolidate through practice. 	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> - What do pupils now know and what can they now do? - What has changed? <p><i>Sustainability and suggested next steps:</i></p>
To provide CPD to Teaching Staff in preparation for Sports Day carousel activities.	<p>Staff training led by DT towards:</p> <ul style="list-style-type: none"> - Leading Sports Day carousel activities. - Leading / umpiring / organizing various activities for our School Inter-house competitions. 		<p>£140</p> <p>Completed on a 1:1 basis with teachers to direct independent leading of Carousel activities and umpiring of Rugby matches.</p> <p>This has provided knowledge for our teaching staff to increase involvement next year, and suggest their own activity/contributions for sports days.</p>	Continue next year, with hope to schedule a PDM meeting to share and develop ideas.



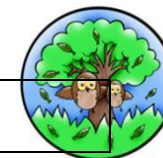
To provide CPD for MSA's.	MSA's to be trained in activity organization, variation and mass-participation via in-house leader (DT).	Allocated in Key Indicator 1	<p>Successful, see above. MSAs report increased confidence at organising activities, and report that children are more engaged with positive activity at lunchtime.</p> <p>Wider participation has been evidenced during lunchtimes with reduced negative behaviour.</p>	Continue CPD to develop activities at lunch time, utilising GetSet4PE resources.
To re-introduce OAA lessons into the school curriculum and as an extra-curricular club.	<p>Teachers to be introduced to the OAA scheme of work and begin to implement lessons within the school day as part of the PE curriculum.</p> <p>CPD supported by in-house leader (DT).</p>	£200 Inset CPD led by DT	<p>Taster OAA lessons delivered by DT with positive feedback.</p> <p>ES completed school visit to review OAA practice and materials.</p>	<p>Implement new OAA curriculum.</p> <p>Purchase OAA equipment for school grounds.</p>
To provide CPD for Swimming.	Teachers to be upskilled in the teaching of swimming when accompanying their class to lessons, including entering the water to support children. Led by in-house swimming instructor (DT).	Allocated in Key Indicator 1	<p>All staff received first aid training including pool and water safety.</p> <p>Teachers were coached in supporting Swimming through direction from DT, i.e. -support individuals at one side who required extra input to practice skill/stroke</p>	<p>First aid training compulsory for all staff each academic year.</p> <p>Continue teacher CPD – all teachers must be present and engaged with Swimming teaching during all sessions.</p>



			<p>-provided encouragement during activities to all pupils</p> <p>-assisting with the Level assessments through instruction from DT</p> <p>Teacher feedback included; a feeling of satisfaction that they could help their pupils achieve in the water, an increased knowledge of what is taught during lessons, learning ability levels of their pupils and how using a different metric to show achievement highlighted pupils success that they were not previously aware of.</p>	
To upskill staff to deliver a variety of sports to a high level.	<p>DT and EW to attend courses.</p> <p>DT and EW to provide staff CPD.</p>	£300	EW attended CPD courses with Cambridgeshire leaders with focus on how to lead PE. EW has increased knowledge and confidence in facilitating leadership role, and new contacts have been gained for support and ideas sharing.	Continue further CPD next year.
To provide CPD for the teaching of new sports	Staff CPD on Dance led by EW.	£200	Staff invited to after-school dance club led by	Continue staff CPD next year by inviting teachers

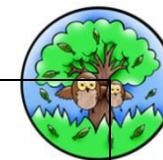


within the curriculum, including Dance.	Assess class teacher delivery of PE to ensure staff are confident and children are accessing high level curriculum.		EW to gain understanding of teaching of dance. 1:1 support provided for teaching of dance, including mixed Year 4/5 class, with EW helping class teacher to adapt lessons to ensure skills progression.	to attend PE lessons and clubs taught by DT, EW, and external sports visitors.
To organise a follow up Sports Week to build on knowledge learnt during Healthy lifestyle week for staff and pupils.	<p>Provide refresher lessons for staff focused on consolidating knowledge gained from all three Healthy living weeks and Sports Day.</p> <p>Introduce staff to new sports with CPD led by external agencies e.g. Archery, Golf, Ultimate Frisbee and Panathlon sports.</p>	<p>£200 Resources for refresher lessons</p> <p>£400 New experience sports</p>	Staff were introduced to Baseball and aerobic circuits through HLW's – teacher voice feedback included feeling inspired to introduce new sports/skills to the pupils. One staff member has directed us towards a tennis outreach programme for Primary schools in our area.	Continue staff CPD next year through Sports Day carousel activities, wider variety of clubs, and collaboration with external organisations.



Section 3: School Sport

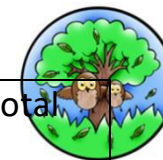
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				24.8 % (£4,460)
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> - What you want the pupils to know and/or be able to do - What pupils need to learn and consolidate through practice. 	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>		<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> - What do pupils now know and what can they now do? - What has changed? <p><i>Sustainability and suggested next steps:</i></p>
<p>To continue to provide after-school clubs for sports and alternative extra-curricular activities.</p>	<p>Teaching staff to run afterschool and/or lunchtime clubs each term for 10-week blocks, including:</p> <ul style="list-style-type: none"> - Wake and Shake morning club - Mindfulness lunchtime club - Cooking after-school club - Dance/Boxercise after-school club - 2 sport focused after-school clubs, i.e. Hockey, Basketball, Gaelic football, Gymnastics, Speed Stacking - OAA Gardening afterschool club. 		<p>£200 morning club</p> <p>£300 cooking club ingredients, plus potential cookware?</p>	<p>A wide range of after-school clubs have been delivered, including those aforementioned.</p> <p>Specialist girls football club delivered by CUFC. Highly successful – gained first place in county competition.</p> <p>Specialist rugby club delivered by CRUFC. High level of pupil engagement.</p>
				<p>Continue next year, ensuring wide coverage of sports and activities.</p> <p>Employ partnership organisations (e.g. CUFC) to deliver specialist clubs.</p>



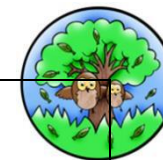
	2 additional afterschool clubs to be run by in-house coach (DT) each term, including Volleyball, Netball, Tennis and Cricket.	£600 (£200 per term)	<p>Afterschool clubs have been provided free of charge to encourage maximum participation, we saw all clubs full with between 20-30 children each.</p> <p>All year groups were catered for, to encourage pupils to participate from a young age and continue this throughout their school life.</p>	
To introduce Table Tennis to the school's break and lunch time activity offering.	<p>Purchase an outdoor Table Tennis table to be installed in the KS2 playground for permanent use during all play times for all children.</p> <p>Ground instalment</p>	<p>£1600 for the table, £200 for bats/balls.</p> <p>£3200</p>	<p>Table purchased and installed.</p> <p>Pupils have thoroughly enjoyed this addition, it has created a constant flow of children taking turns to play every day.</p> <p>It is an extremely popular breaktime option which increase participation for those who do not play football/basketball.</p>	<p>Review maintenance costs and actions.</p> <p>Schedule table tennis club next year.</p>
To re-introduce Outdoor Adventurous Activities (OAA) to the PE curriculum.	<p>OAA planned into LTP.</p> <p>Teacher practice refreshed with Inset CPD session.</p>	Allocated in Key Indicator 2	Taster sessions successful, with actions taken to implement a full OAA curriculum next year.	Utilise GetSet4PE curriculum to implement OAA.



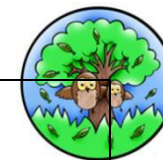
<p>To invite external organisations to run after-school clubs.</p>	<p>Link with CUFC for them to provide:</p> <ul style="list-style-type: none"> - An after-school girls' football club. - A focused lunch time club <p>Link with RUFC for them to provide an after-school Tag Rugby club.</p>	<p>£300 – girls' football</p> <p>£360 – lunch club for one full term.</p> <p>£300</p>	<p>Specialist clubs have been successful.</p> <p>Pupil voice feedback from the girls was a highly positive experience. They loved the way we focussed on a targeted girls football group – It grew into a girls football team which competed in a local competition and match fixture. It increased girls participation at lunchtimes and we also noted how several of the girls looked for, and joined, local football clubs in the community.</p>	<p>Continue next year with wider range of organisations, e.g. MittFit personal training and Cambridge Baseball.</p>
<p>To hold a 'Paralympic Roadshow' to promote equality within sports and raise awareness of disability sports.</p>	<p>Contact the Herts Disability Foundation to enquire about a Paralympic Roadshow day event, allowing pupils to experience a variety of new activities such as Sitting Volleyball and Boccia.</p>	<p>£600</p>	<p>Contacted but unable to deliver a session in our catchment.</p>	<p>Review other options for next year.</p>



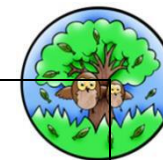
Key Indicator 5: Increased participation in competitive sport.				Percentage of total allocation
				13.3 % (£2,390)
Intent	Implementation		Impact	Next Steps
<p><i>The school focus should be clear about:</i></p> <ul style="list-style-type: none"> - What you want the pupils to know and/or be able to do - What pupils need to learn and consolidate through practice. 	<p><i>Ensure actions to achieve the indicator are linked to your intentions.</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact:</i></p> <ul style="list-style-type: none"> - What do pupils now know and what can they now do? - What has changed? 	<p><i>Sustainability and suggested next steps:</i></p>
<p>To organise school inter-house competitions to promote friendly competition within sport.</p>	<p>Year groups to be paired as follows: 5/6 3/4 1/2</p> <p>Time out of class for planning</p> <p>Refreshments</p> <p>To be held on the last Friday of each term?</p> <p>Sports Council to help with organisation, setting up, and running of events.</p>	<p>£240</p> <p>£50</p>	<p>Competitions implemented and successful.</p> <p>Incredible positive feedback from all pupils on having an opportunity to compete for a tangible prize (trophies and celebration award assembly) as part of their house team.</p> <p>There was a high level of enjoyment on the day and pupils were excited for the next tournament planned – showing that</p>	<p>Continue next year with help of sports council.</p>



			<p>we had inspired pupils to take part in additional sporting activity.</p> <p>All children were able to participate and feel successful as activities were well-planned and adapted to age and SEND needs.</p>	
To participate in local sports competitions.	<p>Sign up to the Cambridge Sports Package.</p> <p>DT to organise teams, risk assessment, and transport.</p> <p>CC to organise letters.</p>	<p>£1000</p> <p>£900 - transport</p>	<p>Competitions successful.</p> <p>External competitions have been an extremely positive experience for all pupils.</p> <p>We took KS2 teams to over 10 competitive sporting tournaments. Pupils were very excited to be part of these teams and participate in trials and extra training sessions throughout the year to practice for them. Pupil feedback included these competition events being a highlight of their year.</p> <p>We also entered all years from Y2 to Y5 in multi-sport 'festivals' which</p>	<p>Review calendar for next year. Provide PE lessons and clubs accordingly.</p>



			targeted 'low self-esteem and inactive children'. This impacted our wider pupil base by giving them the opportunity to compete in a friendly and fun environment without the need to be competitive, and inspire them to take part in more activities during school time as well.	
To host inter-school competitions on our grounds.	<p>Contact local schools to attract interest in participating in a summer sporting tournament.</p> <p>Organise event.</p> <p>Refreshments.</p>	£200	We were able to host two schools in football fixtures on our school grounds – one boys' match and one girls' match. Pupils showed huge excitement for these events and we experienced a good crowd of children/peers who stayed after school to watch, due to the interest in Grove school sport.	Continue to build partnerships with local schools to facilitate more friendly competitions.
To raise the profile of sports and PE via use of Social Media to celebrate sporting success and school activity.	<p>Set up school Facebook and Twitter pages linked to the school website to promote and celebrate school sporting activity.</p> <p>Use Class Dojo as a form of communication with parents about school sporting activity.</p>	No cost	<p>Facebook and Twitter not yet implemented.</p> <p>Class Dojo used to relay sports information and photographs.</p> <p>Newsletters have delivered bulk of</p>	<p>Review social media use.</p> <p>Change sports displays around school.</p>



	Refresh school notice board with sporting achievements. Player of the month?		information and sport success news.	
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Total funding allocated: £17,256 out of £17,970

4 % (£714) remaining for any additional costs.

Review of 4% remaining funds: Funds allocated to Healthy Living Week materials and installation of tennis table (as well as unused funds from Paralympic roadshow etc).

Signed off by	
Head Teacher:	Ellie Shaw
Date:	
Subject Leader:	Elisa Walker/Dan Tinkler
Date:	
Governor:	Gordon Deane
Date:	