



SPRING GROVE  
PRIMARY SCHOOL



HOSTED BY ISLEWORTH & SYON SCHOOL

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by

Department  
for Education

Created by

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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

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

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

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

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£
Total amount allocated for 2021/22	£18,054
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£18,054
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18,054

## Swimming Data


Please report on your Swimming Data below.


Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	52%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	56 %
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/ <b>No</b>



## Action Plan and Budget Tracking

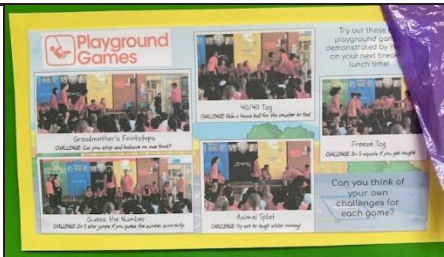

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	
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?
<u>Play and Engage Sessions with Nursery</u> To develop the fundamental movement skills of the child, including locomotion, stability and object control. To develop the child and parents confidence, listening skills and give them an opportunity to play together.	<ul style="list-style-type: none"> <li>Set up Play and Engage sessions with nursery children and their parents.</li> <li>Sessions to run in Spring (indoor) and Summer Term (outdoor)</li> <li>Sessions to include simple games, singing, movement and play</li> </ul>		Sport Impact	Impact survey 90% of children improved their object control 90% of children improved their locomotion 88% of children improved their confidence in playing simple games. 100% of the parents will be playing some of the games they learnt at home.
				
				Continue with indoor and outdoor sessions next year.


			<div>Has your child improved their confidence in playing simple games?</div> <div><div>Figures</div><div>Year Group</div><div>Filters</div><div>Person</div><div>All</div><div>All</div><div><div>100</div><div>90</div><div>80</div><div>70</div><div>60</div><div>50</div><div>40</div><div>30</div><div>20</div><div>10</div><div>0</div></div><div><div>Yes</div><div>No</div><div>Response Rate</div></div><div>Back to reports 1</div></div>																															
<div>Daily Physical Activity</div> <div>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</div> <div>60 minutes per day.</div>	<div>Playground:</div> <div><div><div>Get in Get Active Sports Leaders Training</div><div>Develop playleader rota for the playground.</div><div>Daily Mile Track</div><div>Check Playground Equipment</div></div></div> <div>Classroom:</div> <div><div><div>Communicate with staff opportunities for active breaks in the classroom:</div><div>Storm breaks</div><div>Go Noodle</div><div>Just Dance</div><div>Getset4PE active bursts</div><div>Cosmic Yoga</div><div>5a day TV</div></div></div> <div>Skipping workshops- Check with SLT to see if they would like to do a skipping workshop</div> <div><a href="https://skip2bfit.com/">https://skip2bfit.com/</a></div> <div>Extra-Curricular</div> <div><div><div>Ensure a range of clubs are on offer in KS1 and KS1 that cater for ALL children.</div></div></div> <div>Active Travel:</div> <div><div><div>Promote</div><div>Use survey to calculate how many pupils use active travel.</div></div></div>	Sport Impact	<div>25 Get in Get Active Play Leaders trained. Pupils developed Leadership Skills, communication, organisation, teamwork and creativity (see registers, photos and playground games)</div> <div></div> <div><div>Play leaders rota and lunchtime Rota 2023/24 (30-Jan)</div><div>Play leaders to work with in brackets</div><table><tr><th>Date</th><th>Monday(V1)</th><th>Tuesday(V2)</th><th>Wednesday(V3/4)</th><th>Thursday(V1)</th><th>Friday(V2)</th></tr><tr><td>Week 1 22/2/23</td><td>Charis Meda Aarav R. C</td><td>Natalie Skyla Kevan</td><td>Kieran L. Sajna Tanvi</td><td>Eeshal Anahat Rishit Mitzi</td><td>Jaja Abhinavi Aarav Livia</td></tr><tr><td>Week 2 5/3/23</td><td>Manvita Theethya Gabriel</td><td>Jonah Amaica Yusuf G</td><td>Mahith Yumna Ashar</td><td>Akshara Anay Hadi</td><td>Shlok Naivedya Gabriela</td></tr><tr><td>Week 3 12/3/23</td><td>Charis Meda Aarav R. C</td><td>Natalie Skyla Kevan</td><td>Kieran L. Sajna Tanvi</td><td>Eeshal Anahat Rishit Mitzi</td><td>Jaja Abhinavi Aarav Livia</td></tr><tr><td>Week 4 19/3/23</td><td>Manvita Theethya Gabriel</td><td>Jonah Amaica Yusuf G</td><td>Mahith Yumna Ashar</td><td>Akshara Anay Hadi</td><td>Shlok Naivedya Gabriela</td></tr></table></div>	Date	Monday(V1)	Tuesday(V2)	Wednesday(V3/4)	Thursday(V1)	Friday(V2)	Week 1 22/2/23	Charis Meda Aarav R. C	Natalie Skyla Kevan	Kieran L. Sajna Tanvi	Eeshal Anahat Rishit Mitzi	Jaja Abhinavi Aarav Livia	Week 2 5/3/23	Manvita Theethya Gabriel	Jonah Amaica Yusuf G	Mahith Yumna Ashar	Akshara Anay Hadi	Shlok Naivedya Gabriela	Week 3 12/3/23	Charis Meda Aarav R. C	Natalie Skyla Kevan	Kieran L. Sajna Tanvi	Eeshal Anahat Rishit Mitzi	Jaja Abhinavi Aarav Livia	Week 4 19/3/23	Manvita Theethya Gabriel	Jonah Amaica Yusuf G	Mahith Yumna Ashar	Akshara Anay Hadi	Shlok Naivedya Gabriela	Continue Play Leaders look to introduce a Skipping workshop with <a href="https://www.skip2bfit.com/">www.skip2bfit</a>
Date	Monday(V1)	Tuesday(V2)	Wednesday(V3/4)	Thursday(V1)	Friday(V2)																													
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<p><u>Pupil Voice</u></p> <p>Ensure we consult pupil voice to tailor our PE curricular and extra-curricular programmes to meet the needs and interests of our pupils, easily identify intervention groups based on survey results.</p>	<ul style="list-style-type: none"> <li>• Send out another koboca survey <a href="https://www.koboca.co.uk/">https://www.koboca.co.uk/</a></li> <li>• BG/SC and CDK to look at PE and School Sport Survey Template and adapt if needed.</li> </ul>		See survey impact reports.	Continue
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p><u>PE Handbook, PE Policy and PE Review</u></p> <p>Visioning, long term planning and detailed action planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.</p>	<p>Subject Leader to carry out a PE Review update the PE policy and continue to develop a PE Handbook with the following:</p> <ol style="list-style-type: none"> <li>1. Physical Education Policy</li> <li>2. PE and School Sport Action Plan (Website)</li> <li>3. Curriculum Map/ Skill Progressions- Check Spring Term Timetable.</li> <li>4. Lesson Observations</li> <li>5. Kobocca Student voice survey</li> <li>6. Deep Dive</li> <li>7. PE Self Review</li> <li>8. Evidence of Pupil Work</li> <li>9. Assessment</li> <li>10. Competitions Calendar</li> <li>11. Interventions</li> <li>12. Sports Leaders</li> <li>13. Extra-curricular provision</li> <li>14. Intra School Sport-House Competitions.</li> <li>15. CPD Record and Impact</li> </ol>		<p>Peer Review Challenge with a PE Focus Autumn Term 2022. The main observations from this are outlined below:</p> <ul style="list-style-type: none"> <li>• The lead has secure subject knowledge and a real passion for PE which exudes as she talks about the subject.</li> <li>• Her enthusiasm has been the driving force behind the rapid development of this curriculum area.</li> <li>• There is a clear shared vision which has been widely communicated to staff. This includes the enjoyment of PE, playing sport and pupils understanding the health benefits (both physically and mentally) from participating in physical activity for life.</li> <li>• The school have adopted and adapted GetSet4PE scheme. All staff have been trained and learning is quality assured by the lead.</li> </ul>	<p>Continue – aim to get pupil voice survey out later in the year to be able to measure impact.</p>

			<ul style="list-style-type: none"> <li>• Skill progression is sequenced and mapped out from Nursery to year 6.</li> <li>• There are opportunities for children to learn leadership skills as part of the SOW.</li> <li>• Pupils are surveyed so the extra-curricular activities provided are what the pupils want to do. This has really maximised engagement in lunchtime and after school clubs.</li> <li>• The school employ a sports coach to deliver clubs and support staff CPD.</li> <li>• The ambition is for all children to represent the school in PE, not always competitively.</li> <li>• There are planned courses to support parents to play with their children.</li> </ul>	
<u>Active Sports Leaders and Sports House Captains</u> Develop pupil voice and leadership in the school. Develop the key life skills of communication, organisation, cooperation, team work and responsibility through leadership.	Train Year 6 Play Leaders to support: <ul style="list-style-type: none"> <li>• Active Playtimes</li> <li>• Activities on the Sports Arena at lunchtime</li> <li>• Lesson Warm ups and Equipment</li> <li>• Support KS1 and Lower KS2 Sports Day</li> </ul> House Captains: <ul style="list-style-type: none"> <li>• Plan and deliver Year 3 Sports Event.</li> <li>• Support with ALL house events.</li> </ul>		25 Get in Get Active Play Leaders trained. Pupils developed Leadership Skills, communication, organisation, teamwork and creativity (see registers, photos and playground games)  See above	Continue (see above)

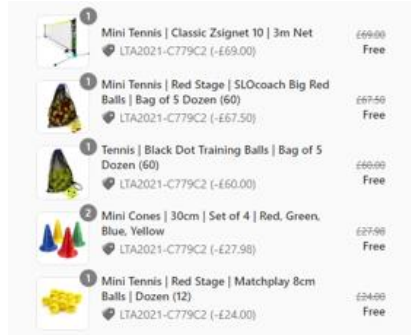
<p><u>PE Notice Board and Website</u></p> <p>Use the PE Noticeboard and School Website to raise the profile of PE and Sport across the school.</p> <p>Celebrating success in PE and Sport to inspire ALL children to take part.</p>	<p>Develop PE noticeboards in corridor, PE Hall and Playground:</p> <ul style="list-style-type: none"> <li>• List of local sports clubs</li> <li>• Photos</li> <li>• Posters</li> <li>• Sports Captains</li> <li>• Curriculum</li> <li>• Clubs</li> <li>• Sports reports</li> <li>• Weekly personal best challenges</li> </ul> <p>Sports House Captains.</p>		 <p>Playground Games ideas</p>  <p>Links to local Sports Clubs</p>	<p>Continue, involve Sports Leaders</p>
<p><u>Employment of a Sports Coach</u></p> <p>PE specific interventions for targeted pupils</p> <p>The engagement of targeted pupils in regular physical activity to target 30 'in school' active minutes per day and develop their fundamental movement skills and social skills through a PE Intervention.</p> <p>Increased participation in competitive sport following an absence in lockdown.</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> <li>• Intervention groups established by teachers based on observations following lock down.</li> <li>• Sports Coach employed x 2 half days a week</li> <li>• PE Interventions set up in Year3/4 on Friday mornings and Year 5/6 on Tuesday mornings.</li> <li>• Use Survey data to continue to target children.</li> <li>• Lunchtime Cricket Club set up for KS 2</li> </ul>		<p>Comments from children in Year 4 and 6:</p> <p>'He has made the games fairer and safer Encouraging us to play new games. He also help us to sort out our problems and teaches us valuable social skills.'</p> <p>(Karam)</p> <p>He was a really supportive; he used to give me and younger children tips on how to improve our football skills' (Anay)</p> <p>'Lucas helped us and engaged us in sports. He makes us more confident in football' (Livia)</p>	<p>Continue</p>



<p><u>Assessment in PE</u></p> <p>Assessment is situated within the whole school approach to assessment and supports a child's development across the whole curriculum.</p>	<ul style="list-style-type: none"> <li>Encourage teachers to take photos of the children in PE to document the progression of their skills.</li> <li>Trial the assessment platform on the getset4pe website. Make use of the assessment grids (simplify the statements if needed)</li> <li>Continue to encourage formative assessment throughout teaching and encourage staff to adapt the planning to ensure all children can have a positive experience of PE.</li> </ul>	<p>See PE shared area for photos and videos of PE lessons and skills.</p> <p>See <a href="#">getset4pe assessment platform</a> for end of unit assessment data</p> <p>Progression of ball skills over the years on display</p> 	<p>Continue, consider introducing Pupil self-assessment next year.</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:
				%
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><u>Teacher Support</u></p> <p>Teachers more confident in planning and delivering high quality PE lessons.</p>	<ul style="list-style-type: none"> <li>• Sport Impact to continue to work with staff in their PE lessons. The support is a combination of observations, team teaching and modelling.</li> <li>• Focus on adapting the planning to ensure lessons are inclusive and show progression. Focus on SET skills (Social, emotional and Thinking Skills)</li> <li>• Encourage all teachers to focus on SMILES in PE: Safe, Maximum Impact, Inclusion, Learning, Enjoyment and Success</li> </ul> <p>Autumn Term:-Sport impact working with Year 6 Rugby and Year 6 Gymnastics Teacher PK)</p> <p>Spring Term- Sport Impact working with year 6 Dodgeball and Football (teacher NJ)</p> <p>Summer Term- Sport Impact working with year 2 and reception PE.</p>		<p>See Survey result for pupil progress and impact report.</p> <p><b>How effective were the joint teaching sessions with your School Sport Specialist over the period of support?</b>  <b>Highly effective ( x 4)</b></p> <p><b>To what extent has this professional development impacted on the progress of your pupils?</b>  <b>Strong Impact (x 4)</b></p> <p><i>'I really appreciate all the support and help. I cannot fault the support that was given. I can see the impact it had on the children's learning and the progress made was evident' (post support Year 6 teacher survey Autumn Term)</i></p> <p><i>'xxx is so supportive. I'm really not confident in teaching PE, however I felt I could ask her anything. Her ideas worked well and have really helped' (Teacher survey Spring Term)</i></p>	<p>Continue with a focus on KS1</p>
<p><u>Subject Leaders CPD</u></p> <p>There is clear Leadership of the subject. The subject leader is supported in their own CDP and development.</p> <p>Teachers feel supported by the subject leaders.</p>	<ul style="list-style-type: none"> <li>• Subject Leader attended PE CPD day at National Tennis Centre.</li> <li>• Subject Leader and Headteacher to attend borough PE conference.</li> <li>• Subject Leader to experience a Peer Challenge PE Deep Dive.</li> </ul>		<p>Going on the National Tennis Centre really enhanced my knowledge and understanding of developing tennis in my school. We also received £250 worth of tennis equipment that has helped to be used in tennis school clubs and lessons.</p> <p>The subject leader and head teacher were inspired from the workshops and speakers on how to further enhance the teaching of PE in our school.</p>	<p>Continue. HEP meetings with not be online next year. Attend live HEP meetings.</p>



	<ul style="list-style-type: none"> <li>Sport Impact to Support Subject Leader throughout the year.</li> <li>Subject Leader to attend borough deep dive courses related to PE.</li> </ul>			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
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:
<u>PE Equipment</u>  Broader experience of a range of sports and activities offered to all pupils  Increased participation in competitive sport.	<ul style="list-style-type: none"> <li>Subject leader to carry out regular PE equipment audits.</li> <li>Consult staff over equipment requirements.</li> <li>Check ALL curriculum activities can be resourced.</li> <li>Complete equipment requests and send to office.</li> </ul>		Free tennis resources worth £250 from attending the NTC course.    Wilks marker discs 10 Rugby balls 10 basketballs 3 vortex javelins A set of reversible netball bibs Kwik cricket balls x24	Continue

<p><u>Extra Curricular Clubs</u></p> <p>The engagement of pupils in a range of extra curricular clubs with the focus of: improving confidence and health. The clubs also Increase daily physical activity And exposing children to a wider range of sports and activities.</p>	<p>Organise and promote clubs. Regularly consult pupil voice to ensure provision reflects the needs of the school community. Reach out to local organisations to support running of clubs if needed.</p>		<p>The following clubs took place:</p> <p>Autumn:</p> <p>Spring:</p> <ul style="list-style-type: none"> <li>• Ks 1 and 2 Glow Disco Club(NG)</li> <li>• KS1 and 2 Multi skills</li> <li>• Tag Rugby(BG)</li> <li>• Football at lunchtime (Prince)</li> <li>• Get in, Get Active Club(CK/BG-handball/netball)</li> <li>• Glow dodgeball and disco NS</li> <li>• Street Dance (Y1-6)</li> <li>• Gymnastics (KS1)</li> <li>• Knights Basketball (KS2)</li> <li>• Cricket Club (all years)</li> <li>• Brentford Football KS1 and KS2</li> <li>• Tennis Club (KS2)</li> <li>• Splash dodgeball (KS2)</li> </ul> <p>Summer:</p> <ul style="list-style-type: none"> <li>• Get in Get Active Racket Sports</li> <li>• Football</li> <li>• Glow Disco</li> <li>• Glow Dodgeball</li> <li>• Cricket Club</li> <li>• Gymnastics</li> <li>• Basketball</li> </ul> <p>Wimbledon 2023</p> <p>Eight lucky pupils, alongside Miss Griffiths and Mrs. Sisodia, had an incredible opportunity to attend an exhilarating day of Wimbledon quarter finals tennis matches on Court One. We were thrilled that our school was fortunate to secure half priced tickets to this prestigious</p>	
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			event.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<u>Competitions</u> Increased participation in competitive sport at all levels.	<ul style="list-style-type: none"> <li>Focus on increasing the range of children accessing competitions by entering Inspire, Aspire and Higher Competitions.</li> <li>Ensure children are prepared for competition so they be at their best.</li> </ul>		Competition Attendance: Update for this year <ul style="list-style-type: none"> <li>Year 5/6 Girls Football festival (Aspire)</li> <li>Year 5/6 Girls Premier</li> <li>League/Football Festival. We got to the Quarter finals (higher)</li> <li>Year 4/5 Osterley Park Cross Country Race- 1km and 1.6 km</li> <li>Year 3&amp;4 Girls Football</li> <li>Year 5&amp;6 Girls Cricket</li> <li>Indoor Sportshall Athletics</li> <li>Year 4 Tennis festival</li> <li>Year 5&amp;6 Tag Rugby</li> <li>Year 5&amp;6 Kwik Cricket</li> <li>Year 5&amp;6 Basketball(came 2<sup>nd</sup> in Hounslow Borough Finals)</li> <li>Year 5/6 Hockey Quicksticks</li> <li>Year 5/6 Quadkids(clusters, Hounslow Borough Finals(2<sup>nd</sup>) and West London Games at Brunel University.</li> </ul>	Continue to consult pupil voice to plan clubs next year.



			<ul style="list-style-type: none"> <li>• Year 5/6 girls Kwik Cricket</li> <li>• Year 5/6 Boys and best Cricket (Borough Finals)</li> </ul>	
<p><u>Sports Day</u></p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</p>	<p>Summer Term.</p> <ul style="list-style-type: none"> <li>• Plan a Sports Day event for KS1 and KS2</li> <li>• Plan and organise all track events.</li> <li>• Communicate house teams to ALL pupils in KS2.</li> <li>• Parents to be invited to attend.</li> </ul>		<p>Photos from sports day. Pupil and staff feedback.</p> <p><b>Early Years and KS1 Sports Day.</b></p>  <p>The children had a lot of fun taking part in this year's school sport days. We had some very entertaining races in the Infants Sports Day!</p> <p><b>Ks2 Sports Day</b></p>  <p>Teacher feedback- 'Sports Day was a big success this year, it was so nice to see a combination of fun and competitive races. The House system was a big success, the pupils took pride in their House team and loved supporting and cheering each other on'.</p>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Becky Griffiths
Date:	
Governor:	
Date:	