

**Moldgreen CP School Sports Premium statement:**

*September 2022*

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

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

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

|  |  |
| --- | --- |
| **Key achievements to date:**  **2021/22 achievements** | **Areas for further improvement and baseline evidence of need:**  **This year’s targets** |
| * Partnership with Pennine Sporting Alliance has been established. * Sessions will be delivered by HTFC across three half terms (Autumn 1, Spring 1 & Summer 1) for children in KS1 and KS2. * ‘Bikeability’ sessions booked for Autumn term. * PE lead attended PSP introduction conference and has booked staff on CPD. * Beyond the Physical PE Scheme introduced * **Bikeability training took place in the Autumn term. This has been booked again for next academic year.** * **A link has been created with Hill View School. Regular Football competitions have taken place during Spring 2, Summer 1 and Summer 2. This will continue next academic year.** * **HTFC coach has been working with staff in Y1,Y2,Y3 and Y4 in the Autumn, Spring and Summer terms to help deliver PE sessions and provide CPD.** * **A team from Year 5 and 6 took part in the EFL Kids Cup organised by HTFC.** * **Y4 children have taken part in the Primary Stars Football Competition.** * **Dance coach has been running an after school club for Y4 ,5 and 6 in Spring 1.** * **HTFC have led an after school football club every Friday (Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2)** * **HTFC have led sessions in school every Tuesday all year. This has included working with Y5/6 on the Primary Stars Campaign.** * **HTFC have also led sessions with Y3 children on the Planet Super League Campaign.** * **Children in KS2 have taken part in promotional activities with HTFC.** * **Pennine actions:**   + **Pennine staff have provided CPD to individual staff.**   + **A Pennine dance/yoga coach is delivering dance sessions and after school clubs during Spring 2 and Summer 2 to Year 3, 4, 5 and 6.**   + **Pennine coach Kat (school coordinator) delivered ‘Active Reading’ session for Year 1 and 2 in Autumn 1 and 2.**   + **Pennine coach Kat (school coordinator) undertook baseline PE data testing for Year 2, Year 4 and Year 6 in Autumn 1 and 2.**   + **Pennine coach Kat (school coordinator) delivered training to 20 Year 5 children to on play leading. We now have 20 qualified play leaders who will help deliver sessions at lunchtime and at sporting events.**   + **Play leaders delivered sessions to all KS1 children during Summer 2 with support from Pennine staff. (Summer 2)**   + **A group of children from Y 4,5 and 6 took part in Sports Hall Athletics (Spring 1)**   + **Y5 children took part in Pennine Cricket Competition and qualified for Kirklees finals. (Summer 1)**   + **Y5/6 children took part in Pennine Rounders competition (Summer 2)**   + **A group of 15 children from Year 4,5 and 6 performed at the Pennine Strictly Dance Festival at the Lawrence Batley Theatre on the 1st March (Spring 2).**   + **All Y4 children took part in National Sports Week and spent at day at Leeds Road Sports Complex – organised by Pennine.**   + **Three children from Y5/6 took part in the Pennine Sports Awards at the Town Hall and were awarded certificates for their contributions to school sport.** * ***All children in KS1/KS2 had Tennis coaching from Longley Tennis Club (Summer 2)*** | **KI1: To increase confidence, knowledge and skills of all staff in teaching PE and sport.**   * Pennine sport partnership will continue to provide high quality coaching sessions for children, which staff can use to build confidence and understanding of what a good PE lesson looks like. * To improve staff confidence by learning from specialist sport expertise that deliver coaching sessions. * Staff teaching of PE will be monitored to see what areas of teaching are strong, and where targeted CPD could boost confidence and quality. * Use of Pennine to coach staff on how to plan, deliver and teach a high-quality PE lessons; thus improving the confidence and knowledge of staff. * Establish a tightly knit sports curriculum that is robust and easy for staff to use and follow, with the support of Pennine staff. * To improve the school’s scheme of work with the expertise of the Pennine Sports team.   **KI2: The profile of PE and sport being raised across the school as a tool for whole school improvement**   * To continue to use Pennine to allow children to access a wide variety of different sports. * To increase the amount of active lessons in the classroom, such as during Maths, to create a more active environment, by 25%. * To create less sedentary classrooms, improving learning conditions, ability and mental health. * To find ways to participate in more festivals and competitions over the course of the year. * To promote and celebrate PE and sporting achievements during assemblies. * To create more opportunities for pupil premium children to access all different sports on offer. * To further support and target groups of children – SEN, PP, bottom 20% - with extra-curricular activity options.   **KI3: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school**   * To ensure that staff will engage in teaching two sessions of PE per week * External agencies will continue to provide extra PE sessions weekly, increasing the coverage and amount of sport children access. * To promote and celebrate the continued teaching of the employed football coach, who allows the children to have a greater exposure to key sports. * Use the success of the England women’s football team to promote a greater participation of girls in sport across school, especially in the coaching of football by the football lead. * To increase the amount of active learning sessions. These lessons will become more prevalent in classrooms, particularly in Maths and writing lessons. * To promote more active play during play times and lunch times with the use of student sports leaders. * To promote more active play during play times and lunch times with the use of the football coach. * To engage sports leaders in a greater sense of ownership of PE by using them to carry out the baseline testing for KS1.   **KI4: Broader experience of a range of sports and activities offered to all pupils**   * To ensure that children will access and participate in more sports than the previous year, including gymnastics and scooting. * To create more opportunities for pupil premium children to access all different sports on offer. * To create more opportunities for pupil premium children to access extra-curriculum activities. * To create more opportunities for all children to participate and access ‘try it’ festivals.   **KI5: Increased participation in competitive sport**   * To increase opportunities for children to access a variety of competitive sports and festivals. * Transport to these will be inspected and addressed, looking at key ways to make this more accessible for more children. |

|  |  |
| --- | --- |
| **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below:** |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | Ongoing data collection – ready end of academic year from KAL |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | Ongoing data collection – ready end of academic year from KAL |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | Ongoing data collection – ready end of academic year from KAL |
| 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? | N/A |
| **2021/2022 swimming data:**   |  |  | | --- | --- | | **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below:** | | What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 84% | | What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 52% | | What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 64% | | 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? | N/A | |  | | | |

**Action Plan and Budget Tracking**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** 2022/2023 | **Total fund allocated: £18,870**  **Surplus/carry over (2021/22): £**  **Fund + carry over: £** | **Date Updated:** *September 2022*  **Total spend for 2022/23 (so far): £**  **Red = Autumn Term**  **Orange = Spring Term**  **Green = Summer Term** | |  |
| **Key indicator 1:** To increase confidence, knowledge and skills of all staff in teaching PE and sport. | | | | Percentage of total allocation: |
| ***Not Applicable*** |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All teaching of PE is good or better.  Greater enjoyment and engagement in sports.   * Children will access high-quality PE lessons of a broad range of sports * Staff will be confident at planning and delivering the children * Children’s key skills will progress over the course of the year * In order to improve the progress and achievement of all pupils, focus on up-skilling teaching staff to deliver fun, engaging and challenging PE sessions linked to national curriculum requirements. * For the staff to have access to continual support **and** the PE lead needs additional support and training. * To access teaching by coaches of different sports to increase the confidence and expertise of all teachers. * Ensure resources are accessible, engaging and fit for purpose. * Staff to begin to assess key skills of children in PE lessons. * Join afPE (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date | Training sessions/coaching in school with PE coaches from Pennine and HTFC to enhance the subject knowledge of the PE lead teacher and staff.   * Pennine staff to deliver high-quality sessions to children, increasing staff exposure and experience of expected standard of PE teaching. * Teaching of PE to be monitored to identify key areas for development. * Pennine staff to coach staff on how to plan and teach a high-quality PE lessons. * To improve staff confidence by learning from specialist sport expertise that deliver coaching sessions. * Staff teaching of PE will be monitored to see what areas of teaching are strong, and where targeted CPD could boost confidence and quality. * Establish a tightly knit sports curriculum that is robust and easy for staff to use and follow. * To improve the school’s scheme of work with the expertise of the Pennine Sports team and HTAFC. * ***HTAFC coach working with Year 2 and Y5 teacher (Autumn 1/2)*** * ***PSP Gymnastics coach booked for Spring 2*** | * PSP subscription: £   Beyond the Physical subscription £  £115 AfPE  £4000 HTFC Primary Stars | * Improved CPD provision for all staff (staff survey completed to address areas where training is required). * Observations will show increased skills demonstrated by staff and increased overall confidence when delivering PE sessions. * PE lead will have had opportunities to develop own skills, as well as developing skills of staff and delivering sessions alongside them. * Coaches from Pennine and HTAFC will have worked with staff members in school to develop their teaching skills regarding PE. * Children will have received wider range of PE lessons.   **Wider impact because of above**   * General improvement in profile of PE around school. * Staff will feel more confident and the way PE is viewed around school should improve which in turn will raise the profile. * Children take part in more sporting activities both in and out of school, creating healthier lifestyles. | * Invite Pennine in to begin supporting staff in planning, creating and delivering high-quality PE sessions. * Teaching staff will be able to deliver recreated sessions delivered by qualified coaches to impact on the children’s progress and attainment in PE year on year. * Coaches will be continually used to support staff throughout the school year. * PE lead **must** use Sports Premium money to arrange cover to carry out observations and provide opportunities for staff and own CPD. * Staff to share good practice when possible. * Survey for staff at beginning and end of year to assess impact of CPD. * Resources are clearly identified and stored effectively. They match the needs of the curriculum and support the progress and attainment in PE. |
| **Key indicator 1 – Autumn Term Review**   * Has support by coaches been delivered to or alongside teachers based on areas identified in audit? * Has the PE lead had time to support staff where necessary? * Has the PE lead had opportunity to develop own skills? * Have resources been audited and replenished when necessary? | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| ***Not Applicable*** |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * To use Bikeability, Scooting and Balanceability as an opportunity to raise the profile of travelling to school in an active way. (**Bikeability booked for Autumn term)**   **(Balanceability and Scooting booked for Spring Term)**   * Promote the involvement in Cycle to School week, in which children are able to ‘pledge’ to. * Regular feedback on sports results during whole school assemblies. * More accessibility for children of all dispositions to partake in sporting competitions and festivals across the Huddersfield district. * Use of school Website to share sporting achievements and update on sporting activities around school. * Regular feedback on sports results during whole school assemblies. Celebrate the importance of PE and Sport and to encourage all pupils to aspire to being involved in sport and physical activity. * Children to learn the importance of exercise across school, especially for mental health. * Create more active classrooms for traditionally sedentary lessons. * Implement Sports Council meetings. * To use HTFC, Project Sport and PSP to provide sporting sessions and increase participation in a range of sporting activities. * To embed physical activity as part of the school day through active travel initiatives. * To develop resilience through physical activity. | * Continue to use Pennine to allow children to access a wide variety of different sports. * Increase the amount of active lessons in the classroom, such as during Maths, to create a more active environment. * Enter more festivals and competitions over the course of the year, by 25%. * Promote PE and sporting achievements during assemblies. * To create more opportunities for pupil premium children to access all different sports on offer. * Children signposted to local sports clubs, events and teams.(**Ongoing)** * To create less sedentary classrooms, improving learning conditions, ability and mental health. * To further support and target groups of children – SEN, PP, bottom 20% - with extra-curricular activity options. * Pennine coach to lead a whole school assembly to introduce the Sports Leaders and outline what they can do **(Spring term)** * Book HTAFC sessions throughout the year. * Participate in walk/scoot/cycle to school week initiatives. Move more challenge. * Walk to School Challenge (Living Streets)   ***Strictly Pennine’ dancing celebration @ Lawrence Batley Theatre (Booked for Spring 2)***   * ***Pennine coach to train children to become Sports Leaders (Spring term)*** * ***Engage the children to become Sports Leaders (Spring term)*** * ***KS1 Staff members to observe ‘KIP Active Reading’, enabling ideas for active reading sessions and how to vary lessons that are usually sedentary (Autumn 2)*** | * Bikeability: Free * PSP: covered above * HTAFC Primary Stars: £ | * Children in school are provided with opportunities to work towards level 1 and 2 from the Bikeability programme. Autumn 1 * Younger children to take part in Balanceability and Scooting course. Spring 1 * Results from tournaments and competitive matches are shared during assemblies and also displayed on the school website. * School website used to share examples of sports and exercise to increase awareness of sport at Moldgreen School. * Children from Year 5 receive training to be effective leaders of the sports council by PSP coach. * PE board full of photos celebrating sporting achievements both within and outside of school. * Pupils and parents motivated to engage in and celebrate sporting achievement. * Pupils and parents engaging with health and aspiring to lead healthier active lifestyles. * Festival achievements to be celebrated on school website and in school newsletters.   Pupils able to focus on personal improvement, challenge and resilience. PE leader able to coach colleagues, and to monitor, and evaluate the impact of new initiatives.   * Increase in number of children and families choosing active travel. (Each class to fill this in on a daily basis) * A group of children to lead sport in school to be formed. Meetings to be held regularly and minutes are kept by PSP coach. (Spring 1) * The sports council to have a display which outlines members, roles and responsibilities and events they are leading. (Spring 1)   **Wider impact as a result of above**   * Pupils’ esteem is raised because of shared sporting achievements in assemblies and online. * Overall profile of sport and exercise is raised across school. | * Children are able to use bikes effectively to travel safely in public.      * PSP coaches to be continually used to support playleaders and sports council and assist in raising the profile of sports in school throughout the year. * Teachers to deliver PSHCE sessions around the benefits of exercise and the positive impact that exercise has on physical and mental wellbeing. * Encourage more involvement with parents at home in creating an active journey to school.   **Possible next step:**   * Teachers to deliver PSHCE sessions around the benefits of exercise and the positive impact that exercise has on physical and mental wellbeing. ***(Ongoing)*** |
| **Key indicator 2 – Autumn Term Review**   * Have Bikeability and Balanceability sessions been booked and attended? * Have sessions with HTAFC been booked and attended, including after school clubs? * Have sporting achievements been shared in assemblies? * Has the Pennine coach established Sports Leaders in the school? | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| ***Not Applicable*** |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Improvement in children’s overall fitness and health.   * To ensure use of resources that support cross curricular links. * To ensure that children are physically active throughout the day. * To maintain physically active lunchtimes. * To ensure that all children are accessing as much physical activity each day as possible. * Create a more active classroom, in which children have the opportunity to be active and learn. * Sports leaders to provide sports games for younger children to access during lunch times. * Lunch time clubs to be readily accessible for children, including with Project Sport coaches. * After school clubs to be primarily active and accessible for all children across all year groups, led by specialists. | * All staff will engage in teaching at least two sessions of PE per week * External agencies will continue to provide extra sporting sessions at lunchtimes, increasing the coverage and amount of sport children access. * HTAFC coaches provides weekly hour sessions for children. * Active sessions will become more prevalent in classrooms, particularly in Maths and writing lessons. * To promote and celebrate the continued teaching of the employed football coach, who allows the children to have a greater exposure to key sports. * Use the success of the England women’s football team to promote a greater participation of girls in sport across school, especially in the coaching of football by the football lead. **(Girls Football Sessions run by HTAFC Autumn 2)** * To promote more active play during play times and lunch times with the use of student sports leaders. * To promote more active play during play times and lunch times with the use of the Project Sport coaches. * PE lead to work with Project Sport to plan and organise active play. * PE lead to ensure that needs of target groups of children are being met during playtimes e.g. SEND and girls. * Use of outdoor climbing boulder. * To engage sports leaders in a greater sense of ownership of PE by using them to carry out the baseline testing for KS1.   ***Sign up to Living Streets Challenge – Walk to School to improve daily activity.***  ***Y5 Children to undertake Bikeability course (Autumn 1)***  ***Playground rezoned for active play and lunchtimes. (Autumn 1)***  ***Climbing boulder reintroduced (Autumn 1)***  ***Project Sport Coaches have been leading lunchtime activities.*** | Pennine SSP £  Project Sport £8000\* | Membership of the partnership will enable improvements across all indicators due to the range of coverage including CPD, festivals. competitions, transition events, subject leader networking opportunities, sport-specific coaching and teacher and teaching assistant CPD.  Opportunities for all children Y1- 6 (Including SEND and PP) to partake in competitive and non-competitive organised sports and festivals.  Increased participation in competitive and non-competitive events across KS1 and KS2. Improved CPD provision for all staff.   * This will ensure that our lunchtime playground provision is high quality and meets the needs of all children within the school. Active playtimes will improve all children’s physical health, agility, coordination as well as social skills and mental health. ***(Ongoing)*** * Playtimes continue to be active with an increased number of pupils involved in physical games and activities. ***(Ongoing)*** * Climbing boulder to be in use at breaks and lunch. ***(Ongoing)***   **Wider impact because of above**   * Pupils are more active in lessons other than PE and during lunchtimes. * Active Brain breaks introduced during lessons. * Attitudes to learning are improved because of increased concentration in lessons. | * Provide research and readings for teachers promoting the understanding of the benefits of active classrooms. * Playtimes are more active with an increase in the children taking part.      * Regular monitoring of number of pupils attending an extra-curricular club. This will be done through School Spider * Monitoring of lunchtime activities by Project Sport. * Monitoring effectiveness of Play Leaders. * Monitoring of how children travel to school done through Living Streets Travel Tracker. * Set up training and budget opportunities for staff to buy and create resources that would aid an active classroom set up. * Create competitive scenarios for classes to become more active – possibly active learning tournaments across year groups. |
| **Key indicator 3 – Autumn Term Review**   * Are children travelling to school in a way which promotes physical activity? * Are breaks and lunchtimes active and are lunchtime supervisors being supported? | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| ***Not Applicable*** |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Continue to offer a range of activities both within and outside the curriculum in order to get more pupils involved. * Ensure a range of extra-curricular activities are available for children in key stage one and key stage two. * To increase the confidence of younger children with cycling and promote walking/cycling and scooting around the area. Children will experience and participate in a broad range of sports, from traditional to new, unknown sports. * Children will experience experts teaching their specialist sports, such as trained gymnastics coaches and dance coaches. * Children will be encouraged to access sports festivals across the Huddersfield district. * More opportunity to attend ‘try it’ festivals will be provided for a range of year groups.      * Pupil premium children will be encouraged to join in with different ‘try it’ sessions. * Pupil premium children will be targeted to participate in all sports offered in school, especially the after-school clubs that are available. | * Children will access and participate in more sports than the previous year, including gymnastics and scooting. * To create more opportunities for pupil premium children to access all different sports on offer. * Children will be given opportunities to access more different ‘try it’ sessions across the Huddersfield District. * To create more opportunities for pupil premium children to access extra-curriculum activities. * Use the HTAFC subscription to provide an after-school club throughout the year. **(Ongoing)** * Attend as many of the out of school events arranged through Pennine. **(Ongoing)** * BHT Education to provide dance and movement workshops each term. (R-Y3) * To work with our School council to promote walking, cycling and scooting. * To offer scootability/balancability training in the Spring term for EYFS/KS1. * To offer bikeability training in the Autumn term for Y5. | * *PSP: costs covered above*   Project Sport £8000\*   * BHT Education £2000 | Children show increased discipline, resilience and willingness to tackle challenges – this has the potential to benefit their performance in all areas of the curriculum. Children and families to be aware of different sports clubs and provision in the local area. Project Sport are running lunchtime activities.   * Registers from existing after school clubs show that children want to attend these clubs. * HTAFC after school club will run for a variety of age groups throughout the year.   Attendance of all events recorded.  - Development of gross motor skills.  - Development of sustainable and healthy life choices. | Opportunities for all children, regardless of ability are created, promoting a more active lifestyle.   * Continue to sign up to and purchase different coaching and specialist sessions, promoting a wide range of different sports.   - Continue to source new clubs  Pupil Voice re sports clubs   * More opportunities for KS1 children to attend PSP competitions. |
| **Key indicator 4 - End of Year Review**   * Have after school activities been booked and taken place? * Has the PSP subscription been used to access a variety of sporting/active events? * Has the HTAFC subscription been used to deliver after school clubs? | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| ***Not Applicable*** |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * To have all children in school to participate in at least one competitive sporting event (sports day can be included in this). This will increase their love of sport and confidence. * To attend a range of festivals through Pennine membership. * To use the Pennine membership and the sports council to arrange in-school events and competitions between classes. * More pupils have opportunities to compete against each other and other schools. | To organise competitive sports days for KS1 and KS2. **(Summer 2023)**   * To send letters to parents regarding Pennine events. **(Ongoing)** * To ensure that at least 1 member of staff attend these events with the children and parents. **(Ongoing)** * Sports Leaders to organise and lead events with the guidance of Pennine coach. **(Ongoing)** * Mid-term planning to match up with upcoming events. * Intra-competitions within year groups.( Summer term) * Virtual Competitions. * Inter-competitions and tournaments with SSP. * Sports day led by sports leaders * Mini-sports events to be run by sports leaders for the younger children in KS1 * Baseline testing to be carried out by sports leaders of year 2 children. * Participation of Year 5 and 6 children in the Strictly Pennine dance festival. * More opportunities will be provided for children to access a variety of competitive sports and festivals. * Create a more accessible way of transporting children to events that they previously would not have been able to access. * Attendance at 25% more competitions and festivals during this academic year. | * *PSP: costs covered above* | Evidence will be seen through the participation and attendance of children at competitive events and try it festivals.  Membership of the partnership will enable improvements across all indicators due to the range of coverage including CPD, festivals. competitions, transition events, subject leader networking opportunities, sport-specific coaching and teacher and teaching assistant CPD. Opportunities for all children Y1- 6 (Including SEND and PP) to partake in competitive and non-competitive organised sports and festivals. Increased participation in competitive and non-competitive events across KS1 and KS2. Improved CPD provision for all staff   * Attendance at sporting events through Pennine. * In school events take place, organised by the Sports Leaders. | * Celebrate children’s achievements from in and out of school events, hopefully increasing children’s willingness to try new sports. * Ensure we are signed up for a range of different festivals, tournaments and competitions across the different key stages. * Maintain participation in competitive sports. |
| **Key indicator 5 – Autumn Term Review**   * Have competitive events been attended through the PSP subscription? * Have staff attended competitive events? * Are the Sports Leaders organising intra-school events? | | | | |