

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

**September
2022/23**

Commissioned by



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>In 2021/22, 89% of KS1 pupils met or exceeded PE targets, which is above the national baseline (88%).</p> <p>In 2021/22, 92% of KS2 pupils met or exceeded PE targets, which is above the national baseline (88%).</p> <p>In 2021/22, 74% of children identified as inactive in Years 1–6 either attended an active club before/after school (69%) or received targeted lunchtime active sessions from a sports coach (26%).</p> <p>100% of children who took part in the clubs said that they enjoyed the club and would like to attend a sports club again in the future.</p> <p>The following number of children participated in after school clubs throughout the year:</p> <ul style="list-style-type: none"> . Autumn 2: 176 (12% Pupil Premium) . Spring 1: 233 (10% Pupil Premium) . Spring 2: 210 (14% Pupil Premium) . Summer 1: 195 (12% Pupil Premium) . Summer 2: 362 (10% Pupil Premium) <p>The proportion of Pupil Premium children attending extra-curricular clubs was equal to or above the proportion of Pupil Premium children on role at Days Lane (10%).</p> <p>A range of incentives were planned at lunchtimes to encourage children to be active. These included activities led by a Sports Coach and Sport Leader led competitions:</p> <ul style="list-style-type: none"> . 91% of pupils who took part in an active activity led by a ProFutures sports coach, felt that it had helped them to be more active. . 80% of pupils said they enjoyed and took part in 'Super Active Tuesday and Wednesday' competitions. 85% of those who took part commented that these competitions had a significant impact on the being more active on the playground. <p>During the spring term, pupil voice indicated that 96% of pupils were active during a typical lunchtime. The remaining 4% of pupils were targeted to join an active club led by a ProFutures coach at lunchtimes. All children who attended these clubs commented that it had helped them to become more active and given them further ideas regarding how to sustain being active.</p>	<p><u>To continue developing lunchtime provision, including developments to the physical environment</u></p> <p>Our priority continues to be the development of the physical environment, playground resources and the effective deployment of our Sports Coach and Sports Leaders to maximise children's activeness and enjoyment at lunchtimes. With the refurbishment of the infant playground scheduled for the Autumn and Spring and the partial development of our upper KS2 Junior playground completed, we will now focus on improving the physical environment of our lower KS2 playground and field.</p> <p><u>Staff Training</u></p> <p>We were unable to complete planned CPD for staff last year due to impact of Covid both nationally and within the school setting. Therefore, we will look for opportunities to provide training for the key areas identified in our annual staff audit.</p> <p>It is our aim that by July 2023, 100% of staff identify that they have increased their confidence levels in the areas of the PE curriculum that have been highlighted in the staff audit. We will also continue to provide bespoke training, supported through our online SOW, PE Lead and Sports Coach.</p> <p><u>Participating in Level 1, 2 and 3 Competitions</u></p> <p>Level 1 competitions continue to be integrated into PE plans, to ensure that all children have the opportunity to use and apply their skills in competitive game situations.</p> <p>With the impact of Covid diminishing, we will now target that 25% of children in KS1 and 75% in KS2 have the opportunity to participate in L2 events.</p> <p>We will also target that 11% of children in KS2 participate in L3 competitions.</p>

<ul style="list-style-type: none"> 64% of KS2 pupils took part in a Level 2 competition. These included football, netball, athletics, cross country, tag rugby, basketball and cricket. 3% of KS2 pupils took part in a Level 3 competition. Days Lane won the girls' district, South Eastern and National football championships. A phenomenal achievement! <p><i>*Please note that the number of events organised by the borough was reduced due to the impact of Covid-19.</i></p> <p>Days Lane were awarded the Gold School Games Mark for 2021-22</p> <p>We aim to achieve the Platinum School Games award by 2023/24.</p>	
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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	21%
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?	Yes/No

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: £21,330	Date Updated: September 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 5%
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: £1080	Evidence of impact: what do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure that children continue to have opportunities to participate in a range of extra-curricular sporting activities/ enrichment opportunities (EYFS/ KS1 & KS2). <p>To extend our current extra-curricular offer to children, particularly in EYFS and KS1, so that they have a broader range of clubs to attend.</p> <ul style="list-style-type: none"> Use pupil voice effectively to shape the enrichment opportunities offered to children, <u>particularly the least active children (Change for Life).</u> 	<ul style="list-style-type: none"> Continue to subsidise change for life clubs (targeting the least active children) and selected extra-curricular clubs run by our Sports Coach throughout the year. Reach out to staff and external companies to further broaden the extra-curricular offer at Days Lane: <ul style="list-style-type: none"> Cheerleading Circus Skills Tag Rugby (Sidcup Rugby Club) Basketball Gymnastics Yoga Monitor the impact the scheduled playground developments (infant and upper KS2) will have on pupil activity within these phases. 	<p>Pro-Futures Change For Life club (focusing on the least active children) £30 an hour: One Active Club per week = £1000.</p> <p>Potential costs: £30- £40 per hour. Costs absorbed in club fee.</p>	<p>Inactivity: In 2021-22, 74% of the children identified as the least active (in Years 1 – 6) either attended an active club after school or received targeted lunchtime active sessions from a sports coach (26%).</p> <p>100% of children who took part in the clubs said that they enjoyed the club and would like to attend a sports club again in the future.</p> <p>This year we will target 100% of the children identified as the least active to attend an extra-curricular club.</p> <p>All children who were identified as not attending an extra-curricular club attending one led by the school Sports Coach. 47% of identified pupils attended the after-school session and 53% attended the lunchtime sessions. All children who attended these sessions agreed to the statement that</p>	<p>Change for Life clubs (targeting the least active) build interest and engage children and parents, with a view to individuals participating in future clubs.</p> <p>Sports Premium/ Pupil Premium funding used to target inactive individuals and, where applicable, to support families who need extra - help children to access these clubs.</p> <p>Extending the range of high quality extra-curricular clubs that are parent paid, teacher led or subsidised by the Sports Premium fund, leads to a greater level of participation in sport, particularly for our least active children.</p>

	<ul style="list-style-type: none"> • Pupil interests (Pupil Voice) – Issue questionnaires to update pupils' views and interests regarding clubs. These can then help to shape the clubs/ opportunities that are provided. • Engage children in global sporting events, in order to stimulate interest, with the aim to increase levels of participation in sport within and outside of school. <ul style="list-style-type: none"> ○ Create whole school events/ competitions that coincide with the football World Cup. ○ Create links to other curriculum areas e.g. reading/ writing/ art 	<p>Competition prizes £80</p>	<p>'I have enjoyed to the club and it something I would like to try again in the future.'</p> <p>Next steps: continue to monitor pupils who are not participating in extra-curricular clubs. Also, to monitor any children/groups of children who appear again on the list and identify reasons that could be implement to support/or encourage active club participation.</p> <p>We will use <i>pupil voice</i> to determine the types of clubs that can be offered to the children (both Change for Life and extra-curricular Sports Clubs).</p> <p>Further develop links with Welling to offer a range of clubs across the school, including dodgeball, football and basketball, which have been identified as a popular choice through pupil voice.</p> <p>Clubs which were identified as popular choices from pupil voice surveys were run throughout the year, such as, football 17%, netball, mutli-skills (including dodgeball (25%)), cricket, basketball (10%), dance (17%)and Tag-rugby.</p> <p>Next steps: Use pupil voice again to again organised clubs which are popular with pupils.</p> <p>Raise the profile of global competitions to stimulate interest in the least active children. Promote opportunities for cross-curricular activities.</p> <p>Weekly reporting competition held</p>	<p>Children continue to shape the type of clubs that are available to maximise the uptake this year and overtime.</p> <p>Identify the key global sporting events that we want to promote over the next few years and plan how to engage children through a variety of events. Train Sports Leaders to champion global events and school initiatives.</p>
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through the World cup. There was a high take-up of this club which created a buzz for the competition.

Examples of children's work:



WIDER IMPACT AS A RESULT OF ABOVE:

Increased levels of engagement and activeness in PE lessons – e.g. children take part without stopping to rest excessively.

- Improved engagement and behaviour at lunch times
- Very few instances of pupils not bringing their kit into school

Standards achieved in PE – We predict that our attainment in PE will continue to be above the national average and our target of **90% + achieving ARE** reflects this.

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 53%
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: £11,400	Evidence of impact: what do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<p>The physical environment continues to be developed to enhance outdoor provision. Playgrounds offer children opportunities to be frequently active, creative and participate in exercise through games and interactive play.</p> <p>Lunch time resources and provision is engaging <u>to all children</u>. They promote active play through a range of initiated and self-initiated activities, which results in high levels of activeness and enjoyment for all children.</p>	<ul style="list-style-type: none"> Review the lower KS2 playground and surrounding field and develop the physical environment to further promote engagement/activeness and creative play. Audit and replenish the playground equipment and resources to effectively facilitate independent/group playground activities (playground boxes). Replenishment of the football goals. 	<p>Development of the physical environment (playgrounds) £8,000 plus plan a sponsored event with the intention of securing an additional £12,000.</p> <p>£1735</p>	<p>In 2021-22, it has been agreed that Pentagon Play will complete two projects on the infant playground during the autumn and spring term of this academic year:</p> <p>1) The following will be installed to promote active, creative play and performance: Climb through tunnels, a stage and drum seats and a wigwam village (to be installed in October 2022).</p> <p>2) A trial will be installed to promote opportunities for physical development (February 2023).</p> <p>Two outdoor table tennis tables were installed in the upper KS2 playground at the end of last year. Additionally, two electronic wall games have been purchased and will be installed in the same playground. We will evaluate the impact these developments throughout the course of the year.</p> <p>70% of pupils felt the table tennis tables had helped them to be more active. 69% of pupils felt the wall</p>	<p>The continuous development of playground resources and the physical environment promotes self-initiated and active play on, which can be sustained overtime.</p> <p>Replenished playground boxes will encourage independent play and engage children to sustain active</p>

<p>The Sports Coach is effectively used to initiate games on the playground during lunchtimes. They involve a range of children in active and collaborative play, whilst promoting the schools values through the activities that they initiate.</p>	<ul style="list-style-type: none"> Pro Futures sports coach to continue to provide effective lunchtime provision for children. 	<p>Pro-Futures = £15 for 30 minutes</p> <p>Sports Coach employed as a KS2 Lunchtime</p> <p>Play Initiator x3 times a week in the Autumn term = £555</p> <p>Spring term = £555</p> <p>Summer term = £555</p> <p>Summer</p> <p>Total = £1665</p>	<p>games had helped them to more active. As A result of this feedback, 2 further wall games have been purchased Lowe KS2 playground (funded by the DPLA)</p> <p>Next Step: Focus on continued replenishment of Lower KS2 playground to ensure pupils can engage in imaginative and active play.</p> <p>This year, developments to the lower KS2 playground will provide further opportunities for children to engage in physical and creative play during break and lunchtimes.</p> <p>The phased development of the lower KS2 playground and field will be factored into future Sports Premium funding and planned fund-raising events over the next two years.</p> <p>Leaders have research and identified areas of the playground/ adjoining field where new equipment will be positioned and what will be bought.</p> <p>'Fun' run planned for the new academic year to further aid funding for this project.</p> <p>Similar 'adventure trails' recently installed in the KS1 playground found that 78% pupils agreed that it made them more active.</p> <p>Next Steps: Planned sponsored event didn't materialise this year as we recognised parents were experiencing financial hardships (cost of living crisis).</p> <p><u>Activeness at Play/Lunchtimes</u> During the entirety of the year, 100% of children were typically active during</p>	<p>and creative behaviours during lunch and playtimes.</p> <p>The Sports Coach continues to introduce new games and activities in year group bubbles. This will engage a broader range of children, with the intention of sustaining their interest in sport overtime.</p>
<p>Sports Leaders continue to play an active part in promoting physical activity at lunch times and during PE lessons.</p>	<ul style="list-style-type: none"> Sports Leaders to continue to work with PE Lead and run small sided games at lunch. Sports Leaders to promote and run incentives/ competitions in the playground (similar to the successful skipping competitions that ran last year). They will continue to work with the Sports Coach and aid him during his lunchtime activities. They will receive training to further develop their role and impact within PE lessons. 			<p>The further development of Sports Leaders will result in the continuous promotion of active play and peer support during lunchtimes and PE lessons.</p>

			<p>play/ lunchtimes.</p> <p>During the spring term, 96% of pupils said they were active on a typical lunchtime. The remaining 4% of pupils were targeted to join an active club led by a ProFutures coach at lunchtimes. All children who attended these clubs commented that it had helped them to become more active and given them further ideas regarding how to sustain being active.</p> <p>By July 2023, we have targeted 100% of children choosing to be physically active across a typical week at lunchtime. This is as a result of the replenishment to the physical environment/ playground resource boxes and the lunchtime provision offered by our Sports Coach.</p> <p>In 2021-22, 91% of pupils who took part in an active activity led by a ProFutures sports coach, felt that it had helped them to be more active.</p> <p>Targeted lunchtime clubs for Year 6 (table tennis and tag rugby) further helped pupils to be active, with 90% believing they had a significant impact on them being more active at lunchtimes.</p> <p>93% of pupils commented that the playground equipment had helped them to more active at lunchtimes. Basketball hoops (24%) and skipping ropes (17%) being the most popular pieces of equipment.</p> <p>End of year surveys showed that 100% of children choosing to be physically active across a typical week at lunchtime.</p>	
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		<p>Targeted lunchtime clubs for Year 6 (boys football, girls football and tag rugby) further helped pupils to be active, with 76% believing they had a significant impact on them being more active at lunchtimes.</p> <p>Pupils felt that the playground equipment had helped them to more active at lunchtimes. Basketball hoops (24%), volleyball (17%). Kingball (16%) and skipping (15%) being the most popular pieces of equipment in KS2. The trail (59%) and skipping (14%) were the most popular activities in KS1.</p> <p>Next Steps: Continue to encourage active habits by all children, through questionnaire feedback about which activities motivate the children to be active (i.e. basketball, trail and skipping).</p> <p>In 2022-23, we will continue to effectively deploy our Sports Coach to initiate a range of games, which engages a wider number of children throughout the lunchtime period. This will lead to a further increase in the proportion of children being active.</p> <p>In 2021-22, 80% of pupils said they enjoyed and took part in 'Super Active Tuesday and Wednesday' competitions, which were led by Sports Leaders. 85% of those who took part commented that the competitions had a significant impact on them becoming more active during the lunch hour.</p>	
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This year we will continue to target 100% activeness in playgrounds through use of modelled videos, Sports coaches and Sports Leader game/competitions. Use pupil voice to find out further incentives

We will also further develop the Sports Leader role by organising workshops to run by Bexley PE Lead and giving them further opportunities to influence active behaviours on the playground.

Through the use of videos, assembly reminders and posters 77% said they took part in active games led by a Sports Leader. 87% of those children felt the competitions had a significant impact in making them more active.


Bat and ball 'keep ups' (20%), basketball shots in 30 seconds (16%) and skipping in 30 seconds (16%) were the most popular active competitions led by Sports Leaders.

Weekly training sessions by PE lead meant that all of Sports Leader felt confident in delivering active activities to their peers.

Pupil voice during Sports Leader meetings also indicated that pupils would like some more complex

		<p>activities which would need to be led by an adult. New incentives run, such as, ten pin bowling, during the 'magic moments Monday' initiative led by PE lead.</p> <p>Next Steps: Continue to train Sports leaders to help develop their confidence in leading and delivering break time activities.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE: <i>Increased levels of engagement and activeness on the playground results in improvements to children's behaviour and less reported incidents at lunchtime.</i></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:
				31%
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: £6620	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The quality of teaching and learning in Physical Education will continue to be developed through staff CPD for all class teachers, leading to most children achieving good or better attainment. Continue to use the Complete PE SOW to allow for effective and consistent delivery of a broad and balanced curriculum PE Leader to impact on staff development through ongoing coaching/guidance and peer observation. PE Leader to create video portfolios of children's outcomes in PE, using a QR code system. 	<ul style="list-style-type: none"> Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. High quality PE lessons delivered by Pro Futures Sports Coaches provide CPD for staff throughout the year, bespoke to their needs. Whole school gymnastic CPD, provided by Bexley Lead, to be completed this year. Continue to use the Complete PE SOW to ensure consistency and support staff beyond the Sports Premium funding. PE Leader to use content of PE SOW to update year group curriculum/ progression maps and MTP. PE Leader to create assessment frameworks for every year group, identifying the KPIs in each programme of study. PE Leader completes level 5/6 Primary PE Specialism course. 	<p>Pro Futures CPD £6250 (KS1 & KS2)</p> <p>A member of the Bexley PE and Sports team to provide staff training. This may need to be virtual CPD. Further training to be provided by the PE Leader. £170</p> <p>TOP PE resource (an add on to Complete PE SOW = £200)</p>	<p>Staff CPD In 2021-22, gymnastics and dance training sessions were organised for staff CPD but had to be cancelled due national and school Covid restrictions.</p> <p>This year, new dates for staff training will be arranged based on most the recent staff audit.</p> <p>We target that 100% of staff will have improved confidence in the whole school targeted areas of gymnastics and dance by the end of the year. This will be triangulated through lesson observations, staff questionnaires and coaching sessions.</p> <p>Staff team teaching with experienced specialist PE teacher ensured that 100% of teachers working alongside this colleague became significantly more confident in teaching dance, gymnastics and in using the gymnastics apparatus.</p> <p>Next steps: re-survey staff in September 2023 to further direct team-teaching opportunities to members of staff who feel they would benefit from further CPD.</p> <p>In 2021-22, national and school Covid restrictions limited the PE Lead's capacity to observe lessons and give developmental feedback. This will be</p>	<p>Staff will be confident in delivering consistently good or better PE lessons.</p> <p>Continued CPD can come from sharing good practice in and, where possible, working with other schools and the Bexley PE Lead.</p> <p>The PE Leader receives frequent training to enable them to effectively monitor teaching and learning and provide effective support for teachers across the school.</p> <p>Interactive SOW includes over 5000 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the PE & SSP funding.</p>

	<ul style="list-style-type: none"> Continue to support PE Leader to triangulate the impact of staff training through conducting lesson observations/ coaching sessions in the new academic year. PE Leader to issue further guidance regarding using video assessment to track progress from samples of children, in order to create a virtual portfolio. <i>PE Lead to work alongside Geography lead to review/ develop orienteering plans, as there are a number of new staff who did not receive previous training.</i> 	<p>Subject release for coaching/ staff CPD/ lesson observations: To be covered in house.</p> <p>Staff meetings/ workshops</p>	<p>a key priority this year.</p> <p><u>Development of PE Leader</u></p> <p>The PE Lead will continue to attend local hub meetings and liaise with the Bexley PE Lead, in order to have access to continuous CPD.</p> <p>PE lead completed and earned Level 5 qualification. PE lead attended active playground course, which led to the development of the 'active playground' focussed timetable. 87% of children felt the active competitions had help them to be more active and pupil voice from Sports Leaders said that they felt 'magic moments Mondays' initiative was making children more active. PE Lead also worked alongside local School Games organisers to develop at 'active at home' programme, which approximately a third of children in the school took part in.</p>  <p>Active at Home Activity Tracker</p> <p>Track how much physical activity you do at home each week by colouring in one of the images below.</p> <p>Each individual image = 10 minutes of physical activity.</p> <p>Aim to complete 30 minutes of activity a day.</p> <p>Week 1</p> <p>Parent Signature _____</p>	
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Next steps: PE lead to continue to embed new strategies learnt at forums to further establish the active at home and active programme timetables.

In 2021-22, Covid restrictions limited the extent to which a video portfolio could be created.

This year, assessment videos will be used to create electronic portfolios, using a QR code system.

New progressions maps have been created to explicitly outline the key knowledge, skills and vocabulary expectations across the PE curriculum.

88% of teachers commented that the new progressions maps had a positive impact on their teaching and planning of PE.

Pupil Attainment

In 2021-22, 89% of pupils in KS1 met the ARE and 92% of pupils in KS2 met the ARE.

By July 2023, we want to maintain the high attainment standards that we have achieved historically and target

			<p>that at least 90% of children in KS1 and KS2 meet the ARE (88% national baseline).</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> High standards achieved in PE NC are predicted to be sustained with over 90% achieving end of KS attainment target (ARE) in both key stages. <p>Pupil attitudes towards dance improve.</p> <p>In 2022/23 91.6% of pupils in KS1 met the ARE and 89.7% of pupils in KS2 met the ARE.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. <i>Provide additional provision for swimming, targeting the children who do not meet the national requirements by the end of Year 6 (swim competently, confidently and proficiently over a distance of at least 25 metres).</i></p>				Percentage of total allocation:
				9%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Targeted children receive funding towards additional swimming provision, leading to them meeting the national requirements by the end of year 6.</p> <p>Adopt a swimming model that ensures children in Year 4 have a sustained period of swimming tuition, to enable them to meet age related expectations by the end of year 6.</p>	<p>The following swimming model will be adopted from this year:</p> <ul style="list-style-type: none"> The Year 5 cohort will attend swimming lessons in the spring term 2023. Children that do not meet the age related expectations will be targeted the following year. The Year 4 cohort will attend swimming in the summer term 2023 and the autumn term 2023. Selected children in Year 6 will attend booster sessions in the summer term 2023. 	£2000	<p>In 2021-22, any child that had not met the expected standards in Year 5 were targeted to attend a 6 week crash course during school hours. 28 children attended and 64% could swim 25 metres by the end of the sessions. 100% made good progress from their starting points.</p> <p>In 2022-23, we target that 100% of the 'top up' children improve their swimming proficiency through attending a swimming 'crash course' and this results in a greater proportion of the cohort meeting the ARE.</p> <p>100% of 'top up' children improved</p>	Children's swimming is effectively tracked and children receive the necessary intervention (overtime) to meet the required standard by the end of Year 6.

	We will target children in Year 6, who do not meet the national requirements (swim competently, confidently and proficiently over a distance of at least 25 metres) through additional booster sessions at Sidcup Leisure Centre in the summer term.		their swimming proficiency. 70% of those children who attended the sessions were able to swim 25 metres by the final assessment. Next steps: identify pupils from year 5 who would benefit from further 'top up' sessions to ensure they meets the expected standard.	
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Key indicator 5: Sustain a high level of participation in competitive sport				Percentage of total allocation:
				1%
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: £230	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure provision of competitions covers level 1 and level 2 so that children have the opportunity to compete against themselves and other schools. Ensure competitive sport is accessible to all pupils in all Key stages Ensure that our more able sports people are given opportunities to effectively challenge themselves 	<ul style="list-style-type: none"> PE leader to register for a range of L2 competitions within the borough and look to form partnerships with local schools (particularly for KS1 events, which we are hoping to host). PE coach to continue to work alongside the Sports Coach to ensure that L1 competitions continue to be integrated into all year group learning journeys, looking for opportunities to expand these where possible (SOW and AFS program supports this set up and guides teachers) Organise Level 2 competitions/ for both KS1 and KS2: team fixtures/friendly competitions and School Games competitions Provide MA pupils with opportunities to participate in level 2/ L3 competitions against MA children in other schools locally and nationally. Achieve the Gold School Games Mark with a view to achieving the Platinum Mark in 2024. 	<p>PE Sports Coach to record children's participation in the virtual games.</p> <p>Annual Bexley Primary School's Council cost £150</p> <p>Entry to cup finals $£20 \times 4 =$ £80</p>	<p>Participation in competitive sport <u>Level 2 Competitions</u> <i>Please note that the number of events organised by the borough was reduced due to the impact of Covid-19.</i></p> <p>64% of KS2 pupils took part in a Level 2 competition. These included football, netball, athletics, cross country, tag rugby, basketball and cricket.</p> <p><u>Level 2 Competitions</u> This year we have set the following targets: . 25% of KS1 children will participate in face to face level 2 competitions. . 75% of pupils in KS2 will participate in level 2 competitions.</p> <p>16% of KS1 competed in level 2 competition (athletics).</p> <p>77% of KS2 competed in level 2 competition (cross country, football, tennis, basketball, multiskills, tag-rugby, netball, athletics and cricket).</p> <p>Next steps: continue to participate in KS2 local borough competitions. Build on initial steps of organising KS1 competitions against local schools.</p> <p><u>Level 3 Competitions</u> In 2021-22, our girls' football team</p>	<p>Competition will continue to be embedded as a key element of learning at Level 1 stage (in-house). This will bear no cost if the SSP funding stops.</p> <p>Access level 2 competitions and, where necessary, host our own events, to ensure children have the opportunity to represent the school.</p> <p>Qualify for level 3 competitions to ensure our most able children have the opportunity to represent the school and provide an appropriate level of challenge.</p>

			<p>were borough, regional and national champions! This meant that 3% of the children in KS2 participated in a L3 event.</p> <p>This year we have targeted that 11% of children in KS2 will participate in level 3 competitions.</p> <p>3% of children competed in level 3 competition (girls' football – National finals, South-east regional finals, Kent finals and the London Youth Games).</p> <p>Next step: Look to target further regional/national success based on strengths of 23/24 cohort.</p> <p><u>In 2021-22, Days Lane received another Gold School Games Mark.</u></p> <p>We aim to achieve the platinum award by 2024,</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Schools own data / registers of participants • • Calendar of events / fixture lists/ video footage (virtual competitions) • School Games mark – Gold – Achieved for the fourth successive year. • School Games awards/ certificates/ trophies <p>School achieved the Gold award, which is the school's 4 year and row, which now allows the school to apply for the platinum award in 23/24</p> <p>Next Step: PE lead to work alongside regional school games organiser to complete case study on an area</p>	
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			<p>strength to support platinum award application.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> Continued high achievement in borough events keeps the profile of sport high at the school and embeds a positive sporting ethos/ culture. <p>Participation in elite sporting events (Level 3 competitions) inspires MA sports people to commit to sports long term and reach their potential.</p>	
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Signed off by	
Head Teacher:	Mrs Trusty
Date:	September 2022
Subject Leader:	Mr Simonds (PE Leader)
Date:	September 2022
Governors:	Mrs Lancett and Mrs Larkins
Date:	September 2022