

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

**Cherry Tree
Hill P.S.
July 2022**

Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

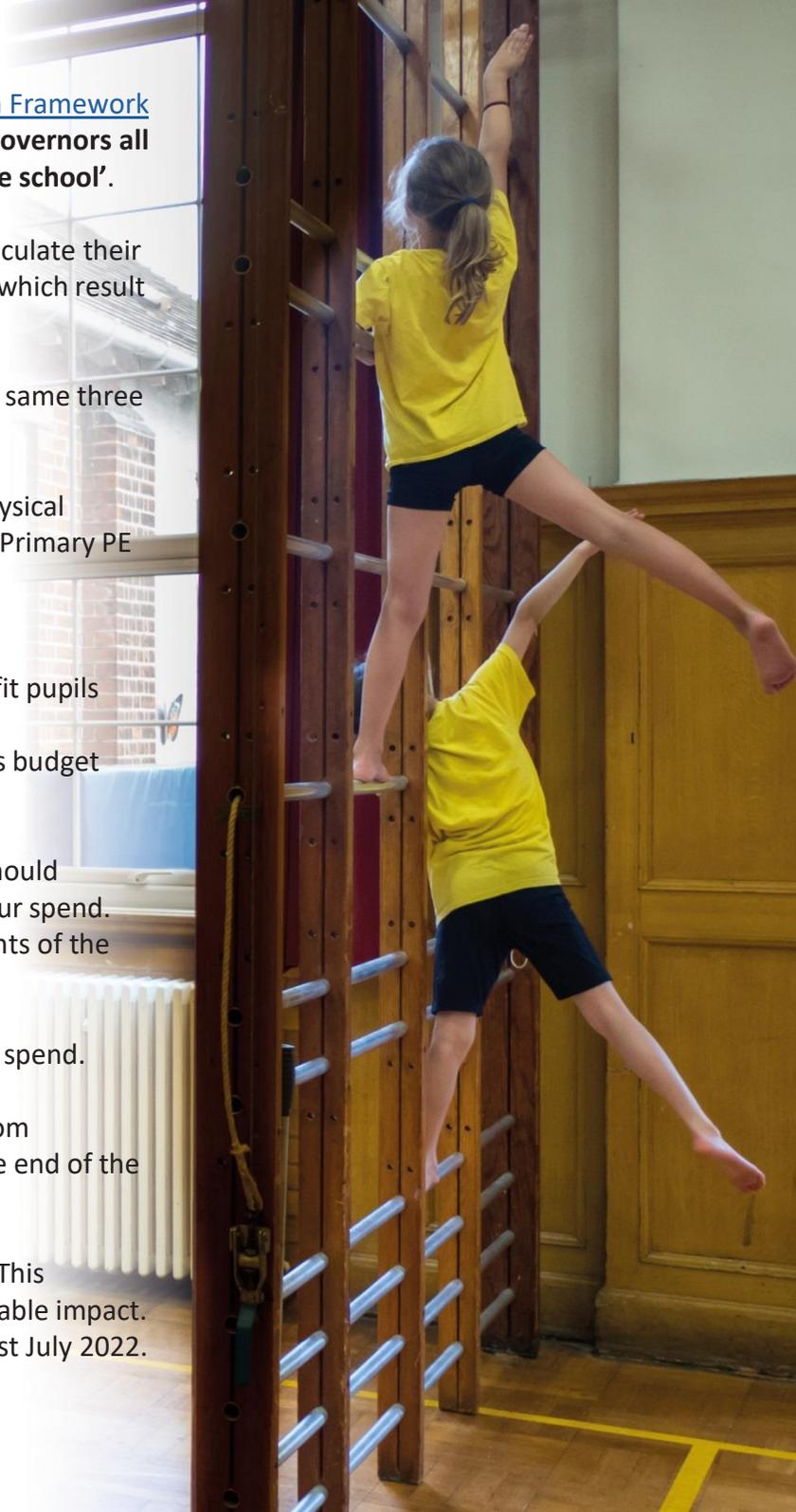
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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 2022. To see an example of how to complete the table please click [HERE](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Bikeability/Learn to Ride/Balanceability – now offered across the Year groups – 1, 3, 5 and 6 to develop all pupils’ ability to ride. • Audit of P.E. resources/purchase of new/replacement equipment. • Wider enrichment sports offered – ‘Taster Sports’ sessions booked and planned into yearly programme for Years 1 to 6. • Initial baseline fitness test completed. Baseline tests booked for Autumn 2021 and Summer 2022. • Introduction of termly playground challenges. • P.E. leads (x2) completed over half of the Level 5 Certificate in Primary School PE Specialism course as of June 2021. The course involves much analysis of current practice and production of new documentation and implementation of new initiatives. • House sports competitions in KS2 developed with access for KS1. • Y6 Mini-Leaders running successfully across all playgrounds, daily each week. • Sports Council rolls continue to be developed. 	<ul style="list-style-type: none"> • Provide CPD for ECT’s and other members of staff to boost confidence and skills to deliver high-quality PE lessons (Staff Audit indicated needs – Spring 21), e.g. Gymnastics. • Promote active travel to school through assemblies, sports council and using class and whole school reward scheme to motivate children and families. Support this through provision of Bikeability, learn to ride and Balanceability across the school. • Provide swimming CPD for Y5 teachers in the Autumn/Spring terms when available – indicated by staff audit and conversations with Y5 teachers. • Re-promote fitness across the school – using Jump Start Jonny, Cherry Tree 1km, playground challenges and baseline fitness tests. Due to impact of Covid lock-downs and home-schooling. • Further develop the programme of teaching Self-Safe Rescue linked to the swimming programme in school. • Enhance gross motor skills in KS1 through introduction of new gymnastics equipment and improve teaching capability and pupil engagement with gymnastics through purchase and improvement of KS2 equipment.

Did you carry forward an under-spend from 2021-22 academic year into the current academic year?

YES/NO * Delete as applicable

+ Total amount carried forward from 2020-21 **£2,825.00**
Total amount for this academic year 2021/2022 **£2200.00 (approximately) + £2,825 = £24,825.**
Total spent this year 2021-22 **£22,061.20**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	<p>Data below accurate as of July 2022.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above.</p>	<p>43 %</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>38 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>38 %</p>
<p>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?</p>	<p>Yes/No</p>

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: 2021/22	Total fund allocated: £	Date Updated:		
Key indicator 1: 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?:	Sustainability and suggested next steps:
(A) Fitness activities and fundamental movement sessions to be reviewed and refreshed in weekly P.E. lessons and supported by on-line movement/fitness platform 'Jump Start Jonny' - to be used regularly across the school.	Re-promote the use of 'Jump Start Jonny' in line with the overall development of fitness. Re-subscribed to 'Jump Start Jonny' for the year 2021-22.	£329	Fitness/Fundamental movement sessions provided to staff to aid understanding. Fitness profile raised through some use of 'JSJ' in and through participation in baseline fitness tests.	Staff surveys to analyse which aspects of fitness are being promoted regularly and if continued provision of 'JSJ' platform should be continued.
(B) Set up, promote and implement a termly calendar of Playground Challenges for Years 2 to 6. Enable children to practice basic running, jumping and throwing skills and be more active during lunchtimes.	DB to organise labelled boxes/buckets for each year group and provide instructions and resources for new challenges (linked to YST 60 second challenges). Start Autumn 2 term. November 21.	£200	3 challenges trialled with class sheets sent out for children to record scores. Positive responses from children but challenges not continued through summer terms.	Involve Sports Council and pupils in setting future challenges and finding a reward system.
(C) Set up - Cycle, Scoot, Walk to School challenge, recording system with rewards for whole school. To be set up by January 2022.	Promotion of healthy ways to come to and from school. Highlight this in line with supporting the climate and living healthy, active lifestyles. Rewards linked to trip for best class in Y1/2, Y3/4 & Y5/6.	£0 Stadium Tours & Activities £0 Coach Hire	Classes collected data daily through Spring 1 and 2 on how the children arrived at school (Big Walk & Wheel 21 st March - 1 st April). Children's awareness of healthier travel promoted.	Completion of challenge and rewards didn't occur into Sumer terms. Recording system simple but requires improving for future use.

(D) All children to complete fitness baseline at the start and the end of the year, to encourage them to take up challenges, aim to improve their fitness and that of their class-mates and enjoy feeling healthy.	Fitness information sent out to classes October 21. Aims promoted to classes to encourage further fitness as part of weekly PE lessons. Challenge/reward top 3 classes with the greatest improvement in fitness from January to June/July. Teachers to include a 5-10 minute run in their weekly PE lessons or at other times. DB/SC to analyse results. Booking made for all classes from Y6 to Y1 to complete fitness tests on 22/23 of Sept' 21 and in June 22.	£ 900 For 18 classes School Bolt on cost if through Derby City SSP	Average fitness measurements improve for 85% of pupils in Years 1-6 between January and July. In September 2021, 54% of KS1 children and 46% of KS2 children ran less than 800m in 10 minutes. In July, 37%, of KS1 pupils and 57% of KS2 pupils had improved or maintained their fitness levels. Those who increased the distance run did so by an average of 233m in KS1 and 309m in KS2.	A greater promotion and consistent approach to fitness needs to be considered combining initiatives and fitness elements in lessons and physical activity.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	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?:
(A) Embed a termly house competition and publish the results in school and on the website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports.	DB to introduce and publicise competitions, provide clear sport and organisational details to teachers to run competitions at the start of each term. 2021-22 Calendar: Autumn 2 - Cross Country Spring 1 - Tag Rugby Spring 2 - Handball/Netball Summer 1 - Rounders Summer 2 - Athletics & Golf	£ 500	KS2 have took part in termly competitions - cross country. Sports Council members have written reports that are published on the school website. Children able to transfer sports skills, teamwork, determination, resilience to different sports.
			Sustainability and suggested next steps:
			Due to unforeseen circumstances, house competitions did not take place as planned this year. New calendar of competitions to be in place for Autumn 2 - 2022.

<p>(B) Train pupils to be Mini Sports Leaders to increase physical activity levels of pupils across the school and develop Y6 pupil confidence and leadership skills.</p>	<p>DB to set up Y6 Mini-Leaders across all school playgrounds at lunchtimes from October 2021. Training to Y6 ML's delivered on 1/10/21. ML rotas started on 11/10/21.</p>	<p>£ 0</p>	<p>Review ML activities with Y6 pupils in December. Rotas were amended in January to accommodate new leaders and those who attended other lunchtime clubs.</p>	<p>Mini-Leaders activities successfully ran from October through to April on all 4 playgrounds. Activities very well-received by younger children and Midday Supervisors.</p>
<p>(C) School noticeboard in prominent place used to display information and celebrate achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors.</p>	<p>DB to update KS2 noticeboard in Sunny Grove corridor. SC to find suitable location for KS1 noticeboard, e.g. Lime Grove hall.</p>	<p>£ 0</p>	<p>Pupils in Y4/5/6 to be aware of forthcoming competitions, club options, playground rotas to encourage active lifestyles and fitness.</p>	<p>Noticeboard in KS2 - prominently displayed football teams news and netball club information along with house competition results and forthcoming DCCT competitions.</p>
<p>(D) Sports Council to be allocated a budget for the running of the council and noticeboard/presentation items.</p>	<p>Noticeboard to be established again in KS2 corridor, in Oct/Nov' 21 to provide accessible and visible information on House Sports Competitions, SSP festivals, competitions, sports teams, clubs and termly playground challenges.</p> <p>Sports Council to take on responsibility for collecting reports for the WWW.</p>	<p>£ 200</p>	<p>Sports Council to take responsibility for display/notices/information about school and external clubs. Councillors to develop skills linked to writing reports, photographing events and discussing new ideas.</p> <p>Crossing Country and Football competition reports written by pupils appeared on the website.</p>	<p>Future agenda items and ideas for Sports Council to include report writing, photography, fundraising ideas and a termly sports newsletter.</p>
<p>(E) Page on the school website dedicated to sports and display sports reports, photos, and future events. AND Dedicated section of the newsletter used to raise the profile of sport.</p>	<p>DB to create and update website page regularly to showcase all the sports and physical activities that take place at Cherry Tree Hill. Page to be created that is distinct from page that contains Action Plans etc.</p>	<p>£ 1000 (Supply Cover)</p>	<p>Revised website pages, continually updated every 2 months. Re-organised and structured in May 2021. Publicity of sports activities and experiences promoted and visible to school community. Sports and Activities at Cherry Tree page - launched successfully in the Autumn term 2022.</p>	<p>Continue with this format next year but to include the full year of competitions, reports, future competitions and events to reflect all that happens at Cherry Tree.</p> <p>Seek parent/pupil view as to content and improvements to website and newsletter information.</p>

<p>(F) To affiliate with Derby County Community Trust as a core school to use their expertise to enhance PESSPA across the school.</p>	<p>To use colleagues at DCCT as a point of contact for queries, issues and advice. To raise profile through participation in sports festivals, use DCCT staff to deliver elements of staff meetings/Inset days and access other initiatives, e.g. health, leadership and coaching.</p> <p>Regular contact with DCCT colleagues to continue to assist and advise our provision.</p>	<p>(Affiliation 2021-22 Paid in 2020-21) £1500</p>	<p>Regular contact with DCCT is used to support PE Leads decision making this year. DCCT colleague delivered whole school CPD on Head, Heart, Hands approach to PE training in Autumn 21 and Gymnastics in May 22. After school clubs, events and physical health activities booked and attended in 2021-22. -A total of 8 DCCT events have been attended across year groups 1-6.</p>	<p>Affiliation and study using DCCT colleagues has created - PE Termly Evaluation Assessment sheet to be implemented Sept' 22. Continue to evolve assessment and other PE strands using knowledge and contacts in 2022-23. Affiliation to continue 2022-23 with new PE team.</p>
<p>(G) To refresh and develop the provision and resourcing of gymnastics equipment across the school with a focus on raising the quality of teaching, engagement of the children and improving the balance, agility, co-ordination and strength of pupils through using the improved resources.</p>	<p>Closely linked to providing quality CPD in the use of all the gymnastics equipment, new equipment to be purchased and installed with a push and promotion on developing core strength, balance, co-ordination.</p> <p>KS1 purchases to include a new agility set of apparatus, foam steps, foam wave, balance beam, springboard and mat trolley to organise and ensure ease of access to all equipment.</p>	<p>£4,500</p>	<p>INTEDED IMPACT: Post installation, pupils should be more enthusiastic and motivated to participate in gymnastics lessons and be excited to use and develop their skills using the new apparatus and equipment.</p> <p>KS1 focus on fun climbing, jumping, rolling and balancing.</p>	<p>KS1 Equipment ordered in Summer 2022 and delivered ready for September 2022.</p> <p>Storage and access to new equipment to be planned and training/demonstration of use of equipment to be highlighted to staff.</p>
<p>(H) To improve the outdoor playground opportunities for KS1 pupils in order to encourage more physically active play. To guide and facilitate pupils in a wider range of playground activities.</p>	<p>Purchase of outdoor traversing panels for Y1 playground, to be fixed to existing wall to promote strength, co-ordination and an alternative activity.</p> <p>Also, purchase permanent, outdoor extended MUGA playground goal end with basketball hoop, targets, goals.</p>	<p>£0</p>	<p>Improved enjoyment of playtimes amongst pupils, more focused play and equipment that supports teachers/midday-supervisors to maintain behaviour and enjoyment during all break and lunchtimes.</p>	<p>Action to be taken in 2022-23 to develop some playgrounds.</p>

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:
(A) Whole school audit of staff needs and replacement of sports equipment.	PE Leads to audit resources/equipment Spring 1 - 2022. Staff CPD/Skills audit - May 22.	£ 250	Equipment purchased for curriculum to ensure good quality resources - audit shows that all necessary equipment for GetSet4E lessons is available.	Carry out further equipment order in Sept/Oct 22 to ensure resources topped up so PE lessons are suitably resourced.
(B) Modelled P.E. lessons by P.E. Leads and DCCT staff to improve/support staff confidence and development in the teaching of high quality PE lessons.	During Autumn, Spring and Summer terms 2021-22 - Staff Inset & training, along with PE Leads modelled lessons/team teaching to improve the delivery of PE and move to quality first teaching in P.E.	£0	Gymnastics training was requested by staff from across the school - Staff meeting with DCCT booked in for May 22 to fill this training gap.	Complete Staff CPD/Skills audit in Autumn 22 and identify new areas for DCCT staff to deliver further Inset training in Spring/Summer 2023.
	DCCT Staff to deliver staff meeting on Head, Heart, Hands approach within P.E. lessons.	£150 Twilight Inset	Staff awareness and understanding of H,H,H's approach achieved through Inset.	Look to find evidence of H,H,H's approach in children's comments through next pupil survey.
	Gymnastic training to support staff CPD, on 9 th February 2022.	£150 Twilight Inset	Feedback from staff/children show increased confidence and engagement.	
	Summer 2 Inset - Lead by P.E. Team	£350	Staff awareness of P.E. Big Picture.	
(C) Develop the knowledge of the Subject Leaders so that standards are raised in PE and Sport	PE Co-ordinator(s) to complete level 5 - Certificate in Primary School PE Specialism - started in January 2021, to complete in Dec' 2021.	£0 Course cost paid in previous year.	DB and SC have completed and passed the Level 5 course. They have developed schemes of work and progression maps which are now	PE Lead to review learning and identify any further needs to improve the PE and Physical Activity provision across the

	<p>Course learning to inform and lead our curriculum design and delivery of PE. Knowledge/skills to be used to influence expected content of high quality PE lessons. P.E. Leads to deliver PE lesson expectations.</p> <p>P.E. leads to finalise new curriculum map and progression of skills/ladders - Autumn 2, 2021.</p>		<p>being used throughout the school.</p> <p>Content of quality first PE lessons to be observed leading to clear assessment criteria.</p> <p>Audit of pupils to reflect clear learning intentions and continued enjoyment and positivity towards PE lessons and sport at Cherry Tree.</p>	<p>school.</p> <p>Progression maps to be reviewed during the next year to ensure accurate and cross-checked with curriculum plans.</p>
<p>(D) To create/implement a new and clear PE Policy and Vision for the school.</p>	<p>DB/SC to collate policy and vision linked to new curriculum map and other ideas from PE Specialism course and learning. (2 full days x £200)</p>	<p>£1000 Supply cover</p> <p>£ 400</p>	<p>Vision/P.E. Policy in place by December 2021. PE Policy almost complete.</p>	<p>Complete P.E. Vision/Policy by December 2022.</p>
<p>(E) To continue trial of new scheme of work for PE - GetSet4PE with view to long-term commitment.</p>	<p>PE Leads to review use of new scheme in Spring/Summer 2022. To link new scheme to quality first teaching of PE and expectations of delivery within PE lessons.</p>	<p>£660 July 2022</p>	<p>GetSet4PE has been rolled out to all staff. Feedback is very positive. Teachers are saying that it is easy to use, progresses well through skills and is easy to follow and teach.</p> <p>Evidence of quality first teaching, seen in assessment of PE across year groups.</p>	<p>Continue with GetSet4PE - when renewal - purchase 3 year - discounted option. In 2022-23 - seek staff views on how to further improve use of this new scheme.</p>
<p>(F) To increase staff knowledge and skills in order to lead and develop a Forest Schools plan and initiative in the grounds of our school.</p>	<p>Provide 'Forest Schools' CPD training for 3 members of staff to support the further development of the school grounds and curriculum. (Outdoor Learning Practitioner Level 3 - training by Teaching Trees (Part of the Royal Forest Commission).</p> <p>Purchase of consumable resources for outdoor learning.</p>	<p>£952.20 - (including initial deposits)</p> <p>£1200 Supply cover - £200 x 6.</p> <p>£500</p>	<p>X3 members of staff completed level 3 - Co-ordinating Outdoor Curriculum and outdoor lessons taking place weekly as directed in staff meeting Inset training.</p>	<p>Review outdoor learning and see how improvements, weekly use and cross-curricular physical activities can be developed.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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: Additional achievements:	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:
(A) Taster days in school to expose children to new sports. E.g. archery, fencing, climbing walls, Frisbee golf. Provide opportunities to try different activities & motivate children who are less enthused by traditional sports.	DB to book taster sports through Premier Education as planned per last year. Each year group will experience a new sport as they move up through the school. PE Team cover to support and observe sessions.	£750 £125 x 6 days £1200	Taster sports: Y1 Boccia, Y2 Tri-Golf, Y3 Goalball, Y4 Archery, Y5 Volleyball, Y6 Fencing. Sessions held between 14 th May & 25 th June. Each year group experienced a new sport as they have moved up to a new year.	Repeat booking of sports and taster sessions for new academic year - 2022-23 so that the experience and challenge is continued as children move up through the school. Seek some feedback from certain classes after the sessions for website use.
(B) To develop balance/learn to ride/cycling skills across the whole-school by putting in place a scheme that develops these on an annual basis from Y1 through Y3 and to Y5 and Y6.	Book Bikeability with Cycle Derby to deliver learn to ride, level 1 and level 2 courses for Y5 and Y6 in Spring and Summer terms. Book balance (Y1) and learn to ride (Y3) courses with Cycle Derby for Initial cycle try out to happen on 12 th /13 th October. Followed by 6 week balance course for each Y1 and Y3 classes - Tuesday mornings and afternoons.	£180 (Bike Hire) £800 + £540	Y5 & Y6 non-riders and riders to complete level 1 course in January 22 (Wk 24 th Jan). 8 Y6 learnt to ride, 14 more Y6's passed L1 and 37 Y5's passed L1, with 10 Y5's learning to ride. Y6 level 2 cancelled. All Year 3 children participated in the Balance/Learn to Ride course. Year 1 have completed their Balance bike course and 70/80 of the cohort can now ride a bike with no stabilisers.	Continue with this broader Bikeability provision each year that offers interventions & challenges through Y1, Y3 and Y5/6. Aim to ensure all pupils leave school with a minimum of the level 1 qualification.

<p>(C) To introduce table tennis as an extra-curricular and curricular sport and activity and develop pupils skills, co-ordination and interest in table tennis.</p>	<p>DB to seek coaches to develop the sport of table tennis in school. To provide coaches that enthuse and develop pupil interest in the sport in lessons, clubs and during break and lunchtimes as an activity.</p>	<p>£0</p>	<p>Table tennis tables regularly used on playground 3/4 by Years 4-6 pupils at break and lunchtimes but club didn't occur.</p>	<p>Put in place targeted extra-curricular sport/club in 2022-23 for Y3/4 and Y5/6. Contact e.g. Premier Education/DCCT.</p>
<p>(D) Book a range of competitions for different pupils to enjoy participating in throughout the year. To motivate different groups of pupils from different year groups.</p>	<p>To book a range of competitions and festivals for the academic year 2021-22. E.g. Set up Friday Football lunchtime club and use the Derby and District School's 7-a-side Football competition to motivate pupils and a Netball after-school club on Mondays to lead into competitions later in the year.</p>	<p>£2750</p>	<p>New football goals, nets, weights, footballs, netball bibs purchased October 21. Y6 Friday Football numbers 25-30 pupils (boys and girls). Then split so the Girls Football club took place on a Wednesday lunchtime and Boys on a Friday. Weekly attendance in both clubs was 20+ pupils.</p>	<p>In line with this year's success and the England Women's team winning the European Championship - promotion of 2 football teams and clubs to continue.</p>
	<p>DB/SC to book celebration of Dance and other events in the year offered by DCCT.</p>	<p>£600 9 x £50 Mini-Bus hire Plus 1 x £150 Coach hire to competition venues.</p>	<p>Attendance and participation of girls football increased significantly this year and both teams competed in competitions - the boys winning the 7-a-side league and making it to the final of the 9-a-side cup and through to the 2nd round of the EFL Cup. CTH also entered 8 other DCCT competitions across Y1-6 groups, giving opportunity for some to compete/participate.</p>	<p>Once again - book a similar range of competitions and festivals for different year groups to enter - like this year: Y5/6 Sportshall Athletics, Y5/6 Girls Football Cup, Celebration of Dance (Y4), Y1/2 Allstars Cricket, Y3/4 Alternative Sports Megafest, Y5/6 Bee Netball, Y5 Primary Rounders and Y3/4 Women's Euros Festival.</p>
<p>(E) Develop School Sport Council to allow pupils to play a role in shaping our sport and physical activity offer. Council members to keep a record of various activities, decisions and provide reports to Head teacher and also take a role in promoting sport and PE and carrying out school sports surveys.</p>	<p>Sports Council members to be elected in Nov/Dec' 21 and meetings to begin in Autumn 2 term Sports council leader allocated time to train sports council and discuss what makes an effective representative.</p>	<p>£ 0</p>	<p>Sports Council elections held but Council only held 1 or 2 meetings.</p>	<p>New PE Team member to instigate Sports Council in KS2 with new focus in Autumn 2022.</p>

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:
(A) Termly House competitions occur and information is published on the school website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 2 - point A)	Provide Key Stage 1 pupils with their first experience of taking part in a school sport competition	£ As above	See KI2 - A.	See KI2 - A.
(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 - point D)	See above.	£ Included in Schools Affiliation package.	A range of opportunities were offered to participate in external festivals/competitions, providing challenge/experience to groups of pupils in different year groups.	See KI4 - D.

Signed off by	
Head Teacher:	P.Appleton
Date:	20.7.22
Subject Leaders:	D.Banks & S.Crowther
Date:	20.7.22
Governor:	A.Brighton
Date:	20.7.22