

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



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

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

Schools are required to [publish details](#) of how they spend this funding, 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 2023** 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 2023. 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: It is important that you publish details on your website of how you spend the funding - this is a legal requirement.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Pupils accessing more clubs in the community. • Implement daily mile more frequently across the school. • All Special Educational Needs and Pupil Premium pupils have attended extracurricular clubs or competitions. • Continue to collaborate with Knowsley School Sports Partnership and participate in future events. • Promoting opportunities in sporting activities outside of the school environment. • Continue to develop events and opportunities to include parent and families in the future. • Sport specific Continued Professional Development for all staff to attend. • Continue to build inter and intra competitions within the trust, including transition competitions for year 6 pupils. • Target specific pupils for competitions, dependent on competition category. • Achieving Gold Ward Mark for 2022 – 2023. 	<ul style="list-style-type: none"> • CPD opportunities for staff • Improvement of competition achievements and final results • Appropriate usage of current equipment available within school • Awareness of GD within Physical Education for staff • Improvement of pupil progress with PE • Daily mile track to be installed on EYFS, KS1 and KS2 playgrounds during the summer holiday.

+ Total amount for this academic year 2022/2023 £17,770.00

= Total to be spent by 31st July 2023 £17,770.00

<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>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 2023.</p> <p>Please see note above.</p>	63%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	63%
<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>	Yes: Year 6 top-up

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: 2022/2023	Total fund allocated: 17,770.00	Date Updated: 16/05/2023		
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:
				80%
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:
<ul style="list-style-type: none"> Provide all students with two hours of high-quality physical activity per week (within the curriculum only); and have extra-curricular provision in addition to this. 	<ul style="list-style-type: none"> At least 2 hours of curriculum time (including PE time and other active lesson throughout the timetable such as chair yoga/active maths/go noodle). Implement whole school engagement with National Fitness Day and Daily Mile Day. Implement whole school engagement with Performing Arts Day. Sports coach to continue to support in developing the area across school and staff professional development. 	Sports Coach £14,106.83 £164.17	<ul style="list-style-type: none"> Positive feedback from pupils and parents with a good level of engagement. Increased children’s engagement by offering a variety of active learning challenges/tasks. Improvement of pupil skills during lessons and transferability of skills from various sports. 	<ul style="list-style-type: none"> Pupils accessing more clubs in the community. Implement daily mile more frequently across the school. Implement more activity lessons – active literacy and active maths.

<ul style="list-style-type: none"> • Increase the number of students accessing extra-curricular clubs and community clubs in KS2 (including SEND and PP). 	<p>Allowing the opportunity for collaboration and to continue bridging links within the Trust Primary Schools.</p> <ul style="list-style-type: none"> • Use the employed sports coach to continue to provide after school clubs. • Provide a range of sporting clubs after school for children to attend. • SEND and PP pupils to be targeted for inter-school competitions. • Provide sporting opportunities/competitions for pupils who are less engaged in physical activity. • Establish links with outside agencies to promote uptake of clubs and provide information about additional opportunities within the local area. 	<p>No cost (staff to internally provide).</p> <p>No cost (free access or funded by parents as an after-school club).</p>	<ul style="list-style-type: none"> • Increased number of pupils accessing sporting opportunities outside of school environment. • Pupils given opportunity to build confidence and team work skills. • Provide pupils with a positive experience linked with PE in a range of sports. 	<ul style="list-style-type: none"> • Continue to provide extracurricular clubs for SEND and PP pupils. • Promote the access to sports clubs in the community in local primary schools (specific focus on SEND, PP and Girls).
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<ul style="list-style-type: none"> Development of KS1 and KS2 playgrounds. 	<ul style="list-style-type: none"> Continuation of sports rota for the playground to provide pupils with the opportunity to access additional sports during break times that link to the National Curriculum. Play leaders to be appointed for KS1 and KS2 yards to promote the engagement in sporting activities. Installation of daily mile tracks on the EYFS, KS1 and KS2 playgrounds. 		<ul style="list-style-type: none"> 75% increase in range and variety of activities taking place during break times. 	
Development of EYFS outdoor area.	<ul style="list-style-type: none"> Improve outdoor area and the way in which it is used for pupil development in fine and gross motor skills. Climbing wall installed in EYFS outdoor area to improve gross motor skills 	Free (Funded by Knowsley council) EYFS budget	<ul style="list-style-type: none"> Children to take the lead in games and PE during break times. Encouraging children to lead healthy lifestyles. Encourage the engagement in physical activity. 	<ul style="list-style-type: none"> Train a new group of playleaders ready to implement in the new academic year. Implement the increase of the daily mile for all classes.
Fun Fundamentals programme and crate activities provided to EYFS	<ul style="list-style-type: none"> Improvement of gross and fine motor skills 	Purchased from previous budget Created by sports coach	<ul style="list-style-type: none"> Improve and develop pupils' fine and gross motor skills. Bridge the gap between EYFS physical development curriculum and PE curriculum. Improvement of fundamental gross motor skills and fine motor skills (Handwriting and pencil grip). 	<ul style="list-style-type: none"> Monitor implementation and progress.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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:
<ul style="list-style-type: none"> PE displays to be regularly updated with sports achievements, photos and pupil voice from lessons, extra-curricular photos and information about healthy living which has been promoted through lessons. 	<ul style="list-style-type: none"> PE displays in the school hall. Updated termly based on what sports they have engaged in and quotes from pupils. 	N/A	<ul style="list-style-type: none"> PE displays with pictures of children taking part in activities. Pupil voice about the activities and what skills they were doing to raise the profile of PE within the school environment. 	<ul style="list-style-type: none"> Continue to display the opportunities provided by staff for pupil progress.
<ul style="list-style-type: none"> Create and implement skill-based Knowledge Organisers. 	<ul style="list-style-type: none"> Knowledge organisers and vocabulary pyramids displayed in the PE hall to promote engagement in physical activity and to encourage the use of technical vocabulary from children. 	N/A	<ul style="list-style-type: none"> 30% increase and improvement of the use of key vocabulary by pupils during PE lessons and competition. 	<ul style="list-style-type: none"> Monitor the use of knowledge organisers and vocabulary pyramids in all PE lessons.
<ul style="list-style-type: none"> PE and school sport section on the school website. Updates on school media (Twitter) about sporting events and opportunities outside of school. PE policy to outline school vision. Newsletter to promote both school achievements and children's 	<ul style="list-style-type: none"> Children and families have access to information on School Sport and Physical Education e.g. competitions, outside agency clubs, curriculum learning, whole school engagement. 	N/A	<ul style="list-style-type: none"> Raise the profile of PE across the school and raise profile of community links for children to access community clubs. 	<ul style="list-style-type: none"> Continue to inform stakeholders of school sporting achievements.

<p>active participation in external community sports clubs. Whole school class dojo to celebrate achievements and inform parents.</p> <ul style="list-style-type: none"> Participate in competitions in collaboration with KSSP along with other schools in the area. Selecting a range of children depending on the event category (Aspire, Inspire, Celebrate). Whole school 'Santa Dash'. Pupil PE leads and Playground Play Leaders established to raise the profile of physical activity across the school and develop young leaders to engage and support other pupils. 	<ul style="list-style-type: none"> All key stages provided with the opportunity to engage in competitive sport within the academic year. Links made with local schools to arrange additional opportunities. Cross curricular link with D&T and PSHE. Children to design and create their own headset to wear during the dash. They will also create a 'wish' decoration and place this on our 'Blacklow Brow Santa Dash Christmas Tree' on completion of the event. To promote leadership within the school environment. To raise the profile of PE across the school and to encourage children to lead healthy and active lifestyles. Play leaders provided with high visual vests to be identified. 	<p>£1,350</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> Increased knowledge in targeted topic specific skills. Purposeful outcome and recognition for achievement. Awards for positive outcomes. Children have enjoyed competing in competitions with other schools in the community. Keeping active and benefits links to this, such as mental health and healthy lifestyle. Inclusion of all within the school community and cross-curricular opportunities. Promote leadership and responsibility for children in the school environment. 20% interest uptake from pupils within Year 5 & 4. Raise the profile of PE across the school. 	<ul style="list-style-type: none"> Continue to collaborate with KSSP and participate in future events. Promoting opportunities to continue outside of the school environment. Continue to develop as an annual event and opportunity to include parent and families in the future. Possibility of a competitive element. New Pupil PE leads and Playground leaders appointed for next academic year.
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<ul style="list-style-type: none"> • Whole school World Cup Event 	<ul style="list-style-type: none"> • Providing pupils with the opportunity to come together to watch a World Cup game after school. • Pupils engaging in intra World Cup competition. • Pupils engaging in full day of World Cup related lessons linked to the national curriculum. 	ParentPay	<ul style="list-style-type: none"> • Increasing pupils' engagement in physical education. • Developing understanding of human rights matters and world geography. 	<ul style="list-style-type: none"> • Organise more sporting after school fundraising events.
<ul style="list-style-type: none"> • School Games Champions 	<ul style="list-style-type: none"> • Pupils focus on school games values within PE lessons to achieve school games champion. 	N/A	<ul style="list-style-type: none"> • Praising pupils for their determination, teamwork, self-belief will improve confidence and improve engagement. Providing 100% of pupils with the opportunity to achieve throughout values and school ethos. 	<ul style="list-style-type: none"> • Continue to promote next year and encourage least active pupils to engage in physical activity further.
<ul style="list-style-type: none"> • Sensory Circuits 	<ul style="list-style-type: none"> • SEND pupils engaging each morning to improve focus and attention during lessons. 	N/A	<ul style="list-style-type: none"> • 20% improved focus and attention during lessons within intended progress overall academically. 	<ul style="list-style-type: none"> • Monitor pupils academic progress and focus after sessions. • Potential to increase the number of daily sessions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 2%
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:
<ul style="list-style-type: none"> Improved teaching and learning in KS1 and KS2 and increased staff confidence when teaching PE. CPD opportunities for all staff. Lesson observations to take place throughout the academic year to ensure that CPD sessions are being successful and implemented in the appropriate year groups and with the appropriate staff. 	<ul style="list-style-type: none"> Staff to be present for PE lessons where sports coaches deliver session as CPD opportunities. Review staff questionnaire to identify areas of weakness. CPD to be delivered to all staff to improve the quality of teaching and learning in identified areas. Monitor PE provision throughout the year to check for progression between year groups, quality of teaching and learning as well as assessment judgements. 	N/A Sport Coach	<ul style="list-style-type: none"> Sports coach shadowed teaching across all year groups and identified areas for development and support offered throughout the year. 100% of staff reported improved confidence in delivering PE lessons, leading to improved pupil outcomes. Specify key areas needed for additional CPD were identified. Targeted CPD was delivered by the sports coach to teaching staff. Such as, Gymnastics, Rounders, Cricket. 	<ul style="list-style-type: none"> Sport specific CPD for all staff to attend. Continue with CPD program to secure staff confidence and enhance subject specific areas.

<ul style="list-style-type: none"> Buy scheme of work 'Get Set for PE' available to staff to use to support in the delivery of PE lessons. Trail of a new scheme of work to identify which scheme best supports the needs of the school and pupils and will support improvement of PE across the school. 	<ul style="list-style-type: none"> Staff can access current resources available within this scheme of work. 	£275.00	<ul style="list-style-type: none"> Teachers feel more comfortable using the new scheme and happy to continue using it. Sports Coach is familiar with the scheme and is also able to support staff with this. 100% reported it has supported with staff workload and well-being. 	<ul style="list-style-type: none"> Continue to use 'Get Set for PE' scheme within all lessons. Use all areas of the website to fully support staff within lessons.
<ul style="list-style-type: none"> LFC Foundation Sessions in school, which has been accessed by pupils EYFS – Year 6 for at least one-half term. 	<ul style="list-style-type: none"> Staff obtain additional CPD through observations of sessions. 	N/A	<ul style="list-style-type: none"> Pupils gaining high quality PE sessions and staff are gaining wide range of CPD opportunities to further enhance their practice. Such as, Tennis, Hockey, Athletics, Rugby. 	
<ul style="list-style-type: none"> CPD sessions for all EYFS staff for FUN Fundamentals and crate activities 	<ul style="list-style-type: none"> Improve staff knowledge and understanding of fundamentals gross and fine motor skills. Improvement of key resources to be utilised. 	N/A	<ul style="list-style-type: none"> Improved confidence for staff in the delivery of PE and FUN Fundamentals sessions. Improved outcomes and development of fine and gross motor skills. 	<ul style="list-style-type: none"> Monitor impact and enhance provision to further improve pupil outcomes.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Swimming lessons provided for children in years 3-6. Booster session provide for year 5 and 6 pupils in the summer term. Sports week provided with a range of sporting opportunities, intra competitions and cross curricular links. Women's World Cup focus for the week. 	<ul style="list-style-type: none"> Swimming lessons provided to all children in KS2. Top up swimming lessons provided to Year 6 during the summer term. Liaise with the sports coach about setting up activities for EYFS/KS1/KS2. Seek opportunities from local establishments to also support in the delivery of events. LFC Foundation supporting with the addition of community clubs running sessions with all children. Mental health workshops to 	<p>Whole school budget.</p> <p>£924</p> <p>£250.00</p>	<ul style="list-style-type: none"> Pupils develop key swimming skills. Knowledge and understanding of different swimming strokes and water safety. 100% of KS2 pupils have accessed swimming lessons and improved confidence in water. Children provided with a range of activities to promote the engagement within physical education and also provided with access to mental health workshops to support pupil well-being. 100% of pupils provided 	<ul style="list-style-type: none"> Continue to develop as an annual event and opportunity to include parent and families in the future.

<ul style="list-style-type: none"> Children to attend competitive opportunities in the local area. Year 4 trip to Bispham Hall, providing children with the opportunity to experience additional sports and OAA opportunities outside of the school environment. Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Particular focus to be given to those pupils who do not take up additional PE and sport in the community. 	<p>encourage children to talk about their feelings and to support them in understanding their bodies and how to support themselves.</p> <ul style="list-style-type: none"> Sports day medals to celebrate achievements. Children in all year groups provided with the opportunity to access competitions in the local community. Children access a range of activities focusing on school values. Links made with outside agencies to offer after-school clubs and promote links to local community clubs. Links made with 'Game On' initiative to promote PE within the school environment and promote links to local community clubs for children attend 	<p>£180.00</p> <p>ParentPay</p> <p>£50 contribution from parents</p>	<p>with mental health workshops to support well-being.</p> <ul style="list-style-type: none"> 87% of pupils, including pupil premium and SEND in KS1 & KS2 have had the opportunity to attend competitive experiences and build their confidence within sport. Children develop teamwork and resilience skills alongside supporting mental health and healthy lifestyles. Building key skills such as independence, resilience, teamwork, patience etc. Promoting health lifestyle and mental health. Children engage in sporting opportunities outside of the school environment. 	<ul style="list-style-type: none"> Build further collaboration with local schools in the community.
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<ul style="list-style-type: none"> • Quidditch day arranged in school for all children to access. • Healthy schools' initiative. 	<p>outside of school.</p> <ul style="list-style-type: none"> • Children to access unique sports and provide them with the opportunity to engage in different sporting activities. • Children access a range of different activities focusing on becoming healthy; including outdoor learning club and cookery club. 	<p>£520</p>	<ul style="list-style-type: none"> • Children access sports which are inclusive for all. Developing understanding of additional sports and strategies for success. • Improved engagement in physical activity, with a link to science knowledge and skills. 	<ul style="list-style-type: none"> • Children to develop their own fruit and vegetable patch in our science area. Children to use the fruits and vegetables they had grown in afterschool cookery club • Aim to include additional year groups in this event next academic year. • Maintain this area next academic year. Encourage all year's groups, including EYFS to fully utilise this area. Start using the garden area during lessons. Encouraging physical activity through cross curricular links, such as
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<ul style="list-style-type: none"> World Cup Event: Cross Curricular Performing Arts Day VIBE Outdoors Olympic Athlete Event 	<ul style="list-style-type: none"> Children to access cross curricular activities to support their learning with relevance to the World Cup Event. Afterschool fundraising event for children to attend. Children develop the key fundamentals of physical education which they would not normally access during PE lessons. Year 3 to attend in Spring term to experience outdoor sporting opportunities. EYFS – Year 6 experience with Olympic Athlete throughout the day – fundraising challenge. 	<p>N/A</p> <p>Fundraising event, ParentPay Geography budget.</p>	<ul style="list-style-type: none"> Children develop their knowledge of key countries across the world and link this to the history of sport. Children develop key fundamentals for physical education in a way that they would not normally access during PE lessons. 100% of Y3 pupils were provided with the opportunity to experience additional sporting opportunities and develop teamwork and resilience skills. Pupils develop understanding of the challenges that Paralympic athletes face in their sporting area. Develop an understanding of how to overcome challenge and 	<p>science, PSHE, geography, maths etc.</p>
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<ul style="list-style-type: none"> Boxing Therapy 	<ul style="list-style-type: none"> Sessions available afterschool for pupils from Year 1-6. 	ParentPay	build resilience and determination. <ul style="list-style-type: none"> 38% of KS1/KS2 pupils attended sessions allowing them to engage in additional sporting opportunities with access to a community link club. 	
<ul style="list-style-type: none"> Bikeability for year 5 	<ul style="list-style-type: none"> Bikeability sessions for all of year 5 over the space of 1 week. 	Free (Funded by Knowsley Council)	<ul style="list-style-type: none"> Pupils are taught to ride safely and with confidence, adhering to road safety rules. 	<ul style="list-style-type: none"> Continue this each year, targeting year 5 children.
<ul style="list-style-type: none"> Balanceability 	<ul style="list-style-type: none"> Children from EYFS engage in balanceability sessions to develop their fundamental movement skills. 	Sports coach	<ul style="list-style-type: none"> 100% of EYFS pupils focus on developing their fundamental movement skills, such as agility, balance and coordination, whilst gaining experience and confidence riding a balance bike. 	<ul style="list-style-type: none"> Continue this each year. Purchase a pedal bike to further progress the children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> Use KSSP to provide the opportunity for both boys and girls to take part in the appropriate level of competition. 	<ul style="list-style-type: none"> Give children the opportunities to compete in a range of sports e.g. boys/girls football/kurling/indoor athletics/orienteering etc. staff to take pupils to competitions outside of school. 	As Above	<ul style="list-style-type: none"> 100% of KS1 and KS2 pupils have represented the school for competitive activities. Children develop teamwork skills and engage in sports outside of the school environment. Engagement with additional sports and opportunities to join community clubs. 	<ul style="list-style-type: none"> Continue to build competitions within the trust, including transition competitions for year 6 pupils.
<ul style="list-style-type: none"> Offer a wide range of extra-curricular clubs that encourage increased participation in competitive sport. Lunchtime Clubs 	<ul style="list-style-type: none"> Staff and sports coach to lead after school clubs following on from pupil voice and competitions timetable. Plan for a variety and balance on offer to all year groups. 	N/A Provided by staff and sports coach	<ul style="list-style-type: none"> Children have developed additional life skills as well as promoting PE in and outside of the school environment. Children have been provided with the opportunity to join local clubs. 	<ul style="list-style-type: none"> Target specific pupils for competitions, dependent on competition category
<ul style="list-style-type: none"> Plan intra sporting events and competitions within the Dean Trust and with schools in the local community. 	<ul style="list-style-type: none"> Led by sports coach and PE 	N/A	<ul style="list-style-type: none"> Children have engaged in more competitive opportunities, encouraged the engagement for pupils who do not normally engage in physical activity 	

<ul style="list-style-type: none"> Open Schools Facilities 	<p>school environment.</p> <ul style="list-style-type: none"> Increased sporting opportunities within the Knowsley area during evenings, weekends and school holidays. 	Government funded	<p>outside of the school environment.</p> <ul style="list-style-type: none"> Increased participation and engagement in physical activity and sport within the local community for all children. 	<ul style="list-style-type: none"> Encourage further engagement in leading a healthier lifestyle; including physical activity and well-being.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>P. Paes</i>
Date:	30/06/2023
Governor:	
Date:	