

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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

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 2020** 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 2020. To see an example of how to complete the table please click [HERE](#).

Staynor Hall Community Primary Academy

Provision for PE at Staynor Hall Community Primary Academy is high quality and a key drive for school improvement. As a relatively new school, our provision is rapidly evolving and improving. We have, and continue to further develop, an innovative, varied PE curriculum. We couple this with a growing range of extra-curricular opportunities which combine to have a positive influence on the concentration, attitude and academic achievement of all our children. We want to provide opportunities for our pupils to become physically literate and confident in a way which supports their health and fitness as they move towards making their own choices as young adults. In addition we aim to provide opportunities for children to compete in sport and other activities in order to build character and help to embed values such as team work, fairness and respect.

We employ a Sports Coach who delivers PE lessons to all of our children throughout the week. He also works alongside our teaching team to coach and develop them as PE teachers. Our EYFS children also access high quality outdoor provision throughout the week to promote their physical development, focussing on both gross and fine motor skills

We are developing partnerships with a range of external providers within the local community to ensure we can target and make provision for the whole school in a range of extra-curricular activities. To further enhance opportunities for our children, we enter as many competitions as possible, allowing as many children as possible to apply their skills in a competitive context. We invest in the Selby School Sport Partnership Network, who work to facilitate a lot of these competitions but we also instigate fixtures and events with other local schools and we have now entered the ESFA football leagues and competitions.

In addition to our sports coach, we have a passionate subject leader who is always seeking new opportunities for our pupils and a Senior Leadership Team who are passionate about the importance of an active lifestyle. With the funding available from the government, Staynor Hall Community Primary Academy sees this as an opportunity to build upon and create a legacy for ALL of its pupils. We plan on spending the money in a way which benefits all pupils and staff, not just now, but also in the future. We want to create capacity to offer a sustainable programme of high quality physical education.

Over the last four years, the government has provided additional funding of £150 million per annum to improve provision of Physical Education (PE) and Sport in primary schools. During 2017/18, the funding has been doubled nationally, which means as a school, Staynor Hall Community Primary Academy is receiving **£17,960** for this academic year. This funding is ring-fenced and therefore can only be spent on the provision of PE and sport in schools. As a school, we must use the funding to make additional and sustainable improvements to the quality of PE and sport that we offer.

The funding has been provided to ensure impact against the following OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding



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 2019:	Areas for further improvement and baseline evidence of need:
<p>Staynor Hall Community Primary Academy offers two PE lessons, from a broad and varied curriculum, to ALL pupils from EYFS to Year 6 each week.</p> <p>This year we received the Gold School Games Mark for our commitment to PE last year.</p> <p>Staynor Hall Community Primary Academy pupils represent the school in a number of level 2 and competitions and events.</p> <p>Over the last couple of years Staynor Hall has represented Selby District in the Quadkids Level 3 North Yorkshire Games Finals. Last year we represented Selby District in the year 3/4 Quicksticks Hockey North Yorkshire Finals and also had two qualifiers for the Level 3 Cross Country competition.</p> <p>Staynor Hall is beginning to establish good community links with sports clubs such as football, golf, cricket and judo.</p>	<p>To continue to access a wider range of opportunities to all children in the school</p> <p>Ensure that good practise is shared in PE and that continuous professional development is allocated and staff needs assessed.</p> <p>To try and introduce more information and delivery on healthy eating and nutrition.</p> <p>To increase children's physical activity during a school day by identifying fun and engaging activities. These activities will then be embedded daily into a school day</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	56%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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?	No - We had planned to use it for top up year 6 lessons but these were cancelled due to covid-19

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: 2019/2020		Total fund allocated: £17,620		Date Updated: 14/7/20	
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:
					£2660 = 15%
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?:
Children who have been selected as Play Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.		Children to be continuously upskilled on games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. Release time for staff to deliver training		£0	As a result of confident and knowledgeable delivery from Play Leaders all pupils, irrespective of any special needs or disabilities are given the opportunity to participate in positive sporting activities. 67% of children have said they have participated in activities that have been play leaders led.
Staff to be upskilled to help improve their knowledge of healthy activities such as Active 30:30, wake up, shake up the daily mile and therefore meeting the criteria set by the government of every child to participate in 30 minutes exercise		Staff to access a variety of 30 minute exercise options such as the golden mile.		£0	All children from KS1 and KS2 have been participating in the daily mile. A resource from Yorkshire Sport Foundation has been used and children have been traveling around the globe on their daily mile journey
Sustainability and suggested next steps:					
All year 5 and 6 children will have the opportunity to apply, be interviewed and to be trained for the role as a playleader. (Children who are leaving year 6 to go to high school are to be replaced by the new year 5/6 children)					
The subject leader will work closely with staff to maintain activities that are continuously being logged and delivered to the children.					

everyday.			<p>learning about facts from different countries.</p> <p><i>'The daily mile had an immediate, positive impact on my class. Children came in from play more awake, alert and energised ready to learn. As well as this, certain children who we know do not exercise outside of school, have become increasingly active within school.'</i> - Mr Moss, Year 4 teacher and Deputy Head Teacher.</p> <p>Staff members to record any exercise or sports activities they have delivered to the children on the active 30:30 website calendar. This can be used to monitor the levels of activities children are participating through the week - This information collecting was disrupted by covid 19.</p>	
The sports coach has designed a long term PE plan where different sports and activities are identified for staff to deliver during the academic year. This offers children access to two PE lessons a week, one to be delivered by the specialist sports coach and the other by the class teacher.	Class teachers were made aware of the long term PE plan at the beginning of the academic year. Class teachers were able to have their input into what sports and activities they felt confident in delivering and what sports they felt they may need some support in.	£0	<p>Children have been able to access two PE lessons a week at the school. This has improved the children's knowledge and understanding in several different sports and activities.</p> <p>Any arranged CPD opportunities were affected by Covid-19</p>	<p>In summer 2 start to map out the PE long term plan and select which sports the class teachers will be teaching to the children.</p> <p>Continue to support class teachers and try and upskill them so they can gain more confidence when delivering PE to their class. Potentially source out some training courses or</p>

				CPD events for the class teachers.
To be able to closely monitor every KS2 child on their physical activity levels on a daily basis.	Sports Coach to identify a means of collecting data and information of children's daily physical activity levels.	£2160	Moki has been purchased - We have not been able to use this equipment due to covid-19	To assign every KS2 child a Moki device when they return to school in September. Activity levels to be monitored on a weekly basis. These levels will be closely looked at and future lessons/break time activities can be adapted to improve activities levels of the children.
Throughout the academic year, a variety of after school clubs of different sports and activities have been offered to all the children in KS1 and KS2. These after school clubs will be delivered by the sports coach or an external company and are offered to all children.	Maintain and monitor which children have attended after school clubs by adding information to the sports extra curriculum database once the register has been taken.	£2000 to subsidise clubs £500 spent before covid -19	<p>We currently offer children from KS1 and KS2 one weekly football after school club delivered by an external company, another after school club delivered by the sports coach and a lunchtime club which focuses on an upcoming event from the cluster sports calendar. We used pupil voice to identify what activity they would like to do for an after school club with i2i and they chose Dodgeball.</p> <p>47 children from KS1 and KS2 have attended the i2i football or dodgeball after school club.</p> <p>Throughout the year school staff have offered a wide range of after school clubs, targeting all children such as running club (26</p>	<p>Identify which children have not attended or participated in a club. Source out and identify reasons why this is.</p> <p>Continue to find a wide range of clubs and sports to try and engage all children in positive activities. Check local sports websites e.g. North Yorkshire Sport to find any companies that are available to come in and deliver to the children or CPD for staff.</p>



			<p>children from years 4, 5 and 6)and indoor athletics (23 children from KS2 attended this after school club)</p> <p>A dance club has recently started and ran by a TA with 25 children from across the school signing up to participate. The children learned a routine which was performed at a dance festival in York</p> <p>Kara, Year 6 - <i>'It was an amazing experience and it was so fun to be able to perform dance in front of so many people.'</i></p>	
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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:

£250 = 1.4%

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:
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, bloomz and twitter.	PE coach to monitor the social media outlets such as twitter and maintain they are constantly being updated.	£0	The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children.	PE coach and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE

	<p>Funded release of staff so they can attend and support events. Staff will take an ipad to capture photos and evidence of the children when they are attending sporting events or tournaments.</p> <p>Staff will then follow up by leading feedback in whole school assemblies</p>		<p>Photos and videos of children who have been showing good practice in PE lessons or break times will be uploaded to the social media outlets</p> <p>This year we introduced a #healthyselfie campaign on twitter. This was to help identify what families did in their own time during the holidays. This can help identify what activities are available in the community and help raise the awareness of this. We first rolled this out in February half term and had 100 tweets from families showcasing what they were up to</p> <div><div><div><div><div><div></div><div><div><div><div>Me</div><div>@georgeengland</div></div></div></div><div><div></div></div></div></div><div><div>Lily making lunch for herself and her sister!</div><div>#healthyselfie @staynorHprimary #teamouse</div></div><div></div></div></div></div>	<p>and sport. This evidence will then be uploaded to social media outlets so the school community can view it.</p>
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			<p>ToriJane @ToriJaneHowden · Jun 23 TUESDAY : Combined jump... @staynorHprimary #healthyselfie @MrJeff85 @vicky58691 @MissAitken10</p>  <p>Two whole school virtual sports weeks were designed and implemented during the covid-19 lockdown period, these were to replace the traditional sports day that would normally happen in school. These were used to engage children who were home learning and encourage them to remain active. Weekly PE lessons and physical activity challenges were also sent out</p>	
Every week in a Friday assembly a sports award is given to a child or children who have shown good sporting ability or attitude in a PE lesson, event or tournament.	The PE coach and staff will continue to identify children who show good sports practice or attitude in PE lessons, events or tournaments.	£0	The children who have been chosen for the weekly sports award are then given a certificate to take home with them.	The PE coach and staff will continue to identify children on a weekly basis who are showing good sporting practice or attitude. These children will then be awarded the sports award for the week in the Friday assembly.

<p>The PE coach or staff member will attend meetings that are being held by the Selby cluster competitions manager across the Selby District.</p>	<p>The person who attends these meetings will liaise back to staff or the PE coach with any information gathered at the meeting.</p> <p>The staff member will prioritise any information gathered in the order of importance and relevance to the school.</p>	<p>£250 for balance bike training</p>	<p>Information was shared between the various PE leads. From this meeting information was shared about a company providing balance bike opportunities for EYFS and KS1. We used this information to provide all children in EYFS and Year 1 with a balance bike session.</p>	<p>The PE coach or staff member will continue to attend the Selby cluster meetings and record any information that could positively affect the school/children in a sporting/physical aspect.</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:
				£2050 = 11.6%
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 PE specialist has recently been employed by the academy trust to liaise with the PE lead at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.	The PE lead at the school will meet with the academy trust PE specialist on a regular basis to discuss and outline the main needs of PE for the school	£1000	The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE assessment criteria. Virtual Sessions were arranged when schools went into lockdown. Full day meetings were cancelled.	The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school
The PE lead will map out an LTP and MTP plan PE at the beginning of the year. The plans will work in correlation with the cluster competitions calendar and any events where children may get the opportunity to compete in	Once the plans have been completed they will be distributed to teaching staff so they are aware of their teaching expectations for the year and can plan accordingly. The PE coach will liaise with teaching staff to ensure they understand the plans and see if they require any additional help	£0	The plans have been completed by the PE coach and sent out to staff at the beginning of the year. The plans have been broadened to make sure children are being offered a wide range of activities. Activities that are not always	The PE lead will map out a new LTP that works in line with the cluster competitions calendar. This LTP will also meet the PE NC needs and offer the children a wide range of activities, opportunities and experiences

	when planning or delivering the PE lesson.		linked to events and competitions are also in the LTP.	
Over the academic year the PE lead and SLT will identify staff members who can go out and support the events and tournaments which the school are participating in	<p>The PE lead and SLT team identify staff members to attend events and tournaments over the year.</p> <p>The PE lead/coach will brief the staff member who has been chosen to support the event. They will update the staff member on any rules and tactics needed for the event and therefore will help improve the staff members knowledge and understanding of the sport.</p>	£1050	<p>During the year 6 different staff members have attended sporting events. The staff members were upskilled on the event prior to attending. Staff members were successfully able to help manage and support the teams at the events</p> <p>Staff are going to be given a staff PE kit. This PE kit will be worn when staff deliver PE to the children or when staff support children at a sporting event. The purchasing of this kit was delayed by covid-19. The aim was for staff to look more professional, be good role models and set a good example to children.</p>	The school will stay within the Selby Competitions Cluster for next year. At the beginning of the year the PE lead/coach and SLT will map out a prioritised list of which events and competitions they want to target next year. From this we can then begin to identify which staff members can support the events.
Develop a teacher coaching programme to offer bespoke CPD for each individual class teacher resulting in increased skills and confidence levels.	<p>Audit staff skills and expertise through surveys completed by teaching staff. Use this to plan bespoke CPD (both internal and external opportunities)</p> <p>The staff members will then attend these courses therefore improving their knowledge and understanding of the sport.</p> <p>The PE coach has designed a 3</p>	£0	<p>During the course of the year, 3 teachers have completed the teacher development programme. Teachers have been upskilled in different sports such as cricket and tennis. - Part of this programme was cancelled due to the covid-19 epidemic. Any additional funds that were not used will be carried over to next year's budget.</p>	A document will be produced by the PE lead that contains information on staff members on what they have been trained in, what they are not confident in delivering and what they are confident delivering. From this information the PE lead can identify what subjects each

	week teacher coaching programme to offer each teacher bespoke CPD to improve skills, knowledge and confidence			teacher needs to be upskilled in
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£3320.04 =18.8%
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:
Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum	<p>During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions</p> <p>PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list. The PE coach/lead will then liaise with the SLT team to begin purchasing the equipment.</p>	<p>£400 - Books £32 - Dodgeballs £96 - Footballs £185 - Reverseboard (indoor athletics) £99.24 - Medicine Balls (indoor athletics) £305 - Standing Long Jump Mat £350 - Standing Triple Jump Mat £177 - Individual Tunnel £220 - Hi-Stepper £12.99 - Finger Lights £55 - Rounders set</p>	<p>During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport. For example the children can now properly measure and get an accurate score for the Vertical Wall Jump and Triple Jump in Sportshall Athletics.</p> <p>Sports related books have been purchased in order to engage KS2 children in reading more. Children were asked which sporting role models books they would like to read. School then sourced these books out and purchased them. For example, Harry Kane, David</p>	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year

		<p>£38.86 - Compasses for Orienteering</p> <p>£45.95 - Clipboards for Orienteering</p> <p>£236 - Early year sports resources</p> <p>£792 - Archery Set</p> <p>£35 - Orienteering Set</p> <p>Total = £3080.04</p>	Beckham, Serena Williams, Lionel Messi, Usain Bolt.	
Access North Yorkshire Inclusive School Sports Partnership calendar and attend an event targeting specific SEND children	The PE coach will liaise with the lead SEND teacher to Identify specific children and specific events from the North Yorkshire Inclusive School Sports Partnership calendar that we can attend.	£0	Participation in these events were affected by covid-19. Any unused money will be rolled over to next year's budget.	The PE lead will liaise with North Yorkshire Sport in order to obtain next year's Inclusive Calendar and try to identify children who could attend one of the events.
Top up lessons to ensure all children in Year 6 have the opportunity to meet NC requirements for swimming	All children in Year 6 to be assessed against standard and those who didn't achieve in Year 5 to be taken again	£0	57% (16 out of 28) in year 6 have passed the NC requirements for swimming. Children who could not complete all NC requirements were identified to return to swimming for additional lessons. These lessons were interrupted by covid-19. Any additional funds will be rolled over for next year's Sports and PE premium budget.	To identify children earlier in school who need additional support. Contact local leisure centres to check availability for swimming lessons next academic year.



<p>Unique and different events/activities to be targeted in order to try and engage less active children in sporting activities.</p>	<p>PE Coach to identify sporting events from the cluster competitions calendar that children from the school can attend.</p> <p>PE Coach and PE lead to identify which less active children would benefit the most from attending these events.</p>	<p>£100 for specialist golf coach. Rolled over to next year.</p> <p>£200 transport cost for the Brownlee Triathlon event. Rolled over to next year</p>	<p>Class teachers ran after school clubs in different activities such as running in order to engage a variety of children. 26 children from years 4,5 and 6 attended at least one of the running clubs.</p> <p>25 Children signed up to a dance after school club that is being run by a school TA.</p> <p>100% of Year 1 and Reception children attended a balance bike lesson delivered by Pro Ride Coaching</p> <p>All reception children attended a dance lesson that was delivered by external company Elite Kids Coaching</p> <p>All Nursery children were able to access three free football sessions delivered by Kixx football coaches. Not all sessions were complete as they were interrupted by covid-19</p> <p>Golf coach was booked in to deliver 4 coaching sessions to year 3/4 children. This activity was cancelled due to covid-19</p> <p>The Brownlee Triathlon event had been identified again to attend. Any children who had not attended an event, competition or festival were to be selected for this. This event was cancelled due to covid-19</p>	<p>Less active children to be constantly monitored and identified. Different events and activities to be sourced out in order to try and engage the less active children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£796 =4.5%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	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:
During the academic year the PE coach and class teacher will deliver PE lessons that allow all children in KS1 and KS2 to compete in level 1 competitions (intra school)	PE coach and class teacher to liaise with each other and ensure that competitive matches/games are involved within some PE lessons.	£0	100% of children in KS1 and KS2 have had the opportunity to compete in intra school competitions in a variety of sports such as football, tag rugby and sportshall athletics. These intra school competitions will help improve the skills and knowledge of the children in those specific sports.	For next year the PE Coach and class teacher will continue to involve competitive matches/games within their PE lessons so that all children across KS1 and KS2 have the opportunity to compete in a level 1 event.
The PE Coach will deliver extra lessons to children who have been identified for teams for upcoming sporting events and level 2 competitions.	PE Coach to deliver break time or lunchtime activities linked to extra curricular skills and sports sessions linked to level two competitions within the Selby cluster. e.g Netball, Quick sticks, Sportshall Athletics, and Gymnastics	£0	As a result of the extra training and opportunities the children will become more confident and be more knowledgeable about the chosen sport. This year so far the coach has delivered Quicksticks Hockey to year 4s and High 5 Netball to year 6s.	The PE coach will continue to deliver extra clubs. Staff members to be identified and trained up to improve their knowledge and understanding of sports so they can also deliver extra clubs, helping to improve the sustainability of sports throughout the school. Staff will be kept up to date with the sports calendar and

				any other upcoming sports events.
During the academic year children across KS2 will have the opportunity to compete against other schools within the competitions calendar	<p>The PE coach, PE lead and SLT team will identify events and competitions in which we can target and try and engage our children in</p> <p>The PE Coach, PE lead and SLT will try and select a variety of events to try and ensure all children across the school can have the opportunity to potentially be engaged in.</p>	<p>£340 spent on transport from £2000 allocated</p> <p>Selby Sports Cluster Competitions £429</p>	<p>This year our children from KS2 have competed in seven various level 2 competitions and events. (Cross Country, Quicksticks Hockey x2, Girls Football, Sportshall Athletics x2, Swimming) Overall 65 different children have attended these events. More children would have been identified and selected for future events but these events were cancelled to do covid-19</p>	It is essential that the school remains in the Selby Calendar competitions cluster. This will ensure that the school has access to many level 2 events for the children to be engaged and compete in.
One of the challenges this year will be for the school to try and qualify for a North Yorkshire Games finals (Level 3 event)	<p>The PE coach and PE lead to try and identify which events to target when looking to qualify from the level 2 events on the Selby Cluster Calendar.</p> <p>The PE coach will offer additional coaching during a break, lunchtime or after school club in order to upskill selected children for the forthcoming level 2 events.</p>	£0	<p>The year 3/4 Quicksticks Hockey team qualified for the Level 2 Selby District competition. The team then qualified for the level 3 event by finishing second in the Selby District competition. The level 3 North Yorkshire Finals are held at Queen Margaret's, Escrick. The level 3 event was cancelled due to the covid-19 pandemic.</p> <p>Two boys, one from year 5 and one from year 6 qualified for the Level 3 Cross Country North Yorkshire Finals which were held at Dalby Forest, Scarborough.</p> <p><i>'I really liked the cross country event because I got to race against my best friend and that it was really muddy but fun!'</i> - Jacob, Year 6</p>	The school next year will continue to challenge the children and try and qualify for a North Yorkshire Games finals (level 3 event) To do this the PE Coach will continue to offer the children additional coaching to help improve their skills, knowledge and understanding of the sports. This will also help challenge the more able/elite children in sports/PE.

Provide children with the opportunity to compete in a structured league or tournament	PE lead will contact local FA coordinator to sign up for the forthcoming season for both girls and boys	£0	<p>A year 5/6 boys football team entered into the local ESFA league. In total the team played two games, with 11 children playing in total. The remaining fixtures were cancelled due to covid-19</p> <p>A year 5/6 girls football team were entered into the local ESFA cup competition. In total the team played two games, with 10 children playing in total</p> <p>A year 5/6 girls futsal team entered a competition held at Selby College. In total 10 girls represented the school at the event.</p>	The PE lead will again enter the teams into the relevant ESFA cup and league competitions.
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Funds to be rolled over to next year = £8578.96 = 48.7%	
Signed off by	
Head Teacher:	
Date:	15th July 2020
Subject Leader:	Steven Jeff
Date:	15/7/20
Governor:	
Date:	15th July 2020