

Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report Template

at Collierley Primary and Nursery School

In 2021 – 2022, Collierley Primary School received **£18,270** Primary PE & School Sport Premium (**highlighted in red**). We also carried forwards **£2896** from the previous academic year. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Any further school or subject development priorities:

- a) Active 30 in school
- b) Active 60 including physical activity at home
- c) Development of after-school clubs, inter/intra school competitions and community club offer.
A clear pathway from physical education teaching to competitive sport to community club engagement and beyond.
- d) Forest Schools
- e) Continued development of staff in the delivery of PE
- f) Assessment of PE and Golden Mile improved
- g) Increase number of children able to swim 25 metres unaided

Durham Primary PE Policy Appendix 22

The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA programme and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See our School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium 2021-2022 spend and IMPACT will be finalised and published on our school Website by e.g. 31st July 2022 in line with DfE compliance. Any collated evidence referenced to support impact statements, can be requested from the Subject Leader or SLT.

Swimming Data 2021 - 2022:

Year 6 pupils who can:

Swim 25m unaided: 67%

Perform a range of recognised strokes: 54%

Perform a safe self-rescue: 29%

Durham Primary PE Policy Appendix 22

Sports Premium Grant Conditions 1-5	INTENT <i>What are your aims?</i> <i>What do you to achieve?</i>	IMPLEMENTATION <i>What steps and actions will you take?</i> <i>How will you achieve it?</i> <i>Link actions to support intentions.</i>	SPEND Predicted, known or estimated Estimated spend Actual 2021-22 Spend	IMPACT <i>What will the impact of our actions be?</i> Intended impact Actual Impact and Evidence (Qualitative and Quantitative)	SUSTAINABILITY <i>What actions need to be continued, developed or altered?</i> <i>How will cost implications change?</i> <i>What considerations will you make for the next academic year or developmental cycle?</i>
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.	Forest schools: What are we aiming to achieve? Through forest schools, we develop active, engaged, resilient children. These qualities, developed through forest schools, support our children’s physical development. The use of tools, climbing trees etc increases our children’s physical activity levels, fine and gross motor skills and coordination, supporting them in access to our wider curriculum offer.	<ul style="list-style-type: none"> • Staff trained as Forest Schools leaders. • Forest schools provision developed. • Forest schools area developed. • Forest schools equipment purchased and maintained. • Waterproofs bought for children. 	£2000 £164	Intended impact: - Improved mental health of children improved and measured through a decrease in behaviour incidents in and out of class. Measured through teacher feedback and CPOMS behaviour log. - Increased fitness and physical literacy of children measured through Golden Mile and PE assessment. - Increased gross and fine motor skills. Measured through PE assessment and handwriting in class. Actual impact: - Staff renewed forest schools first aid certification, allowing them to safely operate as forest school leaders with the most up to date first aid knowledge and skills.	Staff trained as forest schools leads a one-off cost. Those staff can subsequently deliver forest schools indefinitely. High standards in the storage and maintenance of equipment ensures that equipment costs are kept to a minimum.

Durham Primary PE Policy Appendix 22

<p>Handwriting:</p> <p>What are we aiming to achieve?</p> <p>Through the use of Pen Pals, we increase children's physical activity levels during the school day. This develops their concentration, physical literacy, coordination, fine and gross motor skills in view of improving their handwriting.</p>	<ul style="list-style-type: none"> • Whiteboards with lines and pens bought for the children. • Planning progression document detailing consistency and progression of handwriting skills across year groups. • Handwriting specifically timetabled into English lessons twice weekly. 	<p>£100</p> <p>£86</p>	<p>Intended impact:</p> <p>- Significant improvement in children's handwriting by the end of the year. Measured through teacher assessment and book looks by the English lead.</p> <p>Actual impact:</p> <p>- Children's handwriting has improved over the past year. Children have demonstrated both improved gross and fine motor skills from timetabled handwriting sessions twice weekly. However, children have struggled to translate this from whiteboard and pen to pen and paper. Next steps to transition to handwriting books and pens whilst maintaining the gross motor active element of the handwriting sessions.</p>	<p>PenPals installed on all school computers at minimum cost.</p> <p>Children trained in using their equipment appropriately to keep replacement costs to a minimum. Linked to school rule - 'be ready'.</p>
<p>Golden mile:</p> <p>What are we aiming to achieve?</p> <p>Through the use of the Golden Mile, we develop children's physical fitness levels. The Golden Mile gives children the opportunity for a movement break throughout the day to improve their fitness and concentration levels. This increases their ability to engage with our wider curriculum and develop resilient, healthy children.</p>	<ul style="list-style-type: none"> • Golden mile completed 3x weekly by all classes. • Golden mile assessment developed and improved. • High focus given on Golden Mile in assemblies. 	<p>£0</p> <p>£0</p>	<p>Intended impact:</p> <p>- Increased physical fitness levels of children measured through Golden Mile assessment.</p> <p>- Improved mental health of children measured through teacher feedback, lesson engagement and behaviour incidents recorded on CPOMS.</p> <p>Actual impact:</p> <p>- Due to a wide range of curriculum pressures, golden mile is now completed as a summative assessment of general fitness termly. Children's physical fitness levels have seen a 23% increase since returning from COVID related school closures.</p>	<p>Golden mile track already developed in school. No cost allocation required.</p>

Durham Primary PE Policy Appendix 22

<p>Active maths:</p> <p>What are we aiming to achieve?</p> <p>Through the use of active maths, we develop children’s physical activity levels and fluency within mathematics. The use of active maths develops neuro pathways that support children in their recall of mathematics facts. This supports children in being active and engaged with developing their understanding of number and times tables. Through active maths sessions, we develop healthy, active children who are engaged in lessons and able to apply their skills to problems within our mathematics curriculum offer.</p>	<ul style="list-style-type: none"> • Release time for maths lead to monitor active maths sessions. • Active maths sessions developed through improved resources. • Staff training delivered to improve our active maths offer. 	<p>£ 500</p> <p>£240</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> - Increased physical fitness levels measured through Golden Mile assessment. - Increased engagement in maths lessons measured by teacher feedback. - Increased mathematical ability measured through termly NFER maths assessments. <p>Actual impact:</p> <ul style="list-style-type: none"> - Maths lead has used time out of class to monitor active maths fluency sessions. Maths lead has offered support and guidance to further engage pupils with active maths sessions and upskill teachers in delivering a range of active maths activities. 	<p>Training to be delivered in house wherever possible to keep costs to a minimum. Maths lead to source low and no cost resources to develop our offer to keep costs to a minimum.</p>
<p>After-school clubs:</p> <p>What are we aiming to achieve?</p> <p>In active after-school clubs, we offer our children the ability to further engage with physical activity after the school day. These clubs are linked to our curriculum so children can further develop and enhance the skills they have learned in our physical education lessons. After-school clubs both increase physical activity and fitness levels alongside developing</p>	<ul style="list-style-type: none"> • After school club timetable for the year developed. • Children offered an active after-school club each half term. • Engagement with after-school clubs monitored by PE lead to ensure engagement increases. • Questionnaires sent to children to monitor which activities they would most like to engage with. 	<p>£1000</p> <p>£720</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> - Increased attendance at active after-school clubs. Measured through PE lead monitoring of attendance. - Increased physical fitness levels measured through golden mile assessment. - Increased satisfaction with after-school club offer measured through after-school club questionnaire. <p>Actual impact:</p> <ul style="list-style-type: none"> - Sports coaches employed to deliver popular sessions for children. Impact is that between a quarter and a third of pupils are engaging in active after-school 	<p>Organisation of long term after-school club overview in development. Survey undertaken to ascertain which after-school clubs children would be most likely to participate in. From this, plans can be drawn to use coaches for these sessions and charge £1 a session for the more popular clubs. Teachers to run clubs that would not break even for external coaching.</p>

Durham Primary PE Policy Appendix 22

<p>children's skills in key curriculum areas that they apply in competitive sporting opportunities</p>			<p>clubs. Next steps to further organise after-school sports clubs including further developing links with community clubs.</p>	
<p>Engagement with community clubs:</p> <p>What are we aiming to achieve?</p> <p>We engage with community sports clubs that are linked to our curriculum offer. This gives our children the opportunity to further develop their skills, engage more in physical activity and provides a pathway to competitive sport and beyond.</p>	<ul style="list-style-type: none"> • Timetable for community club taster sessions developed. • Number of children attending community clubs monitored. 	<p>£1000</p> <p>£360</p>	<p>Intended impact:</p> <p>- Increased engagement in community club attendance by children in school. Measured through attendance monitoring by PE lead.</p> <p>Actual impact:</p> <p>- Children benefiting from in school community club taster sessions. 12 children went from taster session to</p>	<p>Links with community clubs developed to ensure engagement with more clubs outside of school. Cost per session small when compared to opportunities provided to young people to meet active 60 target.</p>
<p>Promotion of walking to school:</p> <p>What are we aiming to achieve?</p> <p>Through walk to school week and other initiatives, we encourage our children to walk to and from school. This increases physical activity levels across school, leading to more engaged, healthy learners.</p>	<ul style="list-style-type: none"> • Walk to school week organised by PE lead. • Number of children walking to school pre/post walk to school week identified. • Assembly to promote walk to school week delivered by PE lead. • Parents engaged with to encourage walking to school through letters, emails, texts and social media posts. 	<p>£100</p> <p>£0</p>	<p>Intended impact:</p> <p>- Increased number of children walking to school measured through pre/post walk to school week data.</p> <p>- Increased physical fitness measured through Golden Mile assessment.</p> <p>Actual impact:</p> <p>- Walk to school week organised by PE lead. Liaised with walk to school charity to provide resources and engage with pupils and parents via social media. An increase of 18% of pupils walking to school was demonstrated during walk to school week.</p>	<p>PE lead liaised with local charity to provide free resources for walk to school week.</p>
<p>Active maths and English at SSI School:</p> <p>What are we aiming to achieve?</p>	<ul style="list-style-type: none"> • Attend active maths and English sessions at SSI. 	<p>£200</p> <p>£200</p>	<p>Intended impact:</p> <p>- Increase in the knowledge and skills of staff in delivering active maths and English</p>	<p>Teachers upskilled in their delivery of active maths and English sessions, using these skills and applying them to</p>

Durham Primary PE Policy Appendix 22

	<p>In Key Stage One, children engage in active maths and English sessions at South Stanley Infant School. This provides our children with the opportunity to engage in maths and English learning in a meaningful, fun and engaging way, increasing their physical activity levels and engagement with the curriculum.</p>			<p>sessions. Measured through learning walks and lesson observations.</p> <p>Actual impact: - Key stage one teachers and teaching assistants attended SSI School's active English and Maths sessions. Impact of this attendance evident in both English and maths monitoring by relevant subject leads. Children are more engaged in a wide range of activities during core subject lessons and continuous provision.</p>	<p>their practice moving forwards for a sustainable time.</p>
	<p>Outdoor Play and Learning</p> <p>What are we aiming to achieve?</p> <p>Through OPaL, we deliver engaging, active playtime and lunchtime sessions for our children to enjoy. These sessions provide our children with a wide range of choice to be able to engage in physical activity during their breaks and lunch times. This engages children in regular physical activity. Lunchtime play leader is employed to ensure engagement with OPaL is high. This leads to increased engagement, physical activity levels, behaviour and concentration during lessons.</p>	<ul style="list-style-type: none"> • Lunchtime play leader employed to encourage engagement with OPaL. • Teacher playtimes used to encourage engagement with OPaL. • Children trained in tidying up equipment - linked to school rule - 'be respectful'. • New equipment bought to develop our OPaL offer. 	<p>£4118.00</p> <p>£500</p> <p>£4188</p> <p>£1674</p> <p>£2422.20</p> <p>£973</p>	<p>Intended impact: - Increased engagement in OPaL leading to increased activity levels of children. Monitored through feedback from lunchtime play leaders during weekly meetings with headteacher. - Children engaged in constructive, positive play measured through reduced behaviour issues during lunch time. Measured through decrease in negative behaviour incidents reported on CPOMs. - Increased physical fitness levels measured through Golden Mile assessment.</p> <p>Actual impact: - Children engaged in a wide range of activities during OPAL including outdoor games, gardening, swings, scooters, football etc. - The number of pupils engaged in physical activity during OPAL time is above 90%.</p>	<p>Wherever possible, OPAL equipment is sourced at little to no cost, such as pallets, tyres, wooden planks, old toys etc.</p> <p>Goals bought were high cost, but will last for at least the next ten years, demonstrating their sustainability.</p>

Durham Primary PE Policy Appendix 22

<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>PESSPA bulletin board: What are we aiming to achieve? Our PESSPA bulletin board achieves the promotion of PE and sport across school. This celebrates achievements of teams and individuals who have been engaged in physical activity and sport across school. This board increases the profile of PE and sport across school and provides an incentive for children to engage and be celebrated for their achievements.</p>	<ul style="list-style-type: none"> • PESSPA bulletin board developed to promote PESSPA across school. • Achievements of children celebrated through board. <ul style="list-style-type: none"> - Individual achievements - Team achievements - Class achievements - Golden mile achievements • Shelf to display trophies and achievements erected on display board. 	<p>£100 £268</p>	<p>Intended impact: - Increased engagement in our PESSPA offer measured through engagement in after-school clubs, increased golden mile attainment, increase PE assessment levels.</p> <p>Actual impact: - PE and sport achievements of both school teams and individual pupils given high focus in school. Glass cabinet to display trophies, corridor displayed developed to celebrate successes across school. Children verbalise their pride at being featured on the display and other pupils have said how they are inspired by the displays and want to achieve more themselves.</p>	<p>Glass cabinet, shelf and bulletin board to last the next 10 years, inspiring a generation on children to achieve well in sporting arenas.</p>
	<p>Medals and trophies: What are we aiming to achieve? Medals and trophies for success in intra-school sporting competitions develop a sense of pride and achievement in our competitive sport offer. Children are celebrated for their hard-work, team work, success and sportsmanship. Medals and trophies foster a sense of hard-work, dedication and resilience amongst our children.</p>	<ul style="list-style-type: none"> • Medals for sports day purchased. • Sports day questionnaire completed by children post sports day 	<p>£300 £110.40</p>	<p>Intended impact: - Increased sense of pride in PESSPA offer. Measured through sports day questionnaire completed by children.</p> <p>Actual impact: - Medals purchased for sports day, developing a sense of pride in the children's achievements.</p>	<p>Medals purchased at minimal cost with supplier we use regularly, discount codes and loyalty prices used wherever available.</p>
	<p>Inspiring visits from sportspeople: What are we aiming to achieve?</p>	<ul style="list-style-type: none"> • Ash Randall (freestyle footballer) Assembly for all children 1 hour sessions all day with 	<p>£400 £475</p>	<p>Intended impact: - For children to be inspired by sportspeople and endeavour to apply</p>	<p>All children participated from years 1 to 6. Lessons learned will remain with children as they progress</p>

Durham Primary PE Policy Appendix 22

	<p>Children to see and hear, first hand, successful sportspeople demonstrating their skills and ability, alongside telling their story. The aim of this is to improve children's understanding of resilience and not giving up.</p>	<p>each class.</p>		<p>this inspiration and resilience to their sporting and wider curricular activities.</p> <p>Actual impact: - Children participated in 1-hour sessions delivered to each class by Ash. Children significantly improved their resilience and 'bounce back' attitude when participating in skills sessions. Teachers have commented about how this has translated to the children's wider attitudes in both their sporting and wider-curricular attitudes.</p>	<p>through school and into later life.</p>
	<p>Use of sporting equipment to engage children during fun days etc:</p> <p>What are we aiming to achieve?</p> <p>Children to be engaged in activities during celebratory events, increasing their activity and sport engagement levels.</p>	<ul style="list-style-type: none"> Purchasing of fun day type of equipment to engage children in activities during fun days/fayres etc. 	<p>£800</p> <p>£435</p>	<p>Intended impact: - Children to participate in a wide range of sporting activities such as assault courses and climbing walls during celebratory days e.g fun days, jubilee etc.</p> <p>Actual impact: - Wide range of sporting activities hired. High levels of engagement evidenced. Many children achieved climbing to the top of the wall for the first time.</p>	
<p>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Release time for PE lead:</p> <p>What are we aiming to achieve?</p> <p>The release time for the PE lead is to monitor the development of PESSPA across school. Allowing time for the PESSPA lead to develop an</p>	<ul style="list-style-type: none"> PE lead to monitor the teaching and learning in PE PE lead to develop assessment of Golden Mile and PE. PE lead to offer staff CPD where necessary. 	<p>£1500</p> <p>£942</p>	<p>Intended impact: - Improved teaching and learning in PE across school measured through increased PE attainment. - Areas of need identified and developed measured through PESSPA sports premium spending review.</p>	<p>PE lead uses this time to develop systems in which costs are kept to minimum. Using funding to secure long-term projects and equipment that will be sustainable.</p>

Durham Primary PE Policy Appendix 22

	understanding of priority areas to improve and time to make these improvements.	<ul style="list-style-type: none"> PE lead to develop understanding of priority areas of need. PE lead to implement improvements in priority areas identified. 		<p>Actual impact:</p> <p>- PESSPA lead provided with time to monitor teaching of physical education and develop school sport offer.</p>	
	<p>In house CPD:</p> <p>What are we aiming to achieve?</p> <p>Through the use of monitoring time, the PE lead is able to target areas of need within our PE teaching. Areas of support are identified by the PE lead and support and guidance given.</p>	<ul style="list-style-type: none"> Areas of development identified through PE lead subject monitoring. In house CPD delivered by PE lead based on areas of need. CPD evaluation completed by staff 	<p>£0</p> <p>£0</p>	<p>Intended impact:</p> <p>- Improved teaching and learning in physical education lessons. Measured through PE lead learning walks and PE attainment.</p> <p>Actual impact:</p> <p>- CPD not delivered due to other curriculum priorities. Priority moved to next year's CPD plan.</p>	CPD delivered by PESSPA lead. PESSPA lead to attend PESSPA conference led by Kate Stephenson at Durham County Council. Attendance sourced through Local Authority SLA. Conference to inform PE lead's priorities and aims for CPD sessions delivered.
	<p>External agency CPD:</p> <p>What are we aiming to achieve?</p> <p>Where CPD from the PE lead could be further developed, CPD from external agencies such as the local authority is given. This allows teachers to develop their teaching of the PE curriculum and leads to improved outcomes for our children.</p>	<ul style="list-style-type: none"> Areas of development identified through PE lead subject monitoring. In house CPD delivered by external agencies based on areas of need. CPD evaluation completed by staff 	<p>£500</p> <p>£0</p>	<p>Intended impact:</p> <p>- Improved teaching and learning in physical education lessons. Measured through PE lead learning walks and PE attainment.</p> <p>Actual impact:</p> <p>- CPD not delivered due to other curriculum priorities. Priority moved to next year's CPD plan.</p>	N/A
	<p>Merton PE scheme:</p> <p>What are we aiming to achieve?</p>	<ul style="list-style-type: none"> Merton PE scheme planning followed by all staff. PE lead to monitor during release time. 	<p>£0</p> <p>£0</p>	<p>Intended impact:</p> <p>- Increased quality of PE sessions delivered by staff. Measured through PE lead learning walks and PE attainment.</p>	Merton scheme already purchased through School Sports Premium. Original files kept safe by PE lead and

Durham Primary PE Policy Appendix 22

	<p>Through the use of the Merton PE scheme, we have consistent planning and assessment across school. This allows us to ensure consistency and progress across school and adherence to the scheme is paramount. The use of Merton ensures that progression of skills is clear across year groups, ensuring development of skills across our year groups and consistent assessment. This leads to improved physical education outcomes for our children.</p>	<ul style="list-style-type: none"> • Assessment reporting system developed to be more impactful to children and teachers. 		<p>Actual impact:</p> <ul style="list-style-type: none"> - Merton scheme is in continuous use by all staff in the delivery of PE lessons. All staff are aware of expectations. Scheme provides clear and concise planning and assessment across all areas of the curriculum. 	
<p>4. A broader experience of a range of sports and activities offered to all pupils</p>	<p>Forest schools:</p> <p>What are we aiming to achieve?</p> <p>Through forest schools, we develop active, engaged, resilient children. These qualities, developed through forest schools, support our children's physical development. The use of tools, climbing trees etc increases our children's physical activity levels, fine and gross motor skills and coordination, supporting them in access to our wider curriculum offer.</p>	<ul style="list-style-type: none"> • Staff trained as Forest Schools leaders. • Forest schools provision developed. • Forest schools area developed. • Forest schools equipment purchased and maintained. • Waterproofs bought for children. 	<p>£ ALREADY ALLOCATED ABOVE</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> - Improved mental health of children improved and measured through a decrease in behaviour incidents in and out of class. Measured through teacher feedback and CPOMS behaviour log. - Increased fitness and physical literacy of children measured through Golden Mile and PE assessment. - Increased gross and fine motor skills. Measured through PE assessment and handwriting in class. <p>Actual impact:</p> <ul style="list-style-type: none"> - Improved behaviour incidents in school, measured by decrease in external exclusions and children missing break times. - Increased fitness of children demonstrated by the 23% GM assessment increase demonstrated above. 	<p>Staff trained as forest schools leads a one-off cost. Those staff can subsequently deliver forest schools indefinitely.</p> <p>High standards in the storage and maintenance of equipment ensures that equipment costs are kept to a minimum.</p>

Durham Primary PE Policy Appendix 22

				- Increased fine motor skills are evident through improved handwriting and presentation skills in the wider curriculum.	
	<p>Residential visits:</p> <p>What are we aiming to achieve?</p> <p>Through the use of residential visits and trips, we develop children's experience of a wide range of sports and activities and physical activity levels. These residential visits develop our children's resilience, independence and physical fitness levels which they apply later in life.</p>	<ul style="list-style-type: none"> Residential trips subsidised by school sports premium funding. Children offered opportunity to experience overnight residential trips to increase their understanding of a wide range of sports and activities including mountaineering, orienteering, raft building, canoeing etc. 	<p>£1000</p> <p>£965</p>	<p>Intended impact:</p> <p>- Children to develop their experience of a wide range of activities, their fitness levels, confidence and independence skills. Measured through post residential trip questionnaires.</p> <p>Actual impact:</p> <p>- Children engaged in residential visits to Dukeshouse Wood and Howtown saw improved behaviour, teamwork and communication skills on their return to school. This is evidence of their increased confidence through the visits.</p>	Parents pay the majority of the costs involved for residential trips. Sports Premium funding costs kept to a minimum.
	<p>Water sports:</p> <p>What are we aiming to achieve?</p> <p>Water sports trips are provided for year six to develop their participation in a wide variety of sports and activities. It also enhances their understanding of water safety and develops their water confidence. This, on top of our swimming offer, develops children who are confident and understand safety when in and around water.</p>	<ul style="list-style-type: none"> Children to engage in water sports in year six. Children to develop understanding of open water safety. Children to develop water confidence. 	<p>£400</p> <p>£500</p>	<p>Intended impact:</p> <p>- Increased water confidence and competence in year six children measured by increased swimming data attainment reported.</p> <p>Actual impact:</p> <p>- Children have improved confidence, resilience and water safety skills, evidenced through increase in swimming data progress.</p>	Children engaged in water safety and water sports trips to use the skills they have developed across their time in school.

Durham Primary PE Policy Appendix 22

<p>5. Increased participation in competitive sport</p>	<p>Derwentside School Games:</p> <p>What are we aiming to achieve?</p> <p>Through our subscription to the Derwentside School Games, we offer our children the ability to take part in competitive sport. We link our curriculum to these areas so there is a clear pathway from PE teaching to after-school clubs to competitive sport, community clubs and beyond. Our curriculum is focused so children can develop the skills they have learned in PE and apply them in a competitive inter-school setting.</p>	<ul style="list-style-type: none"> • Children to participate in three competitive inter-school sporting competitions annually. • Competitions are linked to curriculum teaching and after-school clubs, allowing children to implement the skills they have learned in a competitive atmosphere, giving their learning context and meaning, 	<p>£1900</p> <p>£1900</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> - Increased participation in competitive sport, monitored through attendance at competitions. - Increased physical fitness and activity levels, measured through golden mile assessment. - Increased engagement in PE lessons, measured through PE attainment data. <p>Actual impact:</p> <ul style="list-style-type: none"> - Children engaged in a wide range of sporting competitions. Sporting competitions linked to our Physical Education curriculum offer and our after-school clubs. 	
	<p>Intra-school sporting competitions:</p> <p>What are we aiming to achieve?</p> <p>Through out intra-school sporting competition offer, we ensure all children engage in competitive sport. Children apply the skills they have learned in their PE lessons to competitive sport in our house system. This develops our children's sense of fair competition, winning, losing, resilience and sportsmanship – all skills vital to develop well-rounded individuals.</p>	<ul style="list-style-type: none"> • Children to participate in intra-school sporting competition. • Medals and trophies awarded to children. 	<p>£0</p> <p>£0</p>	<p>Intended impact:</p> <ul style="list-style-type: none"> - Children to engage in competitive sport in a happy way, developing their understanding of fair competition, winning, losing and being a good sport. Measured through sports day questionnaire. <p>Actual impact:</p> <ul style="list-style-type: none"> - Curriculum linked intra-school sporting competitions organised, children participated and readied them for participation in competitive sport. 	

Durham Primary PE Policy Appendix 22

	<p>Buses:</p> <p>What are we aiming to achieve?</p> <p>Ensuring that children are able to access sporting competitions and events in a safe and reliable way.</p>	<ul style="list-style-type: none"> Booking of buses to and from school sporting trips and from sporting events. 	<p>£2500</p> <p>£2890</p>	<p>Intended impact;</p> <p>- Children engaged in a wide range of sporting activities, accessed through buses.</p> <p>Actual impact:</p> <p>- Children engaged in a wide range of sporting activities, accessed through buses</p>	
	<p>Engagement with community sports clubs:</p> <p>What are we aiming to achieve?</p> <p>Through our engagement with community sports clubs, we develop our children’s ability to engage in out of school sport and physical activity. Our club links are both in line with our curriculum and a wider range of sports and activities. These clubs offer our children the opportunity to engage with sports outside of school, increasing their physical activity levels and their engagement with competitive sport. This also provides a clear pathway from physical education teaching to community club participation and beyond.</p>	<ul style="list-style-type: none"> Timetable for community club taster sessions developed. Number of children attending community clubs monitored. 	<p>£200</p>	<p>Intended impact:</p> <p>- Increased engagement in community club attendance by children in school.</p> <p>Measured through attendance monitoring by PE lead.</p>	

Total Allocated: £18,270