

## **Croyland Primary School: PE and Sports Funding 2018-2019**

### **Rationale for SPG spending September 2018:**

Our focus for the year ahead is to continue to provide a wide range of opportunities for all children in PE, extracurricular opportunities and competitive sport.

Given the context of our school and knowing our pupils well, we will continue using the SPG to prioritise and enable pupil premium children to access sporting experiences. This will be achieved through their inclusion in after-school sports clubs and by exposing them to as many competitive sport and enrichment opportunities as possible.

The SPG will also allow us to develop KS1 and lower KS2 staff member's confidence and subject knowledge in PE. This will be achieved through their attendance at Real PE courses and relaying resources, lesson structure and ideas to all staff in KS1. Ultimately, this should enable our children to become more physically literate in KS1 and early KS2.

Within recent months, we have developed a positive relationship with Pacesetters Sports Coaching. Marc Beezley (Pacesetters) delivers high quality PE lessons to Year2, 3, 4 and 6 children as well as an extra-curricular Football club for Years 5 and 6. He has developed a strong rapport with staff, children and parents, with fewer children forgetting their PE. Kit for Marc's lessons!! Marc appears to possess the skills needed for a sports coach as well as the behaviour management of a class teacher. Whilst being utilised in KS2, Marc has also helped to upskill staff who have observed his teaching. We want to maintain this relationship with both Pacesetters and Marc as the feedback from those staff who use him, and the children who engage in his after school clubs, is exemplary.

Throughout 2018/19 we plan to continue to use the SPG to pay for transport to attend inter-school competitions, this will give children the experience and thrill of competitive sport. We aim to attend not only mainstream and traditional sports competitions for KS2 but also SEN sports competitions for both Key stages.

We have seen a very positive response to the two playground cross trainers that we have purchased following fundraising in response to pupils. We are also looking to expand our gym facilities.

### **Summary of spending September 2019:**

On evaluating the spend of our 2018/2019's SPG, the grant has enabled us to improve and develop our provision within the 5 key areas identified within the plan. There have been clear highlights within the year, such as the purchasing of outdoor fitness equipment and the wide range of activities that are available to our children. However, although we invested in coaches, which our greatest was of spend, we have identified that the use of coaches is not a

replacement for having quality PE specialist teachers who understand the needs for differentiation, are confident in behaviour management, understand progress and implement assessment. We did however, use the grant to train a Croyland coach and we hope this will improve our provision next year. Areas to develop still include the upskilling of staff through observations by PE specialist teacher on our school staff, who are skilled in the expectations of the national curriculum, who are experts in many sports, but also who understand the needs of the children in our school and the focus upon inclusivity.

Predicted Spending Vs Actual Costs					
<b>Predicted</b>		<b>Actual</b>		<b>Accrued</b>	
GS Extra-curricular clubs	£1289	GS Extra-Curricular Clubs	£1289	Parental contributions	£20
MW Extra-curricular clubs	£2125	MW Extra-curricular clubs	£2125		
SSP school games registration	£140	SSP school games registration iMoves annual subscription	£195	Sports day	£176.81
iMoves annual subscription	£315		£315	Ice creams	
Table Tennis coaching	£760	iMoves annual subscription	£760		
Trim trail equipment	£3114	Table tennis coaching	£3114		
KS1 playground markings	£1600	Trim Trail equipment	£1600		
TTS Equipment order (T1-T6)	£1500	KS1 playground markings	£970		
PaceSetters Term 1 & 2 curriculum	£1450	TTS Equipment order (T1-T6)	£1450		
PaceSetters term 1 & 2 football club	£774	Pacesetters term 1and 2 curriculum	£774		
	£105	Pacesetters term 1 & 2 football club	£105		
Field Marking – Sports Day	£146	Field Markings - Sports Day	£243.75		
Sports Day Medals	£485	Sports Day medals	£510		
Sound Equipment	£360	Sound Equipment	£360.64		
Minibus hire	£990	Minibus Hire	£990		
Real PE Course (KS1)	£1000	Real PE Course	£4176		
Pacesetters curriculum and clubs	£800	Pacesetters curriculum and clubs	£185		
PP trips		PP Trips	£82.50		
		Groceries for Sports Day	£106.80		
		Netball Polo shirts	£69		
		Netball Skorts	£80		
		Gazebos for sports events			
<b>Predicted</b>	<b>£16,953</b>	<b>Actual</b>	<b>£19,500.69</b>	<b>Accrued</b>	<b>£196.81</b>

Croyland Primary School SPG grant allocation 2018/2019 = £19,580

Croyland Primary School SPG grant Carry Forward 2018/2019 = £277.50

## 1.The engagement of all pupils in regular physical activity – kick starting healthy lifestyles

Every week, each class takes part in 2 hours of PE. One session takes place inside and the other outside. In EYFS and KS1 children are challenged to develop their fundamental skills such as agility, balance and co-ordination. In contrast, KS2 children are offered a wide range of modified sports. All teachers are assisted in the planning of PE with the iMoves programme. This is paid for yearly through the SPG and offers teachers schemes of work, lesson plans and resources for the teaching of high quality PE, dance and gymnastics. We have continued to tap into local sports coaching companies (Pacesetters) who provide good PE teaching for classes in Year 2, 3, 4 and 6. Staff from Pacesetters have also continued to provide after-school sports clubs for KS2 children.

### Evaluation of focus 1:

Our foci for the year have all been achieved with the exception of lunchtime supervisor training, however, we utilised a sports coach to support at this time and the impact has been noted in the improved behaviours of children at lunchtime and on their return to class for afternoon lessons. Less incidents of behaviour that need to be addressed ensure the afternoon starts off in a more positive manner. The trim trail and outdoor equipment is a significant part of our outdoor provision throughout the day and at the end of school. It forms part of our wellbeing strategy. We are recognised as a school with a nurturing ethos which focus upon behaviour as communication and behaviour being the result of children who are not emotionally contained. We use the outdoor activity equipment to provide active release and improved containment; reducing the notion of the child being “full” to capacity with emotion and letting unhealthy emotion out in a healthier manner. All children have received two PE sessions a week and this continuous provision at break, lunch and before and after school demonstrates our commitment to healthy lifestyles. This is supported through our club attendance figures. All children in KS2 attend swimming lessons each year.

School Focus and planned impact on Pupils	Actions to Achieve	Projected funding	Actual Funding	Evidence	Impact – review	Sustainability/ Next Steps
Trim trail extension and new playground markings to engage children in break time and lunchtime games and activities <i>Desired Impact: Increasing the amount of physical activity opportunities for children at break times/lunch times, improved learning and mind-set in the lessons following.</i>	Walkers (physical activity) installed on top field.  Purchase new playground markings.	£3114 for trim trail extension  £1600 playground markings	Trim Trail walkers: £3414 with installation  Playground Markings: £1600	Pupil voice Behaviour logs	We purchased four walkers and added KS1 activity marking to KS1 Playground. GP (Year 5) – ‘The walkers keep me active and my brain busy while we’re waiting to play Netball.’ (Pupil Voice)  Playground markings had a positive impact on the amount of behaviour forms completed at KS1 playtimes. Spring 1 – Summer 2 – More children using the	Purchase further outdoor fitness equipment with 19/20 SPG grant.  Train Y6 children to use playground markings to full affect with younger children.  How can the role of MW replace the need for

					<p>playground for play time.</p> <p>KM (Year 2) – ‘I like to use the hopscotch with my friends. DB (Year 2) – I love running laps around the race track!’ (Pupil Voice)</p>	Pacesetters at unstructured times?
<p>Upgrade and maintain PE Equipment to ensure a wide range of sports can be planned and taught to all pupils.</p> <p>Desired impact: Class teachers confident to use new equipment. There is enough equipment for year groups to teach lessons at the same time</p>	<p>Train lunchtime supervisors to lead playground games.</p> <p>LC/SG to complete termly equipment check and ensure PE equipment is maintained.</p> <p>LC/SG to discuss/complete questionnaire with teachers regarding equipment needs.</p>	<p>N/A</p> <p>£1500 per year approx. £500 per term approx</p>	<p>N/A</p> <p>£970</p>	<p>Behaviour Logs</p> <p>Equipment orders and planning</p>	<p>Not yet achieved</p> <p>Sports Coaches used at lunchtime to provide physical games to Upper Key Stage 2. This had a positive impact on afternoon return to class – less behavioural incident to address.</p> <p>Audit has been completed on 20.03.19. Gaps in equipment have been identified and order placed w/c 25.3.19. Whole class sets purchased for sports specific lessons. New equipment purchased for extracurricular clubs/sports day.</p> <p>Maths RAP trollies used to store equipment in a more orderly fashion.</p>	<p>Purchase further outdoor fitness equipment with 19/20 SPG grant.</p> <p>Train Y6 children to use playground markings to full affect with younger children.</p> <p>How can the role of MW replace the need for sports coaches at unstructured times?</p> <p>Train KH and MH in Real Play. Can lunchtime be an opportunity for core skills to be practised?</p> <p>Y5 cupboard monitors to assist with tidying the cupboards. This will ensure that audits are easier to complete in the coming year</p> <p>Broken box collection point to prevent broken equipment being put back without thought.</p>

						Equipment collection point for gathering equipment left around the school.
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## 2. The profile of PE and Sport being raised across the school as a tool for whole school improvement

In the past year we have shifted from using Northamptonshire Sport coaches to those from Local sports coaching companies. There has been evidence that sports coaches embedded work with KS2 classes has had a positive impact for children. Classes now remember PE kit and there is less non-participation in PE classes. Skip to Be Fit has continued to raise the aspirations of children. Pupil voice has shown that students enjoy skipping at break and lunchtime and termly intra school competitions give children a clear focus for acquiring new skills. Jodie Johnson has also lead an after-school club for girls. This aims to give girls in KS1 and KS2 a safe space to exercise and learn about healthy lifestyles. Jodie (Nurture Class teacher) has also acted as a positive female role model for the girls who have attended these sessions.

### Evaluation of focus 2:

See above with regard to our evaluation of sports coaches. However, our pupils have engaged in various sporting intra and inter completions with various levels of success. Every event and outcome, is celebrated at whole school levels, team photos are taken and displayed. Competitive sports kit has been purchased so children identify themselves as a Croyland Team. In addition to this, a daily sports enrichment club takes place. Local schools are contacting outside of the schools' games partnership to organise school fixtures and others comment on the positive support given to our children by staff and the conduct and expectation of our children. Swimming is a crucial skill for our children as it is an expensive skill to learn when actioned privately. To ensure all our children have this life skill, they swim every year within year 3, 4, 5 and those that can't swim 25m by the end of year 6, are picked up again before leaving in KS2. This is the norm and we are very proud of our school sporting profile within the community of our school.

School Focus and planned impact on Pupils	Actions to Achieve	Projected funding	Actual Funding	Evidence	Impact – review	Sustainability/ Next Steps
<p>Sports crew to oversee and play games 2 x a week with KS1 children.</p> <p>Provide children with leadership roles to raise profile of sporting events.</p> <p>Desired Impact: Reduction in behavioural incidents on the KS1 playground. KS2 children to take on wider responsibilities for promoting physical activity as part of our school provision</p>	<p>Sports Crew to attend events and have specific roles to raise the profile of sport both intra-school and SSP tournaments &gt; focus on awards, reports, setting up activities.</p>	<p>£100 approx for sports leaders own shirt.</p>	<p>T-shirts purchased from previous years.</p>	<p>Sports Crew Voice.</p> <p>Website report.</p> <p>Teacher Voice</p> <p>Pupil Voice</p> <p>Tournament reports for website</p>	<p>Sports crew in place for Term 6 after SATs when they assisted with Sports Day and KS1 playtimes.</p> <p>Y6 Children assisted with KS1 Sports Day really well. Further opportunities for leadership need to be developed within the school.</p> <p>'A well organised sports day.'</p> <p>'Great sports day, really enjoyed it!' (Parent Voice)</p>	<p>Y5 children to become sports resource monitors.</p> <p>Y6 to be trained to lead KS1 play sessions for 2 lunchtimes a week.</p>

<p>Intra and inter school tournaments played across key stages and other schools.</p> <p><i>Desired Impact: Raise the profile of being a sports representative of Croyland Primary School. Children are proud to represent the school.</i></p>	<p>Intra school tournament to run in Spring/Summer terms (sports day and between classes)</p>	<p>£160.00 – Intra school tournaments medals and trophies.</p>	<p>£243.75</p>	<p>Sports Day parental comments</p>	<p>'I loved taking part in the parents' race on Sports day. A great end to the day!' (Parent Voice)</p> <p>I was on the winning team for my sports day and I love my medal. (AM – Year 3)</p> <p>The running track and medals made Sports Day feel extra special. (Parent Voice)</p>	<p>Continue to use the SPG to purchase medals for Sports day. Helping children to learn to compete.</p>
<p>Sports Coach employed to improve the levels of engagement and enthusiasm for sport.</p> <p><i>Desired Impact: Reduction in children forgetting to bring PE kit to school – thus being ready for sporting activity.</i></p>	<p>PE specialist to teach with Year 4 and 6 classes. Therefore, creating an excitement around the subject.</p>	<p>£3324</p>	<p>£6400</p>	<p>Pupil Voice</p>	<p>Sports coaches running inter class competitions in Years 3 and 6. Promoting healthy competition.</p> <p>'I was able to learn a lot whilst observing XXXX teaching a PE lesson in EYFS.' (GL)</p> <p>All children from Years R to Year 6 have had the opportunity to take part in lessons that have been led by a UKCC level 2 trained coach.</p> <p>There was a positive increase in the amount of participation in upper KS2 lessons and fewer children forgot to bring their kit.</p>	<p>N/A</p>

### 3.increase confidence, knowledge and skills of all staff in teaching PE and sport

At Croyland, we are fortunate to have a number of staff who lead active lifestyles. Many staff members pursue active lifestyles and many others specialise in specific sports such as Netball, Football, Cycling, Golf, Swimming, Dance and Running. Teachers with enthusiasm for sport, often offer advice for teachers who are less confident in this subject area. As a school we plan for PE using the iMoves programme. Teachers have stated that this programme has given them more confidence when planning and teaching a unit in PE.

**Evaluation of section 3:**

The purpose of employing sports coaches was to facilitate teacher professional development and high quality opportunities for our pupils. This became less of a focus as some long-term staffing issues required an effective child focussed response. The use of sports coaches provided this. Children were engaged and excited about their lessons and this was reflected in pupil voice, however, the professional development of teaching staff was less rigorous. This is where we need to refocus in the year ahead. Not at KS1, where the PE co-ordinator will lead based upon the Real PE training but observing KS2 teachers to audit their effectiveness before we invested in support. We fully recognise that the grant should provide sustained professional development for teachers, and while this did not effectively happen at KS2, the children were certainly more active, in all weathers.

School Focus and planned impact on Pupils	Actions to Achieve	Projected funding	Actual Funding	Evidence	Impact – review	Sustainability/ Next Steps
<p>Staff to attend Real PE course and feedback to staff. Improving skills set and subject knowledge for all staff in the school.</p> <p><i>Desired Impact: KS1 children to leave Year 2 with higher level of physical literacy</i></p>	<p>SG/JJ to attend Real PE course, led by Northamptonshire Sport. This is a 3-day course spread over a term. The course provides schools with resources and pedagogy for future lessons.</p> <p><a href="https://www.createdevelopment.co.uk/">https://www.createdevelopment.co.uk/</a></p>	£495 per person attending the course.	Cost: £990 for 2 staff members attend course	Pupil Voice, teacher questionnaire.	<p>JJ/SG have attended Real PE course (KS1 student teacher) 'I liked the way that children were challenged at different levels. JJ has trialled Real PE when teaching classes in KS1 in summer 1 and 2.</p> <p>Real PE to be shared fully with KS1 staff and learning observations to be taken from Autumn 2.</p>	<p>Real PE a focus in SG's PE action plan for the coming year.</p> <p>KS1 staff meeting.</p> <p>Drop in observations.</p> <p>Showing how to assess.</p>
<p>To use iMoves to support with high quality PE teaching and learning.</p> <p><i>Desired Impact: More Movement and dance topics taught in collaboration with class topics to</i></p>	All classes to use iMoves to inform planning for both indoor and outdoor PE.	iMoves subscription	£315.00	<p>Planning scrutiny/ Teacher voice.</p> <p>Teacher PE confidence audit.</p>	<p>SG to complete lesson drop in in Term 4 and 5.</p> <p>SG to gather PE long term plan and observe the effectiveness of iMoves.</p> <p>Years 3 – 6 using iMoves to plan and deliver indoor PE lessons.</p>	<p>Continue to drop into KS2 lessons to ensure that iMoves is being used effectively.</p> <p>Ensure that teaching and learning in KS2 iMoves lessons is in line with NC.</p>



deepen pupil understanding of concepts and movement themes.					'iMoves is a really handy tool for teaching PE. I like the music that accompanies the lesson plans and children seem to really like the lessons.' (KL)	
To employ a KS2 sports coach focusing on all-inclusive activities and games that will upskill staff.  Teachers are more confident in differentiating and challenging more able pupils.	To deploy KS2 sports coach to work with KS1 and KS2 children. Teacher to observe and work with specialist to improve subject knowledge and teaching of inclusive games and activities.	£2100 approx	£6400	Teacher PE confidence audit.	Sports Coach fully embedded into the school. SG/LD/LC have observed positive rapports with pupils in taught lessons.	Use NCC and Saints in the Schools coaches in the coming year so that KS2 staff can gather a bank of activities/extensions/differentiation and lesson management.  Collaborate with local professional sports clubs to emphasise the sport in the local area.

#### 4. Broader experience of a range of sports and activities offered to all pupils.

Extra-curricular sports clubs continue to be a focus for the school. Children in all key stages are offered the opportunity to take part in free sports sessions before and after school. In the last year, we have seen a positive rise in the amount of Pupil Premium children who are accessing sports clubs. Children are able to voice opinions about future sports clubs and where possible staffs are able to provide an opportunity for children.

##### Evaluation of Focus 4.

The information below demonstrates our commitment to this focus.

School Focus and planned impact on Pupils	Actions to Achieve	Projected funding	Actual Funding	Evidence	Impact – review	Sustainability/ Next Steps
To introduce the children into new sports through competitions, after	To work with local sports clubs and support staff to introduce children into	MW cost  MW £2125	MW cost – £2125  MW £2125	Pupils take part in a wider range of sports (100% of children to take part	See Pupil Premium SPG document for full numbers and pupil voice.  Yoga – 24 children took part in Yoga club in	To purchase new equipment with the SPG to further widen the options for after-

<p>school clubs and taster sessions for a range of new sports.</p> <p><i>Desired impact: Greater uptake in extra-curricular sports clubs. 50% + PP children in clubs, taster sessions</i></p>	<p>new sports and provide opportunities for club links. These sports will include:</p> <ul style="list-style-type: none"> <li>• Boccia</li> <li>• Swimming (Waendal)</li> <li>• Tag Rugby (Saints)</li> <li>• Running club</li> <li>• Yoga</li> </ul>	<p>Table tennis Coaching £700 approx per year from sports premium</p>	<p>£500 per annum</p> <p>£195 SSP school games registration</p> <p>Pacesetters football club term 1 &amp; 2 - £774</p> <p>£760 – Table tennis coaching for year</p>	<p>in at least 6 different sports throughout the school year)</p> <p>Pupils are challenged further in use of skills through differing equipment.</p>	<p>the summer term. This was a new option for children and popular with SEND children.</p> <p>I love Yoga club. It's so much fun!' (MK Y4) <b>Pupil Voice</b></p> <p>'I have enjoyed leading the boccia club after school. The children have enjoyed it too and it was great to take some of these children to a school's competition. <b>Teacher Voice (MW)</b></p>	<p>school clubs. (New Age Kurling)</p>
<p>To have a wide range of extra-curricular sports clubs</p> <p><i>Desired Impact: A greater number of clubs are available for all children to attend, based upon their interest and preferences.</i></p>	<p>Teachers to run a wide range of extra-curricular clubs including:</p> <p>Football Hockey Netball Rounders Table Tennis Basketball Tennis Wake up and Wiggle Dance Girls Club Cross Country running</p>	<p>After School Clubs ran by MW, GS and teachers</p> <p>All equipment to be purchased and/or updated – estimated cost £2000 for whole year.</p>	<p>£2125 MW cost</p>	<p>Curriculum and after school clubs to include inclusive sports to allow children opportunities to participate in inclusive and disability sports.</p> <p>Pupil voice/questionnaire.</p>	<p>Each after school club had a minimum of 50% pupil premium children.</p> <p>High numbers of all children in each club.</p> <p>There was a positive response to pupil's voice questionnaire. Our pupils believed that they did have a wide range of after-school sports club options.</p> <p>'I love going to after school clubs and trying the new activities.' HK (Year 3) Pupil Voice</p>	<p>To continue to provide a wide range of after-school sports clubs. To develop the amount of clubs that are available for SEND children. To develop clubs that identify potential and train to win local school sports competitions.</p>

<p>Take children to watch a live Saints match</p> <p><i>Desired Impact: Raise the aspirations for children to join a local Rugby club. Creating a link with W'Borough Rugby Club/Saints</i></p>	Rugby (20 chn) – School link.	Each trip £22 approx.	N/A	Pupil Voice	The SPG was not used for children to attend sporting trips in 2018-2019.	To identify and attend sporting events local and national that would be engaging and beneficial to our children.
<p>Termly trip for PP/vulnerable children to experience an outdoor activity.</p> <p><i>Impact: More children attending physical activity and outdoor pursuits</i></p>	<p>Term 1 – High ropes at Irchester</p> <p>Term 2 – Kayaking on Bedford river</p> <p>Term 3 – Indoor climbing (Northampton)</p>	£200 approx for each trip.	£185	Pupil Voice	<p>Always Club trip to Twinwoods Body Boarding in term 3. Over half of children who attended the trip were pupil premium. (% needed)</p> <p>LJ (Year 5) – ‘I’d like to go bodyboarding every Thursday.’</p> <p>RR (Year 5) – I’ve never done this before</p> <p>‘The children clearly enjoyed themselves. It was a totally new experience and great to see children enjoying themselves’ SM Teacher Voice</p>	<p>To build on the success of last year’s ‘Always Trip’ and ensure that further trips are available for PP and vulnerable children.</p> <p>To create links between our school and local outdoor activity providers to create partnerships.</p>

## 5. Increase participation in competitive sport.

We currently attend School Games events for our local district. This gives children a chance to play competitive sports fixtures/competitions against local schools. In the past year, there have been notable successes for our sports teams in Boccia and Football respectively. In addition to this, we have also liaised with schools in the town to play termly sports fixtures. We feel that the social and personal experiences that children gain from these competitions are vitally important.

## Evaluation of Focus 5

The information below demonstrates our commitment to this focus. Over the last year, we took part in 60% of school games events. The equated to 12 events out of a possible 20. As a school we have had various successes at these competitions. We had notable individual successes in Cross Country. In addition to this, our Netball team won the Wellingborough School competition. Our Year 5 and 6 football team were semi-finalists in the Wellingborough School competition. School staff provide after school clubs in their sporting expertise to prepare our pupils for competitions.

School Focus and planned impact on Pupils	Actions to Achieve	Projected funding	Actual Funding	Evidence	Impact – review	Sustainability/ Next Steps
<p>To provide opportunities for all abilities to compete in competitive sport.</p> <p>Desired Impact: School sports teams will attend SEN (Project ability) competitions as well as mainstream competitions. SEN, PP and Non PP taking part in competitive sport.</p>	<p>Children to take part in SSP School games competitions to experience competitive sport: Take 8 basketball, cross country, KS2 football, Boccia, Sports hall athletics, High 5 netball, KS1 Gymnastics, KS2 Goalball, Kwick Cricket, Swimming, Archery</p> <p>Long-term plan and after school clubs adapted to school games competitions. Organise inter-school competitions with Wellingborough schools – Football, Basketball and Netball</p>	<p>SSP Competition funding £195</p> <p>Minibus hire cost per tournament - £60 approx</p> <p>6 x £60 = £360 approx</p>	<p>£195 competition funding (School's Sport Partnership)</p> <p>Minibus hire £360</p>	<p>For 100% of all children who attend extra-curricular clubs to participate in intra or inter school competition.</p>	<p>Sports hall athletics (12 KS2 Children)</p> <p>Basketball festival (10 KS2 Children)</p> <p>Cross Country (24 KS2 Children)</p> <p>KS2 Football (10 KS2 children)</p> <p>Boccia (6 SEND KS2 children)</p> <p>High 5 Netball (12 KS2 children)</p> <p>Goalball (6 SEND children KS1 and KS2)</p> <p>Kwick Cricket (10 KS2 children)</p> <p>Gymnastics (8 KS1 children)</p> <p>Swimming (18 KS2 children)</p> <p>Archery (8 KS2 Children)</p> <p>Fun Run (30 KS1 children)</p> <p>Achievements – Year 5/6 Netball winners at Wellingborough School</p> <p>Semi-Finalists under 10's football at Wellingborough school.</p> <p>Links made with local schools and Netball team.</p>	<p>To continue using SSP School games and attend Level 2 and level 3 tournaments including SEN tournaments</p> <p>To hold intra-school tournaments in all year groups in a wide range of sport so every child has the opportunity to take part</p>
<p>Children are rewarded for commitment to attendance of after school clubs.</p> <p>Desired impact: All</p>	<p>To hold an intra-school competition to involve all pupils:</p>	<p>Equipment costing (priced above)</p> <p>Equipment costing</p>	<p>N/A</p>	<p>For 100% of children to have participated in whole school competition- Sports day, Intra school competitions</p>	<p>Intra school competitions held in years 4-6. Teaching cycle of a sports specific game has been followed by an intra school competition before the end of a term. This has previously been taught by XXXX</p>	

children who regularly attend extra-curricular sports will have had the given opportunity to competition experiences.		(priced above)		between year groups	'I enjoyed our health and related fitness sessions in XXXX's lessons. I wanted to do my best and earn as many points for my class in the bleep test.' (ZP - Year 6) <b><u>Pupil Voice</u></b>	
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