Milverton Primary School and Pre-school 2023-2024

We care, We aspire, We belong



Evidencing the impact of the Primary PE and Sports Premium



Physical Education and Sport Premium Funding 2023-24 - Milverton Primary School

Purpose of Funding

The government has spent over £320 million per year on improving physical education (PE) and sport in primary schools (up to 2020). The extra funding is allocated directly to primary head teachers, carrying on the sporting legacy of the 2012 Olympics.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and School Sports offered. This means funding must be used to:

- Develop or add to the PE and sport activities your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are now 5 key indicators that schools should expect to see improvements across:

- The engagement of all pupils in regular physical activity the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Broader experience of a range of sports and activities offered to all pupils
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help to teach PE and sport more effectively
- hire quality sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activity
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the School Games
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Accountability

Since September 2013, schools have been required to report on the spending of their Sports Premium funding and publish the report on their school website.

Ofsted inspections access and report on PE and school sport and how schools spend their Sports Premium funding. Ofsted measure the impact on pupil outcomes and how effectively governors hold school leaders to account for this.

Recognition

Since the School games Mark has been awarded to school, we have successfully achieved bronze, then silver and in the years 2018-19, 19-20 & 20-21, the Sainsbury's Gold School Games Mark. This validates our successes over the years and our continued improvement in PE and sport provision. We are very happy to announce that we have also achieved the Gold School Games Mark in the year 2023-24.







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:

- All children participate in the Golden Mile which is tracked using an online portal. Certificates of achievement are rewarded. The school is in competition with classes within the school and with other local schools. The ratings are reported regularly on the school Friday Flyer (FF, weekly communication with parents via parent mail)
- Enrichment sessions delivered during and in addition to PE; orienteering, foil fencing, soft archery, lacrosse, tri-golf, gymnastics, dance. These are reported on the school FF.
- Monitor & track children's enjoyment of PE through pupil conferencing.
- The running of lunchtime clubs with specialist coaches for KS1 & KS2.
- Sports Leaders providing playtime and lunchtime activities for KS1 children.
- Provision of pathways to community clubs, with increased participation from pupils (some linked to enrichment sessions).
- Increased provision of after school clubs for all key stages.
- Targeted children for the Alternative Sports Club (ASC) are monitored regularly for attendance levels using the on-line data package tracking system.
- Parents informed of provision and achievements regularly through the school FF and the school sports board.
- All children engage in outdoor learning through half termly Forest school sessions, focussing on both physical health and mental well-being.
- Young Leaders training.
- Participation in intra and inter-competitions.
- The use of our Forest school trained TA to run and advise on the use of our outdoor space.
- The Forest school trained TA has taken on an active role in planning, preparing and organising Forest School sessions and other class based sessions
- The school has been mapped by a professional and orienteering plans and resources supplied. The children have been able to do orienteering during PE, using the plans, maps and resources.
- Children in Classes 5 and 6 have also had outdoor tailored maths and English lessons.
- Monitor PE and sport provision and delivery in a supportive role across the school.
- Run a Sports Leaders Committee, where planning and action plans can be made.
- Audit strengths and weaknesses and provide CPD.

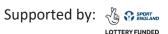
Areas for further improvement and baseline evidence of need:

- Continue to audit strengths and weaknesses and provide CPD. particularly for new staff.
- Provide training for swimming coaching for staff
- Monitor and improve assessment in PE. using REAL PE assessment wheel on Iasmine platform.
- Improve partnership working with community clubs.
- Work with ASC targeted children who chose not to attend the club.
- Organise playground and wall markings to engage children in outdoor games and physical activity during break times and for staff to use during PE sessions.
- Research into Opal Training outdoor engagement for children.
- Increase the number of children awarded Young Leaders by providing opportunities to lead during lessons (UK2).
- Support G&T children to help provide specialist coaching and club pathway provision.













Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
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?	Yes To support the Year 5/6 children with swimming.













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: 2023/2024	Fund allocated for 23/24: £17,778	Date Updated: July 2024
	Carry over from 22/23: £837	
	Total fund allocated: £18,615	

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

School Games Criteria: Increasing engagement in School Games – provide children with 2 hours of timetabled PE per week within the curriculum. Engage at least 50% of pupils in extra-curricular sporting and physical activity every week. Target the least active children in your school.

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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:
To provide all children with 2 hours of timetabled PE per week Plan a cohesive curriculum intent overview for the whole school provision of PE for the year. Provide specialist coaches to lead enrichment sessions outside the 2 hours of PE lessons already planned for during the year.	Staff to follow the	Cost of specialist coaches – see below	enrichment opportunities for this year have been planned by the PE & Sports Coordinator and	Opportunity for new PE lead to plan curriculum overage with Premier Sport/ specialist coaches and continue with the enhancement of PE provision.













to increase daily physical activity Premier Sport Afterschool club provision: KS1 Gymnastics KS1 Multi-games KS1 football KS2 running club KS2 running club KS2 Retball club KS2 Gymnastics KS2 Gymnastics KS3 Gymnastics KS3 Gymnastics KS4 Rotball club KS5 Gymnastics KS5 Gymnastics KS2 Gymnastics KS2 Alternative Sports club(invite only, less active) To increase daily physical activity after-school clubs To paying for after school clubs. Plan the extra-curricular programme with the aim of engaging at least 50% of pupils in extra-curricular sports and physical activity each week. Plan the extra-curricular programme with the aim of engaging at least 50% of pupils in extra-curricular sports and physical activity each week. Plan an alternative sports club for targeted children. Plan an alternative sports club for targeted children. Employ specialist coaches to provide after school/lunch time sessions Provide pathways to To diubs. Cost of coaches for lunchtime provision — included in costs below. Cost of coaches for lunchtime provision — included in costs below. Cost of coaches for lunchtime provision — included in costs below. Some less active children attend the ASC — targeted for less active children. Some less active oparticipate in each week. Week. They engage in a wide variety of games. Provide pathways to To did return the Sport Premium staff have been required to allow loades. ASC club is paid for out of the Sport budget for less active children. Some less active children. Some less active children. Some less active children attend the ASC — targeted for less active children. Some less active children. Some less active children. Some less active children. Some less active children attend children. Some less active children.					1
planning, information gathering and consistently during the sport provision through using leadership time effectively. PE coverage carefully planned using planning, information gathering and consistently during the academic year. PE coverage carefully planned using planning, information gathering and consistently during the academic year.	and improve participation levels and to increase daily physical activity Premier Sport Afterschool club provision: KS1 Gymnastics KS1 Multi-games KS1 football KS2 running club KS2 Netball club KS2 Gymnastics KS2 Gymnastics KS2 Alternative Sports club(invite only, less active) Lunchtime provision: KS1: multi-games x 1 KS2 games x 2 Alternative offers are being provided for the Spring Term (hockey/ lacrosse	 the opportunity to attend after-school clubs Plan the extra-curricular programme with the aim of engaging at least 50% of pupils in extra-curricular sports and physical activity each week. Plan an alternative sports club for targeted children. Employ specialist coaches to provide after school/lunch time sessions Provide pathways to 	by parents paying for after school clubs. Cost of coaches for lunchtime provision — included in costs below.	attended and all are at full capacity (except ASC). Additional staff have been required to allow larger numbers for some clubs. A smaller % of children attend the ASC – targeted for less active children. Those who attend are actively involved in the choosing of activities to participate in each week. They engage in a wide variety of games. Some less active children have chosen to attend other clubs provided at school. We have provided a wider offer of clubs in this Autumn term and are monitoring levels of engagement & participation	allows for clubs to run without a cost from the Sport Premium budget. ASC club is paid for out of the Sport budget for less active children. Some less active children then opt to attend other clubs provided at school. Once a register for less active children is planned – to actively seek out the non-attendees to determine why they are unable to access the club provision and
scheme of work. Provide CPD for swimming coaching and the using of the Real PE Teaching Platform 'Jasmine'. Carefully select enrichment Created by: Teach by: Supported by: Supporte	To make improvements in PE & Sport provision through using leadership time effectively. PE coverage carefully planned using specialist coaches and Real PE scheme of work. Provide CPD for swimming coaching and the using of the Real PE Teaching Platform 'Jasmine'. Carefully select enrichment	planning, information gathering and coordinating. • PE Coordinator to plan and organise the implementation of enrichment sessions for each class throughout the year with specialist coaches.	SPORT UK COACHING	participate in a wider variety of sport. Children to progress in their development of the fundamental skills and apply these to other physical activities. Use of leadership time to monitor PE & Sport provision through pupil and staff conferencing to identify	Plan to monitor provision consistently during the















opportunities with specialist coaches. Monitor the Golden Mile engagement. Offer a wider range of after school club provision for all. Monitor less active children participation in ASC.			successes and future needs, to plan for future provision effectively.	
Monitor and improve assessment in PE. Monitor sports coach assessment reports for each class it teaches. For staff to use the Real PE assessment wheel on the Jasmine platform. Gather evidence using photographs and adding to each class folder on school server.	provision	through coordinator	A formalised assessment method, showing progression of skills throughout the school and within each class.	This is still a working progress and will need to be addressed during 2024-25 academic year.
To target the least active children by providing an alternative sports afterschool club To engage less active children through an after school club using specialist coaches from Premier Sport To target the non-attendees to the club. To actively seek out the non-attendees to determine why they are unable to access the club provision and find ways to engage them.	who teach PE & Sport in	enrichment sessions – see below	To raise level of engagement and enjoyment. Children feeling as part of a team and developing cooperation skills. Children who attend given ownership and responsibility of activities chosen. This club has been well attended by the identified children this year and engagement and enjoyment has increased.	children, particularly lower down the school, so they can be encouraged to be active at an earlier age.
To increase daily physical activity during the school day Use the GM end of Year 2022-23 baseline assessment to motivate	the year (by Premier Sport).	equipment purchasing	Children's fitness levels improved from initial September baseline assessment and end of year assessment.	The GM has been running for several years now. Recently, the school were part of the marathon record attempt. To keep children engaged, find















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children to improve as a class and their personal best.	GM throughout the day as	grounds maintenance	Increased levels of concentration in class due to these brain	the year beyond class
	well as during PE lessons and		breaks. Greater physical activity	competition.
Use the Golden Mile for personal	can be tracked on the GM		during break times, using play	
best challenge, as an inter-house	Portal.	servicing: £332	equipment and facilities	Wall Markings were designed
competition and inter-school	 Scores are collected weekly 		effectively.	but no painting has been done
competition.	and shared during an assembly by the Year 5			this year. Something to consider for 2024-25.
Provide children with outdoor play	monitors. Certificates for			
equipment to use during break times.	milestones achieved are			
Timetable use of large play	awarded. Class miles are			
equipment for classes.	reported on our weekly			
' '	'Friday Flyer' which is mailed			
To involve the School Council and/or	to parents.			
Sports Crew in monitoring the	Inter-house GM			
playtime equipment boxes and	competitions take place.			
providing information on which	 Playground sports boxes are 			
children enjoy using and a list for new				
purchases.	during break times -			
	equipment purchased and			
	grounds maintained.			
	 Y6 sports leaders support 			
	KS1 children in physical			
	activity games during break			
	times.			
	_,			
	classes to use outdoor KS2			
	adventure playground/KS1			
	Trim Trail.			
	Year R children receive bike			
	lessons	6050		
To increase daily physical activity	 Purchase 'Opal Training' and 	£350	Greater physical activity during	This did not happen and needs
during the school day	resources		break times, using play	to be carried over and
To find out about (Onal Training)			equipment and facilities	considered in the next
To find out about 'Opal Training' and			effectively. Increased levels of	academic year.
how to use it to support outdoor			concentration in class.	
Created by: Physical Active	Supported by: 🔏 😯	SPORT	Marepeople	













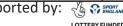


physical activity in school		Increased levels of enjoyment and engagement.	
To encourage more children to travel to school on foot, or on bikes and scooters To raise awareness and participation to increase our daily percentages. Provide greater storage for additional bikes and scooters to support this initiative	 Participate in the Walk and Wheels challenge (previously The Big Pedal) School wide promotion of how they travel to school Provide greater storage for additional bikes and scooters to support this initiative 	Less motor traffic to and from school & more children walking/travelling to school under own steam! Greater participation in the Big Walk and Wheel, reaching a target of over 30%.	To continue to raise awareness. Additional storage was not provided, and needs to be considered in 2024-25.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

School Games Criteria: Demonstrate a holistic whole school approach to delivering physical activity in line with the Chief Medical Officer's recommendation of a minimum of 60 active minutes per day

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:
To achieve the School Games Gold Level Planning to guarantee children have access to a variety of sport opportunities through different avenues. To help create a lifelong habit of physical activity, to improve concentration levels in class across the school Improve emotional wellbeing, raise achievement and improve transition from local to secondary school	1	Cover costs allocated for the year – see above	Increased participation of children in physical activity. Children gaining access to a wider variety of sporting opportunities through different avenues.	Coordinator time for planning, information gathering and coordinating. The Gold Level was achieved in the summer term 2024. Look at provision for 2024-25 to ensure we achieve the award next year.







Promote the School Games inclusive	Celebrate PE and Sport in	No cost	Parent and children are aware of	Continue to report
of PE and sport to parents regularly	the weekly Friday Flyer to parents			achievements and participation on the weekly Friday Flier,
Continue to celebrate and report on PE & Sport provision through the weekly Friday Flyer to parents, PE & Sport board, assemblies and in class.	 Celebrate PE and sport on our School Games board Inspire and encourage all children with a focus on fun, rewarding personal achievement and healthy competition through class lessons, clubs and CVL participation. 		achievements.	sports boards etc













Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

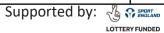
School games criteria: Increasing and sustaining participation – train and engage wider school staff in the delivery of school sport and physical activity.

Intent	lmanlama custasticus		Immost	T
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:
CPD offers To make staff aware of any CPD available to them. To find out from staff what CPD they might require. To provide CPD for those who require it. Offer CPD to new staff, including additional swim coach training to staff who require it. Real PE refresher training twilight from Create Development. 'Opal' training & resourcing.	 made aware of any training opportunities which become available, offered through SASP. Staff are frequently asked if they require any training. Staff upskilled through CPD offer. 	refresher training	REAL PE refresher: staff are more confident in the delivery of REAL PE, using the online platform 'Jasmine' for planning and implementing. Staff more confident to deliver swimming coaching alongside qualified pool staff. Staff are more confident with teaching PE after receiving support from Miss Storey.	REAL PE training to be looked at for the 2024-25 academic year. Use the expertise of Miss Storey to support with CPD and assessment in PE. Some staff still to take training – valid until December 2023
PE Conferences and training for PE/Sports coordinator to improve delivery to staff	attend any relevant conferences and training and passes on information	expenditure for	Sports Coordinator kept informed of any new developments, initiatives etc and offered support and advice.	













		SASP Buy In		
Use the on-line platform 'Jasmine' for the delivery of REAL PE and REAL GYM and lessons.	 The 'Jasmine' platform used by staff to deliver PE lessons identified in curriculum overview. 	£695 Jasmine Licence	delivery of PE through training and use of the 'Jasmine' teaching platform.	especially if we start to use it for assessment. This now
Training delivered due to changes in staffing and movement for teaching staff within the school to different year groups.				needs to be reviewed for 2024- 25 academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

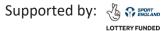
School games criteria: broadening the range of opportunities — Every young child is encouraged to learn to lead in PE. Engage a group of children in leading, managing and officiating. Have active links with at least 5 local community clubs, providing sign posting opportunities and taster sessions to all children.

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:
Enrichment lessons with Premier Sport Each week, provide an enrichment afternoon with a class on a sport which they would not normally receive as part of their 2 hour provision. Reviewing the successes of these. Make pathways and links to local clubs more explicit and make information more readily available using the FF, assemblies and sports board.	 Employing specialist coach to provide curriculum enrichment sessions Introduce new focus sports to encourage more pupils to participate Provide high quality links/pathways to local clubs 		00 ' '	













Forest school: A qualified member of teaching staff employed to lead Forest School with every class in the school from Preschool – Year 6, with a trained TA as support. The primary emphasis will be on cross-curricular learning through physical activity. Additional focus will be on mental health and well-being. Review coverage of themes to link to other areas of the school curriculum and to monitor success through Staff survey and pupil conferencing. Meet regularly with children who have attended Forest School to find out level of enjoyment and learning.	 Plan yearly timetable for classes to participate in forest school – 1 class a week, morning session. Forest school lead, Ecoschool coordinator, other curriculum leads and class teachers to plan for cross curriculum links and create themes from which to engage with while outdoors. Class teachers to report on the participation in the weekly Friday Flyer. 		All children engaged in outdoor learning. Links made across the curriculum. Children have a greater awareness of physical and mental health and the benefits of learning outdoors.	To continue with this in 2024-25.
Purchasing of outdoor resources, clothing etc to support outdoor learning		training	Children able to learn outdoors in all weathers, using a variety of resources and equipment. Adults have greater confidence in working outdoors, using the resources and equipment and delivering engaging opportunities for the children.	This did not happen this year and needs to be rolled over to 2024-25 academic year.













SSCO huy in	Fach year groups to	£750		
SSCO buy in SSCO provides support to school, organising sports festivals for all year groups. Y6 leaders kept engaged each term with a termly review by PE & Sports Coordinator and given opportunities to make suggestions, plan and lead games.	 Each year groups to participate in sports festival/festivals with other local primary schools, organised by the SSCO at the local Secondary school Cost and book coaches to transport the children SSCO to train Y6 playground leaders. Year 6 teacher to organise opportunity for Y6 playground leaders to lead games with KS1 children Playground leaders to work with KS1 & EYFS children a break times. Y6 Playground Leaders to help run Sports Day in the Summer Term. Year 6 children lead a house grout team from EYFS – Y5 for our yearly sports day events, actively supporting coaching and encouraging participation 	Transports Costs: £1,120	All children engage with sports festivals, raising enjoyment and participation and feeling part of a team – modelling school values of care, aspire & belong. Y6 leaders given greater opportunities to lead and develop their leadership skills. Children independently lead and engage in playtime activities and games with their peers at other times.	Train up the next Year 5 or Year 6 class as playground leaders in 2024-25.
Leadership training &	Young sports leaders	Part of SASP buy	Sports leaders have been active	Current sports leaders to meet
implementation	selected to attend training	•	during the year, organising and	with recommended leaders for
	from Year 6 x 3 sessions		delivering lunchtime clubs for Year	
Sports Leaders to receive training and	,		2 & 3 children. They have targeted	1
then to form a committee and	resources and plan,	-		worked well. Allowing time for
organise and run sports events within	organise and run events fo	•	the club to all children. There has	new leaders to plan ideas for
school, raising the profile of sport and	the school.		1	their year.
engaging children.			engagement from the children.	
To meet with the PE & Sports			The sports leaders have enjoyed	















coordinator on a regular basis to plan future activities. Sports leaders to run events each term. Sports leaders to help organise and run School Games Day in summer term. Have class representatives for PE & Sport provision to feed information from and back to classes.			the clubs. They have met with the Sports Coordinator on several occasions to discuss and improve provision and make new suggestions. There are minutes and actions for each of their meetings.	
G&T academies for more able		As part of SASP buy in.	Not happened yet Projected impact: Children given opportunities to develop their talent. Provided with pathways to sport specific clubs to raise skill levels.	
Y5 & 6 children as sports ambassadors to promote their community clubs in school Plan in assembly opportunities for Y5/6 children to promote community clubs during KS2 assemblies.	 Invite Y5/6 children to put their names down to promote their community sports club Arrange assembly dates and invite sports ambassadors to talk to the school Put the ambassador photos and contact details of their sports club onto the Sports display board 	No cost		To start this up again as it was successful in previous years in promoting clubs.













Promote club links Provision and opportunities made more explicit and promote through a variety of avenues. i.e Chance to Shine cricket Fencing – local club promoted through SASP Parkrun Premier Coaches through enrichment and PE lessons	 Organise taster sessions in school Provide club link information to children Hold KS2 assemblies where ambassadors present and promotions to community clubs can be made. 	Children gain more information and access to local clubs.	Provide opportunities for this next year 2024-25.
Promoted through after school clubs Provide extra swimming sessions delivered by qualified swimming teacher to try and ensure all children reach required 25m swim distance by the end of KS2 To identify Y5 & Y6 children who will require additional swimming sessions.	Y5 & Y6 require additional swimming sessions Provide additional swimming provision targeted at pupils not meeting NC requirements Employ specialist coach to	An increased % of children in KS2 able to swim the required distance of 25m by the end of KS2.	













School games criteria: Increasing engagement in School Games. Developing competitive opportunities – use the School Games format to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Promote School Games and competition to parents via weekly Friday Flyer.

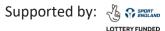
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: Tone Valley Partnership (TVP)/Somerset Activity and Sports	Make sure your actions to achieve are linked to your intentions: • Staff in school invite children to participate in	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children participation in Level 2 competitions this year. 'Can Do'	Sustainability and suggested next steps: PE lead to use sports coaches to supervise teams on CVLs
Partnership (SASP) buy in: This TVP has provided a set amount of money from each school to SASP in order to maintain a range of opportunities within Taunton Deane. This means children have continuing access to: CVLs SASP organise and run CVL events throughout the year. Schools register to participate in the events. A termly timetable of events is sent out to school. Additional to this: Specialist PE teacher support; CPD/training for non-specialists; quality assuring local sports coaching companies; introducing new initiatives through cluster meetings for PE leaders; providing G&T PE and leadership enrichment training; training for playtime supervisers to support playground games.	 Attend organised Level 2 competitions for A, B & C teams (school v school) Report these events in our weekly Friday Flyer Playground leader training from SSCO Sports Leaders training provision 3 x during the year. G&T academy PE & Sport Coordinator to attend meetings, training and conferences organised throughout the year. 		and 'friendly' opportunities for children to gain experience of tournaments in a safe, less competitive environment. In some cases, sports coaches were asked to supervise these events as school staff were not available.	more often if school staff are not available so that more CVLs can be attended and more children can experience CVLs in a safe and supportive environment.













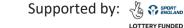


No cost Children participating in more To participate in level 1 & 2 See above Level 1 competition as physical activity, maintaining and competitions inter-house within improving physical health and each Year group mental well-being. during PE lessons. Inspire and encourage all children linked to the with a focus on fun, rewarding Children participate in Level 1. curriculum and School personal achievement and healthy inter-house competitions in a safe. games. competition class hased environment Level 1 competition as inter-house through Premier Sport & class teachers to our yearly School Children participation in Level 2 provide Level 1 inter-house competitions this year, 'Can Do' **Games Day and Sports** competitions during PE lessons. and 'friendly' opportunities for Day. linked to School Games children to gain experience of Level 1 competition tournaments in a safe. less inter-class within SASP to provide Level 2 competitive environment. school -GM weekly competitions as CVLs trophy. From SASP buy in – participate in as Level 2 competition: many Level 2 competitions as Children take part possible. CVLs. SASP share results and invite top Participate in other provisions offered score schools to Level including attending festivals. 3 competition in Summer term. Level 2 competition: GM weekly results against other local schools reported. School Games day £350 specialist Children engage and participate in Use the additional 'taking part' Whole school event Inter-house competition and a variety of activities through stickers during the day and use Plan new enrichment sport coach introduction to a new/enrichment the School Values (Olympics inter-house competitions, with Premier Sport including enrichment sport. They 2012 legacy) to reward sport Plan and organise event Use Premier sport coaches, Sports use skills developed throughout children. with young sports leaders coordinator and young sports leaders the year to take part the best they Report event in Friday Flyer to plan, organise and lead the event















Sports Day The traditional sports day which parents are invited to support	 Plan the events for the day, with Y6 playground leaders. Inform staff and parents. Organise staffing for the day. Prepare resources, score sheets, stickers, equipment for the events. Miss Storey to organise a gym routine as an opening ceremony. 	Enjoyment in team participation. Promoting the school values of care, aspire & belong. Sharing with parents and carers these values. Inclusion of parents in events and organisation to enhance community cohesion.	Use stickers to promote school values.
All children take part in Personal challenge/Digital competition Class teachers implement this as part of the children's brain breaks during the day. Year 5 GM monitors gather results and report weekly.	 Participate in the Golden Mile during PE lessons. Take part in GM challenge throughout the day as part of brain breaks. Y5 GM Monitors gather and report on results weekly. Skip 2Bfit – children participation and improving with their personal best. Report event in Friday Flyer. 	Engagement of all children in the Golden Mile challenge for personal best and inter class competition, plus measuring against other local schools. Results are reported during assemblies and weekly trophies given to classes for most miles run in a week – celebrating achievement and success. Focus on school values – care, aspire & belong. Y5 GM monitors have the responsibility to gather weekly scores and report to the children, giving them ownership and leadership skills.	











