

## SPORTS PREMIUM – CLEVES SCHOOL 2020/2021 (UPDATED WITH IMPACT - JULY 2021)

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:  |
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| <ul style="list-style-type: none"> <li>• Awarded Platinum School Games Mark – 2017/18 to 2020/21</li> <li>• Increased number of pupils representing the school in competitive competition from 210 (2015/16) to 303 (2016/17) to 397 (2017/18) to 625 (2018/19). Prior to lockdown and the creation of the WWHSP partnership, we were on track to have all 720 representing the school at least once.</li> <li>• In 2018/19, 605 pupils regularly attended an extra-curricular sports club. In 2019/20 we looked on track to increase this figure prior to lockdown.</li> <li>• Embedded intrahouse competition, enabling every pupil to participate in a range of competitive sports every half term.</li> <li>• Strong partnerships in place with local schools with regular festival style approach to competitions in place. Development of WWHSP (Walton, Weybridge and Hersham Sports Partnership) led by Cleves.</li> <li>• Our more able pupils take part in a leadership program, which provides stretch and challenge.</li> <li>• The introduction of Mini-Olympics for lower school has seen most classes represent the school in a local community competition, as a class based team.</li> <li>• Our footballers have been National Champions twice in the last four years and have played at Wembley on both occasions. In others sports, we regularly triumph at a local level and compete strongly in county and regional finals.</li> <li>• Continued to target and engage all pupils, including the most reluctant, to participate in a range of extracurricular sports and activities.</li> <li>• Learn to lead program fully implemented in 2017/18 and now embedded</li> <li>• Outstanding facilities and highly committed staff ensure outstanding PE provision.</li> <li>• A team approach to the leadership of PE in the school means that there is greater capacity and key roles and responsibilities are distributed.</li> <li>• A sports crew is in place who help run competitions, run activity sessions for younger pupils at lunchtimes and contribute to the design of the PE curriculum at Cleves. This is now broadening out to more pupils.</li> <li>• A commitment that our teaching staff will be the ones teaching PE at Cleves. As a result, regular CPD opportunities are offered to all staff including lunchtime supervisors. The teachers are supported by an employed Sport’s Coach who</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure that a full curriculum is delivered in each group, following the government guidelines regarding COVID.</li> <li>• To ensure staff have all the resources required to teach a full curriculum whilst restrictions are in place.</li> <li>• If national conditions allow, further develop the Walton, Weybridge and Hersham Sports Partnership (WWHSP) to increase participation across the local area, utilising a range of excellent resources and expertise. Cleves to continue to take the lead on this.</li> <li>• Explore opportunities for virtual competitions during times when restrictions are in place.</li> <li>• If conditions allow, maintain already high numbers of pupils participating in active clubs/sport. Improve range of provision and activities on offer. Aim for 100% of pupils attending extra-curricular activities throughout the year. If restrictions continue, focus on our less able pupils.</li> <li>• Continue to target those that are less active and expand the range of lunchtime extra-curricular clubs that are offered.</li> <li>• If conditions allow, aim to involve all 720 pupils in festivals/competitions against other schools through careful tracking.</li> <li>• Embed the use of REAL PE across the whole school, with all staff to undertake training. Further increase the variety of sports offered at Cleves.</li> <li>• To consider competition formats to ensure all pupils are engaged. Reference the YST document and virtual competitions offered by Active Surrey</li> <li>• Develop a hub of expertise in athletics, even if virtually.</li> <li>• To further develop the team approach to the leadership of PE across the school in order to add extra capacity and spread expertise as well as support other local schools.</li> <li>• To continue to develop pupil leadership opportunities through</li> </ul> |

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| <p>models lessons, provides support for the less able pupils and challenge for our better performers</p> <ul style="list-style-type: none"> <li>• The recent purchase of the mini bus (not using Sports Premium money) has continued to allow more children now have the opportunity to represent the school in festivals and competitions.</li> <li>• The development of the mountain bike track at Cleves, giving access to all pupils as part of the curriculum and extra curriculum offer.</li> <li>• The regular use of portable floodlights, funded by the PTA, has allowed sports to continue outside into the winter months.</li> <li>• The introduction of Real PE to the PE curriculum for lower school has targeted the skills based approach to sport and games. During COVID, this has been extended to the upper school</li> <li>• Active 30:30 and personal challenge areas of the taught curriculum are embedded into the whole school timetable to ensure further time is spent being active. This has allowed for extra healthy competition.</li> </ul> | <p>links with other schools, if possible.</p> <ul style="list-style-type: none"> <li>• Continue to investigate active classrooms and opportunities for further physical activity throughout the school day.</li> </ul> |
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| <b>Meeting national curriculum requirements for swimming and water safety (Year 6 – 2020/21)</b>  |     |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?                           | 85% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?                     | 85% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?   | 85% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | No  |

## 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 students today and for the future.

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| <b>Academic Year:</b> 2020/21   | <b>Total fund allocated:</b> £22,900  | <b>Date Updated:</b> November 2020  |   |   |
| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>           |   |   |   |   |
| <b>School focus with clarity on intended impact on pupils:</b>  | <b>Actions to achieve</b>   | <b>Funding allocated:</b>   | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>   |
| <p>To further increase the number of pupils engaged in regular physical activity – including the most reluctant to do so. (COVID dependent)</p> <p>To focus on those pupils are the least active during periods of lockdown or restrictions</p> | <p>Continue to introduce and embed a range of lunchtime clubs, which are funded through the Sports Premium grant, targeting those who are least active. These are provided by approved teachers, external coaches and clubs. These include:</p> <ul style="list-style-type: none"> <li>• Change4Life</li> <li>• Physifun</li> <li>• England Sports Group</li> <li>• Basketball</li> <li>• Yoga</li> <li>• Mountain Biking</li> </ul> <p>Continue to expand on the range of extra-curricular clubs offered by school staff which includes football, hockey, rugby, trampolining, running club, netball and dodgeball.</p> <p>During periods of restrictions or lockdown focus on the least active pupils identified through benchmark data and feedback from class teachers.</p> | <p>£5000 to cover the cost of the clubs<br/><i>(additional school funds will be used to cover additional costs)</i></p> | <p>Despite not being able to run extra-curricular clubs in the autumn term we were able to, as part of our recovery plan, reintroduce all extra-curricular clubs at the end of spring and for the whole of the summer term.</p> <p>This included introducing 28 new lunchtime sports club, offering a wide range of clubs to all year groups. Clubs included basketball, girls and boys football, athletics, yoga, badminton, cricket and dodgeball to name a few.</p> <p>In total nearly 75% of all pupils (520) attended at least one of these clubs on a weekly basis. Whilst some clubs were available for all to sign up, some of our clubs saw class teachers target individuals to attend. This included our lunchtime Phizzy Fun club attended by 72 pupils. With this club, using our knowledge of the pupils and previous year's records, we were able to</p> | <p>During the next academic year, we will hopefully be able to return to our usual practice and build upon the great engagement and offer that has been in place in the summer term.</p> <p>We will continue to track and record attendance at all extra-curricular clubs and target individuals accordingly.</p> |

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|  |  |           | <p>effectively target groups of pupils to attend.</p> <p>Mountain biking has been offered to all pupils in all year groups with over 85% uptake. These sessions have taken place during curricular time and at lunchtimes/after school. We have devised a three stage program ensuring everyone from novice to a more experienced cyclist can participate.</p> <p>Finally, our after school extra-curricular program is now fully in place. Again, this sees parents sign their child up but also includes pupils that we have specifically targeted to attend. These often focus on our most vulnerable or inactive pupils.</p> <p><b>Total actual cost £7500</b></p> |  |
| <p>To use benchmark data from the previous year to target and improve physical activity levels.</p> <p>To carefully track the numbers of pupils attending extra-curricular clubs and competitions.</p> | <p>Utilising SIMs, set up marksheets which record attendance to all extra-curricular clubs.</p> <p>Use this to then target less active.</p> <p>Through the WWHSP partnership, ensure all pupils have the opportunity to take part in competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - <a href="https://www.yourschoolgames.com/reframing-competition/">https://www.yourschoolgames.com/reframing-competition/</a></p> | <p>£0</p> | <p>During lockdown, through a range of channels we have been able to track and therefore identify pupils that we feel have been inactive. Then, when we were able to recommence clubs in the spring and summer terms, we targeted key individuals to attend, ensuring these children were given priority on places.</p> <p>SIMs continues to be used as a fundamental tracking tool.</p> <p>COVID -19 has meant that very few competitions have been able to take place. However, in the spring term we had 323 pupils take part in a virtual</p>  | <p>In the 2021/22 academic year, we plan to fully implement our competition framework, ensuring all pupils have the opportunity to represent the school at the appropriate level for them utilising our 'inspire', 'aspire' and 'higher' approach.</p> |

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|  |  |   | <p>cross country competition which was organized by Cleves and saw schools from across the district take part.</p> <p><b>Total actual cost £0</b></p>   |   |
| <p>Depending on restrictions in place, increase the range of festivals and competitions offered, especially to lower KS2</p> | <p>Utilise team-based approach to PE coordination to maximise number of staff able to help with competition offer. When possible, continue to host half-termly mini Olympics competition for years 3/4, which includes inviting other schools to participate.</p> <p>Develop the WWHSP partnership with local schools to enable regular festival style competitions.</p> <p>Involve the sports crew and other children in leading on these competitions.</p> <p>Some of the funding will be used to release staff to attend these competitions/festivals</p> <p>Using the YST membership resource, consider the reframing competition document - <a href="https://www.yourschoolgames.com/reframing-competition/">https://www.yourschoolgames.com/reframing-competition/</a></p> | <p>£4000 for supply release and equipment</p> | <p>As above, due to the restrictions that have been in place, we have only been able to offer our pupils a small number of competitions this year.</p> <p>This has included:</p> <p>Year 5/6 Boys and Girls Cricket<br/>Year 5/6 Quad Kids Athletics</p> <p>Plans to hold a number of festivals between local schools in the summer term had to be cancelled due to an increase in cases in the local area.</p> <p>In total 41 children represented the school in actual competitions whilst over 300 took part in virtual competitions during the year including a virtual cross country competition and a virtual district sports.</p> <p><b>Total actual cost £600</b></p> | <p>In September 2021, with restrictions easing we plan a full year of competition and festivals with particular continued emphasis on lower KS2 and those children who fall under the 'inspire' and 'aspire' category.</p> <p>The sports crew will be fully involved in the implementation of this.</p> |

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| <p>To continue embed the Active 30:30 part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p> <p>To use the Active 30:30 sessions as a way of organizing a whole school virtual interhouse competition.</p> | <p>Dedicated slot on the timetable outside of the 2 hours of PE</p> <p>Continued training of staff</p> <p>Purchase of equipment to allow teaching of these sessions/opportunities</p> <p>Monitoring through pupil voice the impact</p> <p>Involve the sports crew in planning and developing the termly challenges</p> <p>During the lockdown period make the most of opportunities for other physical activity bursts during the day using resources such as - <a href="https://www.activekidsdobetter.co.uk/active-classroom/activity-booster">https://www.activekidsdobetter.co.uk/active-classroom/activity-booster</a></p> <p>Also, look to utilise the PALSS resources from Active Surrey.</p> | <p>£500 for equipment, this will allow all to teach during times when resource sharing is difficult</p>           | <p>Active 30:30 has continued to be a fundamental part of our curriculum this year; both when the children were at school and when at home. The importance of regular physical activity was a priority during the lockdown period and upon the children returning.</p> <p>Many of these active 30:30 activities had to be adapted for use at home and we fully utilised a range of online resources to compliment the offer. Active 30:30 became the regular termly interhouse competition, replacing the actual competitions that would normally take place.</p> <p>Due to the two class bubbles, we purchased a significant amount of new equipment. Each bubble was provide with cones, tennis balls and stop watches to allow the sessions to be easily and fully taught.</p> <p><b>Total actual cost £2000</b></p> | <p>With restrictions looking like they will be relaxed, plans are already in place for the full curriculum to be taught from September 2021. Every pupil will receive at least 2 ½ hours of high quality PE and regular interhouse competitions will resume next year.</p>                 |
| <p>To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.</p>   | <p>Within games lessons, additional support will be offered to the less able and least active individuals with a focus on raising fitness levels and basic coordination skills</p> <p>This will extend to after school where additional support will be given to those children attending our after school care club.</p>  | <p>£8000</p> <p><i>(additional school funding will also contribute towards the salary of this individual)</i></p> | <p>Our sports coach/mentor continues to play an important role in the delivery of high quality PE provision this year.</p> <p>During lockdown, the critical worker children received two lessons of PE each week delivered by our sports coach</p> <p>On return, our sports coach has closely supported the delivery of the PE curriculum. This has included supporting less able and stretching more able</p>  | <p>Next year, with restrictions being lifted, we will look to recommence WWHSP partnership, organizing competitions with other local schools and therefore providing our pupils with regular interschool competitions.</p> <p>Plans are already in place to fully relaunch the full PE</p> |

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|  | To organise virtual interschool competitions for our pupils and others within the WWHSP partnership |  | <p>pupils within lessons, modelling the REAL PE approach to less confident staff, coordinating and leading on the mountain bike sessions for all pupils across the school and running a significant number of lunchtime and after school extra-curricular clubs.</p> <p>He also worked alongside the PE coordinator and deputy head teacher to run a sports day to all pupils and prepare and train pupils for the summer competitions that the school entered.</p> <p><b>Total actual cost £10,000</b></p> | curriculum in September and our sports coach will play a fundamental role in this, supporting class teachers in differentiating their lessons, providing support for our less able pupils and stretching our more able performers. |
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**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>  | <b>Evidence and impact:</b>  | <b>Sustainability and suggested next steps:</b>   |
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| <p>To continue to embed the Active 30:30 as part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p> <p>To introduce virtual intrahouse competition</p> | See detail in indicator 1 for more details  | As above detailed in indicator 1   | As detailed and explained above  | As detailed and explained above   |
| <p>To continue to have a whole school strategic focus on health and well-being of all our pupils</p> <p>To continue to develop the</p>   | The schools' travel coordinator is also a member of the PE team and promotes active ways of travelling to and from school. This is high profile and is regularly communicated through twitter | £700<br><i>(additional school funding will be used as this is an area of high focus)</i> | <p>The period of lockdown during this academic year has meant that the focus on mental health and well-being has never been more important</p> <p>Travel plan continues to be prolific</p> | This area, as the global pandemic continues, will continue to be a significant strand within our SDP for next year. |

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| <p>Well-Being action plan and implement the 'Change Team'</p> <p>To make staff and pupil well-being and mental health the centre of all we do during the period of lockdown and restrictions.</p> | <p>and newsletters to the school community.</p> <p>Undertake the PASS survey seeking views from all pupils across the school and then acting on the feedback given.</p> <p>There is strong emphasis and commitment to outdoor learning. All staff are trained to deliver this and sessions take place for all pupils on a half termly basis.</p> <p>CPD opportunities are provided to all staff on well-being and this is a strong priority on the school development plan and Trustee's strategic aims.</p> <p>Continue to develop the 'Change Team' focusing on the mental health and well-being of all pupils and staff. Hold a number of awareness days, embed curriculum content and have regular articles in the weekly newsletter</p> | <p><i>this academic year)</i></p> | <p>within the school with regular whole school initiatives (walk to school, cycling) Pedestrian training offered to all pupils in Years 3/4.</p> <p>Yoga offered to all pupils as part of the offered curriculum and part of the targeted extra-curricular offer when clubs recommenced in the summer term. Critical worker children had weekly yoga sessions during the period of lockdown.</p> <p>Wellbeing and healthy lifestyles is a strategic priority for trustees and runs through all areas of the SDP. Sport considered a key driver for this.</p> <p>Health and wellbeing taught through comprehensive PSHE curriculum as well through other subjects.</p> <p>PASS survey completed twice annually – focus on groups is underway. Overall results indicate pupils have an excellent attitude to school and learning.</p> <p><b>Total actual cost £700 (additional spending in this area came from other areas of school funding)</b></p> |  |
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| <p>When restrictions and government guidance allow, to further develop the 'Learn to Lead' program across the whole school to give all pupils leadership opportunities</p> | <p>Following further improvement work last year, the Learn to Lead initiative will be further developed this year. Our dedicated sports coach/mentor will continue to support in PE/Games lessons preparing and coaching pupils so that they can lead on part of a lesson. (warm up, officiating, skills etc.)</p>  | <p>£500 for equipment and release</p>   | <p>Due to COVID restrictions and not being able to mix bubbles, this has not been possible this year. Within classes, however, groups of children in the upper school have had the opportunity to lead small parts of the lesson – e.g. warm up/cool down</p> <p><b>Total actual cost £0</b></p>   | <p>To relaunch the 'learn to lead' program across the whole school utilising the expertise of our sports coach and year 6 sports crew</p>          |
| <p>To provide training in the REAL PE approach for all staff members</p>   | <p>Whole school INSET provided by REAL PE, approach implemented throughout the school, in particular during times when resource sharing and contact sports are difficult.</p> <p>This will include</p> <ul style="list-style-type: none"> <li>• Demonstration lessons</li> <li>• Twilight training</li> <li>• Paired teaching</li> <li>• Sharing of expertise and planning</li> </ul>   | <p>£1500 including supply costs</p>     | <p>The REAL PE training has not been possible this year due to the restrictions around face to face training. However, our sports coach has supported and modelled the approach to a number of teachers together with members of the PE team who have been leading on the implementation of the approach.</p> <p><b>Total actual cost £0</b></p> | <p>Make an informed decision of where REAL PE fits in our curriculum. Face to face training booked for November 2021, subject to restrictions.</p> |
| <p>To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.</p>  | <p>As above detailed in indicator 1</p> <p>Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals, in particular virtual competitions during the times of restrictions and lockdown.</p> | <p>As above detailed in indicator 1</p> | <p>As detailed and explained above</p>   | <p>As detailed and explained above</p>   |

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| <p>To continue to develop the role of the Sports Crew and Sports Leaders, either through face to face training or virtually if restrictions remain in place</p> | <p>Provide training to Sports Crew through Active Surrey</p> <p>Fully involve this group of pupils in the organising and running of competitions both inter and intra house – many of which will be virtual this year</p> <p>Involve them in the planning and delivery of the half termly Mini Olympics competition, when restrictions allow</p> <p>Involve them in the planning and delivery of the weekly Active 30:30 sessions</p> <p>Sports crew to continue to run lunch time activity sessions for pupils in year 3/4, when restrictions allow.</p> <p>Sports Crew to share and disseminate their work and expertise to local schools as part of the WWHSP partnership.</p> | <p>£150 (<i>training and equipment</i>)</p> | <p>Due to restrictions and bubble system in place, we have been unable to develop the role of the Sports Crew and Sports Leaders this year.</p> <p><b>Total actual cost £0</b></p>  | <p>With the news that restrictions are being removed from September 2021, we have already appointed 38 Sports Crew members from our current Year 5 with external training booked for the end of September.</p> <p>Once trained they will lead lunchtime activity sessions for year 3/4 pupils as well as organize and lead on local competition.</p> |
| <p>To undertake a whole school study to determine whether there is a link between levels of physical activity and rates of academic progress.</p>               | <p>Using the YST resource, investigate whether levels of physical activity affect rates of academic progress.</p> <p>Use SIMs to record the data</p> <p>Present findings to SLT, Trustees and WWHSP schools for further consideration.</p>  | <p>£0</p>                                   | <p>The lockdown has meant that this study has not taken place. However, we continue to track closely the levels of physical activity of our pupils and as a result target them for attendance at one or more of our extra-curricular clubs</p> <p><b>Total actual cost £0</b></p> | <p>To recommence this work during the next academic year.</p>  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |  |   |
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| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>To create a plan for CPD across the whole school to further improve outcomes for pupils.</p> <p>To provide training in the REAL PE approach for all staff members</p> | <p>Whole school INSET provided by REAL PE, approach implemented throughout the school, in particular during times when resource sharing and contact sports are difficult.</p> <p>This will include</p> <ul style="list-style-type: none"> <li>• Demonstration lessons</li> <li>• Twilight training</li> <li>• Paired teaching</li> </ul> <p>Provide peer to peer support with the implementation of REAL PE across Years 3/4 with those more confident colleagues supporting others through team teaching and modeling lessons.</p> | £1900              | <p>The restrictions in place have prevented the majority of CPD taking place. The REAL PE training will now take place in November 2021.</p> <p>However, in bubbles, members of the PE team have modelled outstanding lessons to staff and our PE Coach has continued to support and further enhancing the teaching and learning offer at the school. This has focused primarily around the REAL PE teaching approach.</p> <p>Two staff have completed their level 1 athletics coaching award</p> <p><b>Actual total cost £0</b></p> | <p>REAL PE INSET now planned for November 2021 which will help inform the decision on where and how we use this approach.</p> <p>Continue to increase the profile of girl's football across the school.</p> <p>PE team to provide support for NQTs through paired teaching and demonstration lessons</p> <p>Continued peer to peer support with REAL PE.</p> <p>Two staff to complete level 2 athletics coaching award during next academic year.</p> |
| <p>To take part and engage with the FA and YST initiative around girls football (inspired by Disney)</p>   | <p>Staff member to attend the training and then disseminate knowledge and resource to the rest of the school</p> <p>Ensure girls have equal access to football in the curriculum and break and lunch and in extracurricular activities. Actively promote the sport in school and through parent communication</p>   | £0                 | <p>One member of staff has completed this training virtually. In the summer term two lunchtime clubs focusing on Year 3/4 girls football were set up and well attended by over 70 girls</p> <p>Regular communication around local community clubs continues to raise the profile further of girls</p>  | <p>Ensure training materials are disseminated to staff and girl's football continues to have a high profile across the school. Extracurricular opportunities in place for years 3/4</p>   |

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|   |  |                                    | football in the school<br><br><b>Actual total cost £0</b>  |  |
| To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.  | As above - coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals, including virtual competitions | As above detailed in indicator 1/2 | As detailed and explained above  | As detailed and explained above  |
| To purchase a range of resources and equipment to support the high quality teaching of PE across the school. This will ensure that all class teachers have the equipment they require to teach a full equipment during a time when resource sharing is difficult. | Purchase equipment as required in order to teach a full curriculum.  | £2000                              | The restrictions in place due to COVID and the need to keep resources within bubbles meant that there was additional expenditure on PE equipment such as cones and balls. This enabled the full curriculum to be taught throughout the year and meant that all children continued to have 2 ½ hours of PE/Games each week.<br><b>Actual total cost £2000</b> | With the news that restrictions are being removed from September 2021, we will review how equipment will be allocated next year and whether COVID has actually bought about any new best practice. |
| To develop a team approach to the leadership of PE across the school  | Identify at least one member from each year team.<br><br>Meet half termly to review action plan.<br><br>Team members to disseminate information back to their year group.  | £0                                 | The team approach to the leading of PE has been particularly beneficial this year;<br><br>Information can be easily shared as there is a team member in each year group<br><br>Team teaching and demonstration lessons have still take place as a PE lead has been evident in each bubble<br><b>Actual total cost £0</b>                                     | Continue with this approach in the next academic year  |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>   |   |  |   |   |
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| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>  | <b>Funding allocated:</b>                | <b>Evidence and impact:</b>   | <b>Sustainability and suggested next steps:</b>   |
| <p>Dependent on restrictions and guidance from the DfE, ensure all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training</p> <p>This includes continuing to explore possibilities of introducing activities such as ultimate Frisbee, fencing, archery and Panathlon as well as virtual competitions</p> | <p>As above, specified in key indicator 1</p> <p>Purchase equipment to allow a range of sports and activities to take place</p> | <p>As above indicated in indicator 1</p> | <p>The restrictions that have been in place has meant that this has not been possible this year.</p> <p><b>Actual total cost £0</b></p>                               | <p>To be targeted in the 2021/22 academic year</p>  |
| <p>Depending on restrictions in place, investigate opportunities for athletes, famous sports men/women to talk about psychology/approach to sport, preparation before games.</p>   | <p>Invite relevant people in as opportunities arise.</p>  | <p>£1000</p>                             | <p>The restrictions that have been in place has meant that this has not been possible this year.</p> <p><b>Actual total cost £0</b></p>                               | <p>To be targeted in the 2021/22 academic year</p>  |
| <p>If restrictions allow, as part of the WWHSP partnership, offer masterclass sessions in a range of sports for our more able athletes. These could be held virtually</p>  | <p>Agree dates with partner schools to host and run masterclass workshops focusing on a range of sports and leadership.</p>     | <p>£650</p>                              | <p>Athletics club and Running Squad resumed in the summer term and saw nearly 200 children attend over the period of the term.</p> <p><b>Actual total cost £0</b></p> | <p>Continue to expand and invite pupils from local schools to attend in the next academic year.</p> |

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| <p>To further develop links with approved external organisations to provide support with the delivery of PE in school.</p>   | <p>Continue to develop relationships with existing organisations including:</p> <ul style="list-style-type: none"> <li>• Premier Sports</li> <li>• Harlequins Rugby Club</li> <li>• XSport Coaching (futsal)</li> <li>• Weybridge Gym</li> <li>• Tennis England</li> <li>• No 1. JGA Golf</li> <li>• Daily Thompson Athletics Academy</li> <li>• Walton on Thames Cricket Club</li> </ul> <p>Explore opportunities to develop links with other local clubs and organisations. This will support the delivery of PE in school as well as provide signposting opportunities for our most able.</p> | <p>£0 (<i>unless approved club is providing extra-curricular opportunities which are funded by the school</i>)</p> | <p>Despite the restrictions in place, we have still been able to develop community links with the following organisations</p> <ul style="list-style-type: none"> <li>• Walton Tennis club – offering free sessions to our Year 3 and 5 pupils</li> <li>• Esher Rugby Club – organizing an extra-curricular club in the summer term for year 4 pupils</li> <li>• Walton Cricket Club (SEND pupils)</li> </ul> <p>We have continued working with our existing and well established links with extra-curricular clubs and activities resuming in the summer term.</p> <p><b>Actual total cost £100 (to ensure all year 3 pupils received 3 hours of tennis tuition)</b></p> | <p>Continue to actively search and develop links with local organisations to support the delivery of PE in the school</p> |
| <p>When restrictions allow, to continue with the popular before school running club which regularly attracts over 150 pupils each week. All pupils to have the opportunity to run the distance of a marathon throughout the term/year.</p> | <p>Purchase medals for pupils who attend and run the distance of a marathon</p>  | <p>£300</p>  | <p>Due to the restrictions, running club did not take place this year, however plans are already in place to resume in September when restrictions are lifted.</p> <p><b>Actual total cost £0</b></p>  |   |
| <p>Increased resources made available to ensure that PE can be taught fully without the need to share equipment.</p>   | <p>Purchase of additional equipment made available to each year group to ensure PE can be delivered fully this year, during a time when resource sharing is difficult.</p>   | <p>£2000</p>   | <p>As detailed above</p>   | <p>As detailed above</p>  |

| <b>Key indicator 5: Increased participation in competitive sport</b>   |  |   |                             |   |
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| <b>School focus with clarity on intended impact on pupils:</b>   | <b>Actions to achieve:</b>   | <b>Funding allocated:</b>                                   | <b>Evidence and impact:</b> | <b>Sustainability and suggested next steps:</b> |
| <p>Dependent on restrictions, ensure all pupils have an opportunity to represent the school in competitive sport.</p> <p>If restrictions allow, increase the range and variety of competitions and festivals on offer in particular those in the lower school. Investigate the opportunities around virtual competitions</p> <p>Purchase equipment and resources to allow this to happen.</p> <p>Use team approach to the coordination of PE to increase capacity.</p> <p>Consider competition formats to ensure competition is appealing to all pupils.</p> | <p>Close tracking of pupil representation enables specific targeting of individuals, to ensure all pupils have the opportunity to compete for the school.</p> <p>Continue to adopt the competition structure used by Active Surrey (Inspire, Aspire, Higher) to allow correct identification of pupils for competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - <a href="https://www.yourschoolgames.com/reframing-competition/">https://www.yourschoolgames.com/reframing-competition/</a></p> <p>Continue to offer a range of competitions which are hosted at Cleves. This includes Year 3/4 Mini Olympics and a gymnastics and dance competition with local schools through the development</p> | <p>Supply and resource costs as detailed in indicator 1</p> | <p>As detailed above</p>    | <p>As detailed above</p>                        |

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|   | <p>of the WWHSP partnership. Furthermore, continue to enter new competitions in foot golf, handball, ultimate Frisbee, fencing and archery. Following the success of the dodgeball and sportshall athletics last year, these will continue and involve more pupils. Continue to investigate virtual competition opportunities.</p> <p>If possible, provide challenge for our more able pupils through entering county and regional competitions. This include entry to a Cross Country league, joining competitions involving athletics clubs and participating in a national netball competition.</p> |           |   |  |
| <p>To continue to develop opportunities for inter house competitions throughout the school – if not face to face then virtually</p> | <p>Continue with the 6x interhouse competitions in all year groups for all pupils.</p> <p>If possible, introduce new class vs class competition in years 3/4 based on the Mini Olympic format.</p> <p>Revise format of the annual sports day to maximize participation time, especially with the traditional track events.</p> <p>Investigate virtual competitions, especially through the Active 30:30 sessions</p>   | <p>£0</p> | <p>Interhouse competitions have been very difficult to implement during this academic year because of the restrictions that have been in place.</p> <p>However in the summer term, we were able to hold four successful sports day (one for each year group)</p> <p>This new format of having separate events for each year group is something we will continue next year with the only difference being that parents will hopefully be able to attend.</p> <p>In addition, we held a number of</p> | <p>To fully implement and reintroduce the inter house competition structure across the whole school next year.</p> |



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|  |  |             | <p>virtual competitions throughout the year. This included a virtual cross country competition and our Active 30:30 sessions where scores were linked to our house system.</p> <p><b>Actual total cost £0</b></p>  |  |
| <p>To develop a hub of expertise around athletics, depending on the restrictions in place.</p> | <p>Through the WWHSP partnership, invite pupils from other schools to attend weekly athletics sessions. These are targeted at pupils who have an interest in athletics regardless of ability.</p> <p>Provide opportunities for these pupils to enter district and county competitions.</p> | <p>£750</p> | <p>Due to the restrictions in place, activity has also been limited with regards to development of athletics across the school and local partnership.</p> <p>However two members of staff completed their level 1 coaching qualification and in the summer term, our after school athletics club and before school running squad did resume once again. These were attended mainly by pupils at Cleves and saw us enter the Surrey Quad Kids competition in June where we were placed 2<sup>nd</sup>.</p> <p>The athletics club and running squad was attended by nearly 200 pupils throughout the summer term.</p> <p><b>Actual total cost £0</b></p> | <p>Continue to develop the hub of expertise around athletics</p> <p>Two members of staff to complete their level 2 qualification</p> <p>Further development of the WWHSP partnership, inviting pupils from other schools to attend session.</p> <p>Continue to enter a range of district and county competitions – providing stretch and challenge for our more able athletes.</p> |