

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

| | |
|--|---------|
| Total amount carried over from 2022/23 | £0 |
| Total amount allocated for 2023/24 | £23 200 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2023/24 | £23 200 |
| Total amount of funding for 2023/24 to be reported on by 31st July 2024 | £23 200 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|-----|
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study | |
| 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. Please see note above | 90% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 90% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 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? | 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 pupils today and for the future.

| | | | | |
|---|--|--|--|--|
| Academic Year: 2023/24 | Total fund allocated: £23,200 | Date Updated: 22 nd November 2023 | | |
| Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: 49.5% |
| Intent | Implementation | | Impact | |
| <i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups. | <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 as well as running extra-curricular clubs such as mountain biking and basketball</p> <p>To organise interschool competitions for our pupils and others within the WWHSP partnership</p> | <p>£9,000</p> <p><i>(additional school funding will also contribute towards the salary of this individual)</i></p> | <p>Our sports coach/mentor has continued to play an important role in the delivery of high quality PE provision this year.</p> <p>Our sports coach has closely supported the delivery of the PE curriculum. This has included supporting less able and stretching more able pupils within lessons, modelling the REAL PE approach to less confident staff and ECTs, coordinating and leading on a number of competitions and festivals through our local</p> | Continue to develop the role and provision next year |

| | | | | |
|---|--|--|--|--|
| | | | <p>partnership and running a significant number of lunchtime and after school extra-curricular clubs.</p> <p>He also worked alongside the PE coordinator to run a sports day to all pupils and prepare and train pupils for competitions that the school entered.</p> | |
| <p>To create a plan for CPD across the whole school to further improve outcomes for pupils.</p> | <p>This will include</p> <ul style="list-style-type: none"> • Demonstration lessons • Twilight training • Paired teaching <p>Continue to 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> <p>Provide opportunities for the PE team (and other staff) to undertake coaching qualifications – e.g gymnastics, tennis, cricket, rugby</p> <p>Offer CPD opportunities where they arise and where monitoring indicates is required.</p> | <p>£1000 Coaching qualifications and release</p> | <p>REAL PE – as detailed and explained above</p> <p>Members of the PE team along with the sports coach have regularly supported staff with the delivery of the REAL PE curriculum. This has included demonstration and paired teaching.</p> <p>ECTs have been particularly supported in the delivery of REAL PE</p> <p>The impact is consistently high quality teaching and learning across all year groups – demonstrated through monitoring</p> <p>Sports coach has undertaken dodgeball and athletics CPD training which has been shared across the school,</p> | <p>Continue to support, through monitoring, staff that are less confident/ECT.</p> <p>Provide even more opportunities to support the less able and challenge are best athletes and sports people</p> |

| | | | | |
|---|--|--------------------------|---|---|
| <p>To embed the team approach to the leadership of PE across the school</p> | <p>Identify at least one member from each year team.</p> <p>Meet half termly to review action plan.</p> <p>Team members to disseminate information back to their year group.</p> | <p>£0</p> | <p>The team approach to the leading of PE has once again been particularly beneficial this year and was recognised by Ofsted – July 2022</p> <p>Information can be easily shared as there is a team member in each year group</p> <p>Team teaching and demonstration lessons have still take place as a PE lead has been evident in each bubble</p> | <p>Continue with the team approach next year, identifying new members if year teams change.</p> |
| <p>To explore and investigate what would make the PE curriculum and provision at Cleves outstanding</p> | <p>PE team members to visit other schools to understand their approach and provision.</p> <p>Trial and adapt new approaches and monitor closely the impact.</p> <p>Utilise and create partnerships with local schools and businesses where appropriate</p> | <p>£500 supply cover</p> | <p>Visits to other schools have taken place and will continue in the next academic year</p> <p>There has been nothing that has been identified yet that the school feels would add value to their existing provision.</p> <p>Additional links have been created with Little Ealing School, Echelford Primary and Esher Church School</p> | <p>Continue seeking best practice from schools both locally and nationally.</p> <p>Look for meaningful links to maths and literacy.</p> |
| <p>To purchase a range of resources and equipment to support the high quality teaching of PE across the school.</p> | <p>Purchase equipment as required in order to teach a full curriculum.</p> | <p>£1000</p> | <p>The purchases this year have replaced previously worn out equipment with new.</p> <p>New sportshall equipment was purchase to enhance and develop the teaching of athletics –</p> | <p>Continue to replace worn out equipment.</p> <p>Purchase new equipment to allow new activities to be delivered.</p> |

| | | | particularly hurdles and high jump which has been delivered to pupils in years 5/6 | |
|--|--|--|---|--|
| Key indicator 2: 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 | | | | Percentage of total allocation: 23% |
| Intent | Implementation | | Impact | |
| <i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Further increase the number of pupils engaged in regular physical activity – including the most reluctant to do so. | Continue to run, 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 school staff, external coaches and clubs. These include: <ul style="list-style-type: none"> • Change4Life • Physifun • Year 3/4 Tag Rugby • Basketball • Yoga • Mountain Biking Continue to run a wide range of extra-curricular clubs offered by school staff including football, hockey, rugby, basketball trampolining, running | £3000 to cover the cost of the clubs (<i>additional school funds will be used to cover additional costs</i>) | 610 pupils have attended at least one extra curricular sports club during this academic year. 411 pupils have attended more than one club. All targeted pupils identified have attended clubs on a weekly basis. This has included: <ul style="list-style-type: none"> • Change4Life • Physifun • Basketball • Yoga • Mountain Biking • Dodgeball • Volleyball | During the next academic year, we will look to further broaden our range of lunchtime and after school clubs. We will continue to track and record attendance at all extra-curricular clubs and target individuals/groups (e.g. girls) accordingly. |

| | | | | |
|---|---|-----------|--|---|
| | <p>club, athletics, netball, mountain biking, badminton and dodgeball.</p> | | <ul style="list-style-type: none"> • Athletics • Cricket • Football • Netball • Badminton • Tag Rugby • Trampolining • Hockey • Tag Archery • Rounders <p>This year we have continued to have a focus on girls and have offered some 'girls only' clubs as pupil voice has indicated that they are sometimes reluctant to join clubs because they feel boys will dominate.</p> <p>The girls only cricket, football and tag rugby clubs have been really well attended.</p> <p>The award of the Platinum School Games Award in June 2024 recognizes the outstanding provision that is in place.</p> | |
| <p>To use benchmark data from the previous year to target and improve physical activity levels.</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>£0</p> | <p>SIMs has been used effectively to track and target attendance at extra-curricular clubs.</p> | <p>In the 2024/25 academic year, we plan to continue to implement our competition</p> |

| | | | | |
|--|---|---|--|--|
| <p>To carefully track the numbers of pupils attending extra-curricular clubs and competitions.</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 - https://www.yourschoolgames.com/reframing-competition/</p> | | <p>610 pupils have attended at least one extra curricular sports club during this academic year.</p> <p>411 pupils have attended more than one club.</p> <p>658 pupils have represented the school in a sports festival/competition this year and 301 have done this more than once.</p> | <p>framework, ensuring all 720 pupils have the opportunity to represent the school at the appropriate level for them utilising our 'inspire', 'aspire' and 'higher' approach.</p> <p>We will continue to utilise the YST resources to ensure that the type of competition is closely matched to the needs and desires of the pupils.</p> |
| <p>Continue to 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. Offer half-termly mini Olympics competition for years 3/4, which includes inviting other schools to participate.</p> <p>Continue to expand 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>£2000 for supply release and equipment</p> | <p>In this academic year, 658 children have represented the schools in either a competition or festival against another school. 301 children have represented the school more than once.</p> <p>As well as the traditional sports of football, rugby, cricket and athletics our children have also taken part in dodgeball, pop lacrosse, swimming, panathlon, archery tag and physifun festivals. We have a commitment to providing competitive opportunities which are appropriate to all of our</p> | <p>As above</p> |

| | | | | |
|---|---|--|--|--|
| | Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/ | | children | |
| To timetable Active 30:30 sessions as a fundamental part of the curriculum; a thirty-minute weekly session focused on Personal Challenge to all pupils. | <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>Also, look to utilise the PALSS resources from Active Surrey.</p> <p>Sports Crew used to shape and design the offer</p> | £300 for equipment and release for training. | <p>Active 30:30 has continued to be a fundamental part of our curriculum this year. The importance of regular physical activity was a priority during the lockdown period and upon the children returning.</p> <p>The sports crew have played a fundamental role in designing and reviewing these activities.</p> <p>Pupil voice indicates that pupils like these sessions and they can clearly articulate the benefits they offer</p> | Active 30:30 to continue to be timetabled into the curriculum next year with Sports Crew playing an active role in monitoring and shaping the activities that make up these sessions. Undertake a full review of the personal challenges to ensure they are still fit for purpose. |

| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|-------|--|--|
| | | | | 7% |
| Intent | Implementation | | Impact | |
| <i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i> | <i>Sustainability and suggested next steps:</i> |
| Continue to have a whole school strategic focus on health and well-being of all our pupils. This is one of the school's strategic priorities | <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 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>Dedicated member of staff whose role is the mental health and well-being of all pupils and</p> | £1000 | <p>Travel plan continues to be prolific within the school with regular whole school initiatives (walk to school, cycling)</p> <p>Pedestrian training offered to all pupils in Years 3/4. Our work has been shared with other schools in Surrey</p> <p>Yoga offered to all pupils as part of the offered curriculum and part of the targeted extra-curricular offer.</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</p> | This will continue to be a strategic priority for the school next year and will therefore be a significant strand within our SDP |

| | | | | |
|--|--|---------------------------------------|--|---|
| | <p>staff. Hold a number of awareness days, embed curriculum content and have regular articles in the weekly newsletter</p> | | <p>through comprehensive PSHE curriculum as well as 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>Ofsted recognised and were extremely impressed with the provision we have in place for all pupils – see report.</p> | |
| <p>Develop the ‘Learn to Lead’ program across the whole school to give all pupils leadership opportunities</p> | <p>The Learn to Lead initiative will be continued 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>To write a leadership programme of study for Year 5/6 pupils</p> | <p>£200 for equipment and release</p> | <p>All year 6 pupils have had the opportunity to lead a session in small groups, led and prepared by our sports coach. Pupil voice has indicated that this has been beneficial.</p> <p>A classroom-based leadership program was written and delivered to the more able year 5/6 pupils which received excellent feedback. This positively impacted pupil performance when representing the school.</p> | <p>To undertake a similar approach next year with the aim of extending the program to Year 5 pupils as well.</p> <p>Further develop the classroom based leadership work</p> |

| | | | | |
|--|--|--------------------------------------|---|--|
| <p>To embed and further develop the role of the Sports Crew and Sports Leaders through face to face training.</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</p> <p>Involve them in the planning and delivery of the half termly Mini Olympics competition</p> <p>Involve them in the planning and delivery of the weekly Active 30:30 sessions</p> <p>Sports crew to restart running lunch time activity sessions for pupils in year 3/4</p> <p>Sports Crew to share and disseminate their work and expertise to local schools as part of the WWHSP partnership.</p> | <p>£400 (training and equipment)</p> | <p>Training provided to all 30 Year 6 sports crew by Active Surrey</p> <p>This group have been fully involved in various aspects of our provision including:</p> <ul style="list-style-type: none"> • Running and officiating competitions and festivals for younger pupils as part of the WWHSP offer. • Being involved in the planning and delivery of the Active 30:30 sessions • Running lunch time sessions every day on the playground for years 3/4 • Supporting at feeder school sports day • Regular pupil voice – feeding back on their view of the curriculum | <p>To train a new group of 30 year 6 pupils next year.</p> <p>To split Sports Crew and Play Leaders to have more clearly defined roles</p> <p>Investigate the possibility of our Year 6 Sports Crew training up Year 2 children to be sports crew members in their schools – this would start with our feeder schools in the first instance.</p> |
| <p>To continue 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>This will be undertaken in the autumn term once all end of academic year data has been analysed and processed.</p> <p>The findings will then be presented to trustees and WWHSP schools for consideration.</p> | <p>To continue to the study in the next academic year to build up a more reliable data set.</p> |

| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | Percentage of total allocation: 13.5% | |
|--|--|---|---|--|
| Intent | Implementation | Impact | | |
| <i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i> | |
| <p>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, tag archery and Panathlon.</p> <p>To fully utilise the new cricket strip in the summer term during curricular and extra curricular time.</p> | <p>Continue to run, 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 school staff, external coaches and clubs. These include:</p> <ul style="list-style-type: none"> • Change4Life • Physifun • Year 3/4 Tag Rugby • Basketball • Yoga • Mountain Biking <p>Continue to run a wide range of extra-curricular clubs offered by school staff including football, hockey, rugby, trampolining, running club, netball, mountain biking, badminton and dodgeball.</p> | <p>As per above (<i>additional school funds will be used to cover additional costs</i>)</p> | <p>In this academic year, 658 children have represented the schools in either a competition or festival against another school. 301 children have represented the school more than once.</p> <p>As well as the traditional sports of football, rugby, cricket and athletics our children have also taken part in dodgeball, pop lacrosse, swimming, panathlon, archery tag and physifun festivals. We have a commitment to providing competitive opportunities which are appropriate to all of our children</p> | <p><i>Sustainability and suggested next steps:</i></p> <p>During the next academic year, we will look to further broaden our range of lunchtime and after school clubs.</p> <p>We will continue to track and record attendance at all extra-curricular clubs and target individuals/groups (e.g. girls) accordingly.</p> |

| | | | | |
|--|---|--------------|---|--|
| <p>Continue to 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>£500</p> | <p>A professional footballer spoke with our more able pupils as part of the delivered leadership project and this was extremely well received.</p> <p>In November, we also took part in a zoom with a Fulham footballer to recognise and celebrate World Mental Health day. Pupils were targeted to take part.</p> | <p>Continue to seek opportunities in the next academic year.</p> |
| <p>As part of the WWHSP partnership, offer masterclass sessions in a range of sports for our more able athletes/sports people.</p> | <p>Agree dates with partner schools to host and run masterclass workshops focusing on a range of sports and leadership.</p> | <p>£1000</p> | <p>Athletics Club and Running Club has continued to grow and develop this year. We now have over 60 'more able' children from Cleves and 4 other local schools attending weekly sessions.</p> <p>This provision has resulted in the athletics attending performing extremely well in the local cross country and athletics league. It has also resulted in positive feedback and comments from a number of teachers/parents from local schools as well as those from Cleves.</p> <p>Trampolining and mountain biking masterclass sessions offered</p> | <p>Continue with this offer and consider broadening to other sports – liaise with WWHSP schools to determine the demand.</p> |

| | | | | |
|--|--|--|---|---|
| <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"> • Harlequins Rugby Club • XSport Coaching (futsal) • Weybridge Gym • Tennis England • No 1. JGA Golf • Daily Thompson Athletics Academy • Walton on Thames Cricket Club • Surrey Cricket Club <p>Explore opportunities to develop links with other local clubs and organisations. This will support the delivery of PE in school, CDP for staff 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>Strong links are in place with the following</p> <ul style="list-style-type: none"> • Harlequins Rugby Club • Esher Rugby Club • XSport Coaching (futsal) • Weybridge Gym • Tennis England • Daily Thompson Athletics Academy • Walton on Thames CC • Surrey Cricket Club • Reeds Weybridge Club • Walton Tennis Club • Panathlon - https://panathlon.com/ • Impact Athletics Club <p>These links have resulted in free curriculum taster sessions, extra curricular clubs running at the school and opportunities for signposting.</p> | <p>Continue to actively search and develop links with local organisations to support the delivery of PE in the school</p> |
| <p>To once again run 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>Running club is the most popular extra curricular club at Cleves. We have over 150 children attend each week and 143 children have completed the marathon distance throughout the year.</p> | <p>Continue with this club in the next academic year. Consider a half marathon award.</p> |

| | | | | |
|---|---|----|---|--|
| To develop a comprehensive interhouse sports competition structure at lunchtimes for all children | Sports coach to devise a competition structure and advertise to staff Choose sports such as basketball, unihoc, dodgeball, benchball as opposed to the traditional sports of rugby, football and netball | £0 | Interhouse competitions established in a range of sports including football, cross country, dodgeball and basketball – pupil participation was high | Continue to develop this in the next academic year |
|---|---|----|---|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|-------|---|--|
| | | | | 7% |
| Intent | Implementation | | Impact | |
| <i>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | | <i>Funding allocated:</i> | <i>Evidence of impact: What do pupils now know and what can they now do? What has changed?</i> |
| Ensure all pupils have an opportunity to represent the school in competitive sport. Increase the range and variety of competitions and festivals on offer in particular those in the lower school. Purchase equipment and resources to allow this to happen. | Close tracking of pupil representation enables specific targeting of individuals, to ensure all pupils have the opportunity to compete for the school. Continue to adopt the competition structure used by Active Surrey (Inspire, Aspire, Higher) to allow correct identification of pupils for competitions. Using the YST membership resource, consider the reframing competition document - | £2000 | In this academic year, 658 children have represented the schools in either a competition or festival against another school. 301 children have represented the school more than once. Whilst a significant number of pupils have represented the school through comeptitions and festivals through the WWHSP partnership, we have also | Sustainability and suggested next steps: Continue to explore new opportunities for our children to compete on a local, regional and national level. Utilise the YST reframing competition framework along with the 'inspire', 'aspire' |

| | | | | |
|--|---|----|--|--|
| <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>https://www.yourschoolgames.com/reframing-competition/</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 of the WWHSP partnership. Furthermore, continue to enter new competitions in footgolf, 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>achieved the followed district and county success</p> <ul style="list-style-type: none"> • Year 5 Boys Surrey County Football Winners • Year 5/6 Girls Football District League and Cup Winners • Year 6 Boys Football District League and Cup Winners • Year 6 Girls Netball District League runners up • Year 5/6 Sportshall Athletics District winners • Year 6 Quad Kids District Winners • Cross Country District and Border League winners • District Sports winners • Year 5/6 Girls Cricket District Runners Up • Year 5 Boys Cricket District Runners Up • District Cross Country winners • Year 5/6 Swimming Regional Finalists • Year 5/6 Dodgeball District Runners Up | <p>and higher approach to ensure children are taking part in the right competition for their age, ability and motivation.</p> <p>Continue to explore partnerships with schools outside of the WWHSP schools.</p> |
| To develop a comprehensive | Sports coach to devise a competition structure | £0 | Interhouse sport is now fully | |

| | | | | |
|--|--|--------------|---|--|
| <p>interhouse sports competition structure at lunchtimes for all children</p> | <p>and advertise to staff</p> <p>Choose sports such as basketball, unihoc, dodgeball, benchball as opposed to the traditional sports of rugby, football and netball</p> | | <p>embedded in all year groups.</p> <p>All children have taken part in interhouse competitions on six separate occasions this year. This has included all children being involved in officiating, refereeing and leading competitive sport.</p> <p>The changes made to sports day a few years back are now also embedded. This leads to greater competitive opportunities and less waiting around for the children.</p> | |
| <p>To continue 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>£1000</p> | <p>As detailed and explained above in key indicator 4.</p> <p>This offer has now extended to pupils from four local schools as well as those attending Cleves. 108 pupils have had the opportunity to enter district and county competitions and have achieved significant success.</p> | <p>Continue with this approach in the next academic year</p> |